



Art Progression Document

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details. (N)</p> <p>I can show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. (N)</p> <p>I can use drawing to represent ideas like movement or loud noises. (N)</p> <p>I now have a preference for a dominant hand. (R)</p> <p>I can use a comfortable grip with good control when holding pens and pencils. (R)</p> <p>I can use five finger and pincer grasp. No longer using a whole hand grasp. (R)</p> <p>Begin to show accuracy and care when drawing. (R)</p>	<p>Pupils develop their ability to use and apply the formal elements by increasing their control of line & using simple 2D geometric shapes.</p> <p>They explore the concept of light & dark, learning how to create both values and controlling them to make tones.</p> <p>They practice shading tones neatly & accurately.</p> <p>Pupils learn how to control the pressure of their drawing materials.</p> <p>Pupils are shown a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils. They learn the differences and similarities between.</p> <p>Pupils try out new ways of making lines/marks to describe a range of surfaces, textures, and forms. Draw from imagination & observation.</p>	<p>Greater skill & control is evident when using the formal elements to draw, e.g., using simple lines & geometric shapes to create forms. Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching.</p> <p>Increasingly able to shade areas neatly without spaces & gaps. Identify & draw detail, texture, pattern.</p> <p>Learn to use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings.</p> <p>Pupils have developed a sense of what they like drawing and have the opportunity to draw these, learning to improve their style from a range of sources including observation and secondary sources.</p>	<p>Identify and draw the 2D & 3D geometric shapes in nature and the world around them.</p> <p>Pupils can more effectively control drawing media to create dark and light tones.</p> <p>They further practice shading tones with few gaps, that are neat to the edges.</p> <p>They can more effectively blend shading and can rub out rough edges or refine them.</p> <p>Pupils develop their confidence making marks & lines to describe a wide range of surfaces, textures & forms.</p> <p>Pupils work in a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels.</p>	<p>Develop ability to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order.</p> <p>Make progress in controlling line & shading with graphite, chalks, and charcoal to describe shape, form and light and shade.</p> <p>Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions).</p> <p>Make drawings and experiment through mark making. Visualise their thoughts, feelings & memories or to express experiences they have had.</p>	<p>Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects.</p> <p>Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly.</p> <p>They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks.</p> <p>Awareness of various mark making techniques for purpose & intention.</p> <p>Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control, such as pieces of card, straws, sticks, and perishable items to create more expression with drawing.</p>	<p>Draw with increasing confidence developing their own personal style.</p> <p>They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes.</p> <p>Learn how to describe form from several different light sources. Know and apply very basic one-point perspective.</p> <p>Pupils work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape for example).</p> <p>They have greater choice over what materials they should use, working to own strengths and personal tastes.</p>

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			<p>They know the differences and similarities between these materials and select which one is most suitable for the task they need.</p> <p>Record experiences such as trips and experiences or to describe sequences of events.</p> <p>Describe, copy, and imagine how things might have looked in the past or in another place or culture.</p> <p>Draw things they can see (from nature, their environment, still life or from photos they have taken).</p>	<p>Describe, copy and imagine other places, cultures and peoples past and present.</p> <p>Draw things they can see and (from nature, their environment, still life or photos they have taken).</p>	<p>Draw for a range of purposes, thinking, designing, creating, realising, imagining.</p> <p>Learn that we all draw differently, and that realism is only one form of drawing.</p> <p>Find and know artists' drawings they like, appreciate and admire to influence their own drawing style.</p>	<p>Learn styles of drawing & how it is used;</p> <ol style="list-style-type: none"> 1. graphic (cartoon, graffiti, fashion etc.) 2. realistic (portrait, still life etc.) 3. technical (architecture, product design, plans, diagrams) 4. Illustration (books, magazines) 5. Abstract 6. Sculptural (3D, wire, card, architectural models) 7. Digital (using computers, tablets, film) other materials.
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<u>Drawing Painting</u>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. (N)</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. (N)</p> <p>Use a range of small tools, including paint brushes. (R)</p>	<p>They know different types of paint and the properties of each such as poster paint, powdered paint, block paint.</p> <p>Develop skills in measuring and mixing paint, they blend colours in palettes and on the paper and develop ability in applying paint skilfully.</p> <p>They know and have used different types of painting surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics, and textured surfaces and say which is suitable for a give task.</p> <p>Pupil's use colours imaginatively learning that colour can be used to express their thoughts and feelings.</p> <p>Pupils further develop their ability to make colours darker and lighter and understanding of how this affects form.</p>	<p>Develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes, and painting equipment.</p> <p>Pupils learn to paint neatly and carefully, without leaving gaps or messy edges.</p> <p>Learn to measure & mix the paint needed & apply paint sensitively with control.</p> <p>Paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish.</p> <p>Experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics, and textured surfaces.</p> <p>Learn to use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively.</p>	<p>Pupils are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes.</p> <p>They know and have used different types of paint and painting surfaces, they can identify different paintbrushes and painting equipment, understand the various purposes they have.</p> <p>Pupils study how other artists' paint, applying elements of this to their work.</p> <p>Learn how to paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques (such as rags, sticks, fabrics, sponges etc.)</p>	<p>Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface.</p> <p>Use different types of paint such as poster paint, powder, watercolour, or acrylic for example. Know when to use these paints & name some of their properties.</p> <p>Experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting.</p> <p>Pupils learn how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists.</p>	<p>Pupils know and care for painting equipment.</p> <p>Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands.</p> <p>They should learn how to control the amount of paint they need to use and/or use water to preserve finer details.</p> <p>They know different types of paint and when to use them, such as what paint to use for painting models and which to use for landscapes.</p> <p>They experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc.</p> <p>Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour.</p>	<p>Pupils should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required.</p> <p>Pupil's painting should show a more confident ability to create 3D form, depth and distance using colour and tone.</p> <p>They should know different types of paint media and when to use them, they should be familiar with different papers and surfaces to paint on and be able to name them.</p> <p>Paints from observation, describing different surfaces and textures forms using tone, line, texture, and colour to express mood and feeling.</p> <p>Pupils should be introduced to a range of different artists' work and painting styles.</p>

