

Expressive Art and Design

Skills Progression for Creating with Materials

Painting						
	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
	Autumn Term		Spring Term		Summer Term	
Foundation 1						
Mixing Colours	Recognise and name primary colours: red, yellow, blue	Mix a primary colour of the correct consistency using powder paint with adult support	Mix a primary colour of the correct consistency using powder paint independently	Recognise and name some secondary colours: Orange, purple, green	Mix a secondary colour of the correct consistency using powder paint with adult support	Mix a secondary colour of the correct consistency using powder paint independently
Painting procedures	With adult support follows the instructions of the water, sponge, paint, pallet sequence	With adult support follows the instructions of the water, sponge, paint, pallet sequence	With some prompting use the water, sponge, paint, pallet sequence	With minimal reminders, uses the water, sponge, paint, pallet sequence	Begin to say the stem phrase Water, sponge, paint, pallet	Can independently say the phrase water, sponge, paint pallet and show the actions simultaneously
	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12
	Autumn Term		Spring Term		Summer Term	
Foundation 2						
Mixing Colours	Independently explore mixing primary colours of the correct consistency using powder paint and begin to recognise some of the secondary colours made.	Mix orange, green and purple independently using primary coloured powder paints.	Recognise and say the two primary colours needed to make green and purple.	With support, colour matching, mixing a specific colour using powder paint to the specific colour specified	Independent colour matching, mixing a specific colour using powder paint to the specific colour specified	Children will begin to explore how to make different shades of the same colour by adding white.
Re-setting equipment procedures	Learns the stem phrase	Can independently say the phrase; empty water, wash	With adult support follows the instructions; empty water, wash	With adult support follows the instructions; empty	With some prompting using the steps; empty water, wash	With minimal reminders, uses the steps; empty water,

	empty water, wash sponge, change paint, wash pallet	sponge, change paint, wash pallet	sponge, change paint, wash pallet	water, wash sponge, change paint, wash pallet	sponge, change paint, wash pallet	wash sponge, change paint, wash pallet
Drawing						
	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
	Autumn Term		Spring Term		Summer Term	
Foundation 1						
Drawing lines and shapes	Hold and use drawing tools with some control to make marks	Children will use pencils and chalk to free draw on a large scale.	Draws circles	Can explore making different lines, and marks using pencils, and chalk	Can explore making different shapes and marks using pencils, and chalk	Children will use pencils and chalk to free draw and will be able to explain what they have drawn.
Drawing people	Begin to make attempts at drawing a potato person	Begin to make attempts at drawing a potato person	Begins to draw faces with some recognisable features despite placing and proportion not always accurate.	Draw faces with features such as a nose. Mouth, eyes	Begins to draw people with some recognisable features beyond the face despite placing and proportion not always accurate.	Draw people with more detail eg arms, trunk, legs, fingers
	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12
	Autumn Term		Spring Term		Summer Term	
Foundation 2						
Drawing lines and shapes	Can explore making different lines, shapes and marks using pencils, pastels and chalk	Children will use pencils, pastels and chalk to free draw and will be able to explain what they have drawn.	Children will be able to draw triangles, rectangles and diamonds.	Draw lines of different sizes using a range of drawing equipment.	Draw lines of different thickness using a range of drawing equipment such as different drawing pencils, pastels, chalk	To create observational drawings using a range of lines and shapes taught on a smaller scale.
Drawing people	With adult guidance can begin to add	Can independently draw a portrait with	With adult guidance can begin to add more	Can independently draw a detailed	With adult guidance can begin to draw	

	more detail eg ears, hair, glasses to portrait.	more detail eg ears, hair, glasses without prompting	features that are in proportion.	portrait where features are in proportion	bodies appropriate to size eg mum taller than baby etc	Can independently draw a portrait of bodies of appropriate sizes eg family
Sculpture						
	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
	Autumn Term		Spring Term		Summer Term	
Foundation 1						
Build Models	Explore moving and stacking a range of larger objects with adult support and prompting	Builds towers by stacking larger objects independently.	Can copy and continue a sequence of bricks to create an enclosed space.	Builds walls to create enclosed spaces when building independently.	Begin to apply stacking and building techniques with different sized building equipment (showing some control over stacking smaller bricks)	Independently use a range of building and construction equipment to build models, beginning to explain what has been built.
Malleable materials	With adult support and prompting, explore malleable materials.	Independently explore malleable materials	With adult support and prompting, make a range of marks in malleable materials using a range of resources eg, pressing coins or pebbles into playdough	Independently make a range of marks in malleable materials using a range of resources eg, animal foot prints etc in playdough.	With adult support and prompting, begin to change the shape of malleable materials.	Begin to explore manipulating malleable materials independently.
	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12
	Autumn Term		Spring Term		Summer Term	
Foundation 2						
Build Models	Can copy and continue a sequence of bricks to create a roof, walls etc	Builds simple models using walls, roofs and towers when creating independently.	Begins to independently build with a purpose and can explain what they are going to attempt to make.	Independently builds models which replicate those in real life.	With adult support and prompting, can begin to suggest ways of how to make their model better.	Will be able to suggest how to improve their model
Malleable materials						

	With adult support demonstrate the ability to manipulate malleable materials by squeezing, rolling, pulling and squashing.	Independently manipulate malleable materials by squeezing, rolling, pulling and squashing.	With adult support demonstrate the ability to manipulate malleable materials by cutting, twisting and pinching.	Independently manipulate materials by cutting and pinching.	With adult support demonstrate the ability to manipulate malleable materials to look like something recognisable using the skills previously taught.	Independently manipulate malleable materials to look like something recognisable using the skills previously taught.
Collage/Workshop						
	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
	Autumn Term		Spring Term		Summer Term	
Foundation 1						
Resources to join materials	Use glue sticks with adult guidance	Use glue sticks independently	Use glue spreaders and PVA glue with adult guidance	Use glue spreaders and PVA glue independently	Use making tape with adult guidance.	Use masking tape independently.
Create a collage	Begin to explore different materials freely by touching, squeezing etc.	Creates a product consisting on one texture	Creates a product which consists of two different textures with adult prompting.	Creates a product which consists of two different textures independently	Adds other materials to develop models (tissue paper, glitter... etc with adult prompting.	Adds other materials to develop models (tissue paper, glitter... etc independently.
	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12
	Autumn Term		Spring Term		Summer Term	
Foundation 2						
Resources to join materials	Join items with cellotape with adult guidance	Join items with cellotape independently	Begin to use a combination of two different joining techniques with adult prompting	Use a combination of two or more different joining techniques independently	Begins to explore a wider range of joining materials together through trialling different ideas, beyond the skills already taught	Join items in a variety of ways – Sellotape, masking tape, string, ribbon, treasury tags, split pins etc

Create a collage	Knows how to secure different materials to a flat surface.	Will make their own make 2D collages using the joining techniques taught so far.	Knows how to secure boxes, kitchen rolls and decorate bottles	Will make their own make 3D collages using the joining techniques taught so far.	Will be able to suggest how to improve their model – scrunching, twisting, folding etc) with adult prompting and guidance.	Will be able to suggest how to improve their model – scrunching, twisting, folding etc)
Fabric	will begin to weave ribbon through a large surface	Will weave ribbon through a large surface	Will begin to weave ribbon through a small surface	Will weave ribbon through a small surface	Begin to thread cotton through a large eye of a needle.	With some support, begins to pinch and push a needle and thread through hessian