St Barnabas CE Primary School and Kirmington St Helena's CE Primary School

ART & DESIGN — SKILLS PROGRESSION MATRIX

EYFS foundation → KS1 (Stages 1–2) → Lower KS2 (Stages 3–4) → Upper KS2 (Stages 5–6)

Read across each row to see growing control, independence and artistic decision-making. Each phase includes two developmental stages; both cycles contribute to progression.

RED = alignment with the statutory Art & Design National Curriculum (KS1/KS2). EYFS connects to Expressive Arts & Design.

1 Artistic skills — read horizontally to see progression

Skills strand	EYFS foundation	KS1 skills Stage 1	KS1 skills Stage 2	Lower KS2 skills Stage 3	Lower KS2 skills Stage 4	Upper KS2 skills Stage 5	Upper KS2 skills Stage 6
Observation and mark-making **NC link: KS1: drawing to share ideas and imagination; KS2: mastery of drawing**	Explore pencil, crayon and chalk marks; look closely at faces, leaves and objects.	Draw an observed portrait or object with thick/thin and light/dark lines; describe visible details.	Try patterns and marks from observed surfaces, objects and artists, making simple choices about media.	Draw from observation using HB/2B pencil; begin hatching to show light, shadow and form.	Select grades and use graded hatching; show greater proportion and detail in studies.	Sustain a portrait/still life; begin one-point perspective and test proportion using mixed media.	Produce an accurate, resolved observational portrait using purposeful proportion, perspective and layered media.
Mixing and applying colour **NC link: KS1: painting and colour; KS2: greater control of painting techniques**	Experiment with mixing and dab/brush marks; notice how combined colours change.	Mix primary into secondary colours; paint shapes with a controlled brush and explore warm/cool choices.	Compare and adjust colour and repeated shapes to achieve a chosen visual effect.	Mix hues and record samples; begin simple still life, tints and shades.	Apply washes and layers; select complementary colour and compose with more independence.	Plan mood using swatches; explore impasto and colour-driven movement in painting.	Combine dry brush, impasto and layering fluently to produce and evaluate an expressive composition.
Sculpting, joining and constructing **NC link: KS1: sculpture and creative materials; KS2: mastery of sculpture**	Push, pinch, squeeze, roll and join clay/dough and found materials.	Shape a simple creature or figure, join two pieces and decorate the surface.	Test joining methods and select texture or found materials to improve a finished 3D piece.	Sketch a sculpture, make secure joins and explore clay/papier-mâché texture with guidance.	Build a basic armature, join multiple parts and consider form from several viewpoints.	Develop a themed maquette, selecting materials and considering scale and balance.	Independently construct/refine a sculpture and explain how site, surface and scale convey intention.
Printmaking processes **NC link: KS1: pattern and creative materials; KS2: increasing mastery and experimentation**	Experiment with print-like marks from fingers, hands, objects and natural materials.	Print from found objects and fruit/vegetables; repeat a motif in one or two colours.	Plan and make a repeating pattern; compare how colour and placement alter an effect.	Explore monoprinting and create a simple relief print; make annotated trial impressions.	Register two ink colours accurately and refine overlapping layered prints.	Plan and print multi-block motifs for a purpose; test colour variants and alignment.	Independently produce precise multi-layer prints and critique meaning, repetition and impact.
Textile techniques **NC link: KS1: creative materials and texture; KS2: control and mastery in craft**	Explore fabric, fibre and natural-material textures through handling and arrangements.	Use a prepared loom to weave over/under and practise large-needle running stitch.	Complete a woven or stitched sample and compare use of colour, yarn and texture.	Thread a needle; practise running/back stitch and beginning appliqué with support.	Use running and back stitch independently; assemble appliqué, explaining a chosen effect.	Plan a textile artwork combining two techniques and researching a tradition.	Combine stitches, weaving, dyeing or found components with control and explain cultural references.
Collage and digital craft **NC link: KS1: creatively use materials to design/make; KS2: improve control and experimentation**	Explore arranging, overlapping and joining leaves, paper and found items.	Collect/sort collage pieces; use cutting and tearing to create varied effects.	Test two possible collage arrangements and select a final composition before fixing pieces.	Explore shape, fill and simple drawing tools in a digital app with modelling.	Create digital layers and drafts for a brief; annotate selected tools and their effects.	Use vector, image or animation tools; develop/test multiple digital drafts for an audience.	Independently refine a professional-looking digital outcome and justify choices in critique.
Planning, sketchbooks and iteration **NC link: KS1: share/develop ideas; KS2: sketchbooks to record and revisit observations and ideas**	Try materials and describe what happened during open-ended art exploration.	Use a sketchbook for first trials, observational marks or colour mixing.	Sketch or arrange candidate prints, fabric patterns and collage ideas before making.	Record pencil studies, colour experiments or sculpture sketches and simple comments.	Annotate trials, explain decisions and revisit an idea to improve a technical effect.	Use a sketchbook to research art, plan compositions and compare media or design iterations.	Independently research, test, annotate, review and refine an artistic idea over time.
Creative expression and composition **NC link: KS1: communicate imagination with colour, line, form and space; KS2: creativity and control**	Choose materials and shapes to make a personal portrait, colour piece or creature.	Choose colour, shape or decoration to share an idea or preference.	Arrange motifs, textiles or papers to produce a planned pattern or image.	Select tone, composition and surface to create a chosen effect with support.	Control complementary colour, viewpoint, texture and layered arrangements purposefully.	Plan composition for mood, personal symbolism or a specific social theme.	Combine visual elements independently to communicate layered ideas, identity or message.