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	<p>They paint patterns & add things to paint to make textures such as sand, grit, salt.</p> <p>They paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours</p>	<p>Develop colour mixing to make finer variations in secondary colours.</p> <p>Pupils learn why light colours appear to be closer to us and dark objects look further away, then explore this in their art.</p> <p>Create original patterns & make textures.</p> <p>Understand the importance of outlines & paint more sophisticated shapes.</p>	<p>Pupil's mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas.</p> <p>Learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting. Painting with line for expression and to define detail.</p> <p>Create more complex patterns and textures.</p>	<p>Pupils paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect.</p> <p>Use line with greater confidence to highlight form and shape.</p> <p>Use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect.</p>	<p>Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel).</p> <p>At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose.</p> <p>Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white.</p> <p>Uses line or shape to create original compositions.</p> <p>Uses pattern & texture for purposeful effect.</p>	<p>They are more confident at articulating which styles they prefer and why they like them.</p> <p>Colours should be mixed with care and sensitivity to show feeling and ideas.</p> <p>At this stage they should confidently mix secondary and tertiary colours, being able to control these to suit their own purpose.</p> <p>Understand colour relationships such as complimentary & harmonious colours.</p> <p>They can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape.</p> <p>When painting 3D models and forms, they should be aware of the need to prepare the surface for paint & apply paint carefully, thinking about effects & detail.</p>
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						<p>Uses line with confidence to represent own ideas and compositions.</p> <p>Understands how to apply pattern and texture with confidence to decorate or embellish paintings.</p>
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<u>Design</u>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can develop my own ideas and then decide which materials to use to express them. (N)</p> <p>Share their creations, explaining the process they have used. (N)</p>	<p>Pupils should design & make something they have imagined or invented.</p> <p>This might be realising a drawing and then modelling it in three dimensions.</p>	<p>Pupils design & make complex forms from imagination & invention in two or three dimensions, such as inventing for problem solving or creating imaginary worlds.</p>	<p>Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc. and see clear links to how this works in the creative industries.</p>	<p>Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc. and see clear links to how this works in the creative industries.</p>	<p>Have opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion, and interior design and see clear links to how this works in the creative industries.</p>	<p>Increasingly challenging opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion, and interior design for example.</p> <p>To solve design problems, to invent, create or imagine and see clear links to how this works in the creative industries.</p>

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<u>Collage and textiles</u>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can join different materials and explore different textures. (N)</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. (N)</p> <p>I can use one-handed tools and equipment, for example, making snips in paper with scissors. (R)</p> <p>Use a range of small tools, including scissors. (R)</p>	<p>Art is made in a range of experimental craft forms such as weaving. Collage is used to select and cut colours, shapes, textures, and images from a range of sources to suit ideas and purposes. Images are developed with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials are used.</p>	<p>Art is made in a range of experimental craft forms such as weaving, sewing, etchings, painting onto fabrics, wire, jewellery or using coloured modelling clay etc. Textiles are decorated with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found materials are used.</p> <p>Collage is used to select and cut colours, shapes, textures, and images from a range of sources to suit ideas and purposes.</p> <p>Practise techniques e.g. overlapping, mosaic and montage.</p>	<p>Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc. Practise techniques e.g. overlapping, mosaic and montage.</p>	<p>Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc. Practise techniques e.g. overlapping, mosaic and montage.</p>	<p>Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.</p>	<p>Pupils could gain experience in using collage as an art form; they might explore crafts such as embroidery, sewing, appliqué knitting, felt, weaving, jewellery, batik, pattern, modelling etc.</p>

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<u>Printing</u>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Pupils learn different methods of printing such as mono printing, block printing, relief printing or by etching into soft materials.</p> <p>They print using simple materials, card, string, foam, textured materials and paper, clay, polyprinting etc.</p>	<p>Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example.</p> <p>They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p>	<p>Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example.</p> <p>They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p>	<p>Pupils use printing (mono printing, block printing, relief printing etc.) to create both individual images and repeat patterns.</p> <p>They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p>	<p>Pupils develop mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns.</p> <p>They use more complex printing blocks with mathematical and visual precision.</p>	<p>Pupils develop more complex mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns.</p> <p>They use more complex printing blocks with mathematical and visual precision.</p>

<u>Sculpture</u>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Pupils cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms to make things they have designed, invented, or seen.</p>	<p>Cut, form, tear, join and shape a range of materials (such as clay, card, plastic, wire, found and natural) to create Forms & make things they have designed, invented or seen & can modify & correct things with greater skill.</p> <p>Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.</p>	<p>They should design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.</p>	<p>Design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.</p> <p>They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging.</p>	<p>Design and make more complex Forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard.</p> <p>Use tools to carve and add texture, shape and pattern.</p>	<p>Design and make more complex Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.</p>