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Evaluation and technical refinement **NC link: KS1: links to own work and other artists; KS2: use sketchbooks to review/revisit ideas**	Talk about a material or method and a part of the artwork they like.	Identify a successful feature and something they would try differently.	Compare a finished print, collage or textile with a partner's using similarities and differences.	Identify which pencil, colour or joining technique worked and suggest improvements.	Use artwork evidence and annotation to explain an effect and make a targeted refinement.	Compare intended and actual visual effect, incorporating peer feedback and artist examples.	Write and discuss independent critiques, weighing alternative interpretations and next steps.
Research, context and communicating intent **NC link: KS1: artists/designers and make links to own work; KS2: record and review ideas; great artists**	Name what they are making and explain a simple choice of material or colour.	Name studied artists and give an example of how their art is made.	Describe how the purpose or story of a work relates to an artist or designer studied.	Ask why a maker chose a technique; record one contextual observation and effect.	Research a textile tradition or design audience and explain the link to a chosen method.	Discuss the cultural context or intended audience for a print, textile or digital artwork.	Present an artist statement or evidence-based critique connecting research, personal meaning and context.

2 Where artistic skills are practised across the two-year cycle

Phase	Cycle	Autumn	Spring	Summer
EYFS	**A**	Look Closely: mark-making, self-portraits, leaves	Colour Magic: mixing, Kandinsky and Mondrian	Squash, Squeeze, Join
EYFS	**B**	Look Closely: autumn observation; Picasso/Matisse	Colour Magic: primary/secondary, Kandinsky/Pollock	Squash, Squeeze, Join
KS1	**A**	Look Closely: drawing; Picasso/Matisse	Colour Mixing: Kandinsky painting	Squash, Squeeze, Join
KS1	**B**	Pattern Power: Morris printmaking	Weave & Stitch: Ringgold textiles	Collect & Create: Eric C
LKS2	**A**	Sketchbook Explorers: Kollwitz drawing	Mixing & Matching: Cézanne painting	Form & Structure: Henr
LKS2	**B**	Print Lab: Hokusai layered print	Threads & Textures: Kaffe Fassett textiles	Design in Action: digita
UKS2	**A**	Mastering Mark-Making: Frida Kahlo	Expressive Colour: Vincent van Gogh	Sculptural Stories: Anto
UKS2	**B**	Print + Print Mastery: Andy Warhol	Textile Traditions: El Anatsui	Digital Design Studio: c

Teaching note: Prior learning is revisited through sketchbooks, observation, making, artist study and evaluation. The stage statements summarise rather than replace the individual LTP lesson objectives.