

Art & Design Progression Document

Progression of Knowledge, Conceptual Understanding & Skills

EYFS & KS1



EYFS:

Expressive Arts and Design (EAD)

This involves supporting children to explore and play with a wide range of media and materials. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

ELG 16 Exploring and using media and materials:

- **Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**

ELG 17 Being imaginative:

- **Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.**
- **They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories**

Key Stage 1:

Pupils should be taught:

- **to use a range of materials creatively to design and make products**
- **to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space**
- **about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work**

	Year 1	Year 2
Developing Ideas	<ul style="list-style-type: none"> ▪ Start to record simple media explorations in a sketch book. 	<ul style="list-style-type: none"> ▪ Use a sketchbook to plan and develop simple ideas. ▪ Build information on colour mixing, the colour wheel and colour spectrums. ▪ Collect textures and patterns to inform other work.



Drawings	<ul style="list-style-type: none">▪ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.▪ Begin to control the types of marks made with the range of media. <p>Lines and marks</p> <ul style="list-style-type: none">▪ Name, match and draw lines/marks from observations. Invent new lines.▪ Draw on different surfaces with a range of media. Use differently textured and sized media. <p>Shape</p> <ul style="list-style-type: none">▪ Observe and draw shapes from observations.▪ Draw shapes in between objects. Invent new shapes. <p>Tone</p> <ul style="list-style-type: none">▪ Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. . <p>Texture</p> <ul style="list-style-type: none">▪ Investigate textures by describing, naming, rubbing, copying <p>Possible artists: Van Gogh, Seurat</p>
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<p>Painting</p>	<ul style="list-style-type: none"> ▪ Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. ▪ Explore techniques such as lightening and darkening paint without the use of black or white. ▪ Begin to show control over the types of marks made. Paint on different surfaces with a range of media. ▪ Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. <p><i>Possible artists: Klimt, Marc, Klee, Hockney.</i></p>	<ul style="list-style-type: none"> ▪ Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture ▪ Understand how to make tints using white and tones by adding black to make darker and lighter shades. ▪ Build confidence in mixing colour shades and tones. ▪ Understand the colour wheel and colour spectrums. ▪ Be able to mix all the secondary colours using primary colours confidently. Continue to control the types of marks made with the range of media. ▪ Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. <p><i>Possible artists: Pollock, Riley, Monet, Aboriginal.</i></p>
<p>3D</p>	<ul style="list-style-type: none"> ▪ Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. ▪ Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. ▪ Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. ▪ Impress and apply simple decoration techniques, including painting. ▪ Use tools and equipment safely and in the correct way <p><i>Possible artists: Moore, African, Native American.</i></p>	<ul style="list-style-type: none"> ▪ Use equipment and media with increasing confidence. ▪ Use clay, modroc or other malleable material to create an imaginary or realistic form - e.g. clay pot, figure, structure etc... ▪ Explore carving as a form of 3D art. <p><i>Possible artists: Hepworth, Arp, Nevelson, Gabo</i></p>



Printmaking	<ul style="list-style-type: none"> ▪ Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. ▪ Experience impressed printing: e.g. printing from objects. ▪ Use equipment and media correctly and be able to produce a clean printed image. ▪ Explore printing in relief: e.g. String and card. ▪ Begin to identify forms of printing: Books, posters pictures, fabrics. ▪ Use printmaking to create a repeating pattern. <p style="text-align: center;">Possible artists: Warhol, Hokusai</p>	<ul style="list-style-type: none"> ▪ Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. ▪ Demonstrate experience at impressed printing: drawing into ink, printing from objects. ▪ Use equipment and media correctly and be able to produce a clean printed image. ▪ Make simple marks on rollers and printing palettes ▪ Take simple prints i.e. mono printing. ▪ Experiment with overprinting motifs and colour. <p style="text-align: center;">Possible artists: Hiroshige, Escher</p>
Texture, pattern, colour, line and tone	<ul style="list-style-type: none"> ▪ Investigate textures by describing, naming, rubbing, copying. ▪ Produce an expanding range of patterns and textures. ▪ Begin to understand how colours can link to moods and feelings in art. ▪ Use printmaking to create a repeating pattern. 	<ul style="list-style-type: none"> ▪ Demonstrate experience in surface patterns/ textures and use them when appropriate. ▪ Investigate textures and produce an expanding range of patterns. ▪ Use line and tone in different media to consider shape, shade, pattern and texture. ▪ Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells) ▪ Express links between colour and emotions
Art through Technology	<ul style="list-style-type: none"> ▪ Take a self-portrait or a photograph. ▪ Use a simple computer paint program to create a picture 	<ul style="list-style-type: none"> ▪ Understand how to use 'zoom' to show an object in detail - e.g. using a viewfinder to focus on a specific part of an artefact before drawing it



<p>Responding to Art</p>	<ul style="list-style-type: none"> ▪ Show interest in and describe what they think about the work of others ▪ Recognise and describe some simple characteristics of different kinds of art, craft and design ▪ Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. 	<ul style="list-style-type: none"> ▪ Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. ▪ Express thoughts and feelings about a piece of art. ▪ Reflect and explain the successes and challenges in a piece of art created. ▪ Explain how a piece of art makes them feel - link to emotions. ▪ Identify changes they might make or how their work could be developed further. ▪ Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes and give some reasons for these (for instance, be able to say “I like that because...”) ▪ Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)
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Key stage 2:

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

	Year 3	Year 4	Year 5	Year 6
Developing Ideas	<ul style="list-style-type: none"> ▪ Use sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works ▪ Identify interesting aspects of objects as a starting point for work§ ▪ Use a sketch book to express feelings about a subject ▪ Make notes in a sketch book about techniques used by artists ▪ Annotate ideas for improving their through keeping notes in a sketch book 	<ul style="list-style-type: none"> ▪ Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. ▪ Express likes and dislikes through annotations. ▪ Use a sketchbook to adapt and improve original ideas. ▪ Keep notes to indicate their intentions/purpose of a piece of work 	<ul style="list-style-type: none"> ▪ Use sketchbooks ▪ Plan a sculpture through drawing and other preparatory work. ▪ Use the sketch book to plan how to join parts of the sculpture. ▪ Keep notes which consider how a piece of work may be developed further ▪ Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. ▪ Adapt work as and when necessary and explain why. 	<ul style="list-style-type: none"> ▪ Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. ▪ Annotate work in sketchbook. ▪ Use the sketch book to plan how to join parts of the sculpture. ▪ Annotate work in sketchbook.

Lines and Marks
Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.

Experiment with different grades of pencil and other implements to create lines and marks.

Form and Shape

Experiment with different grades of pencil and other implements to draw different forms and shapes.

Begin to show an awareness of objects having a third dimension.

Tone

Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.

Texture

Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.

Possible artists: Picasso, Hopper, Surrealism etc.

Work in a sustained and independent way to create a detailed drawing.

Develop a key element of their work: line, tone, pattern, texture.

- **Use different techniques for different purposes i.e. shading, hatching within their own work.**
- **Start to develop their own style using tonal contrast and mixed media.**
- **Have opportunities to develop further simple perspective in their work using a single focal point and horizon.**
- **Begin to develop an awareness of composition, scale and proportion in their paintings.**
- **Use drawing techniques to work from a variety of sources including observation, photographs and digital images.**
- **Develop close observation skills using a variety of view finders.**

Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing.

Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work.

Lines, Marks, Tone, Form & Texture

Use dry media to make different marks, lines,

Work in a sustained and independent way to develop their own style of drawing.

- **This style may be through the development of: line, tone, pattern, texture.**
- **Draw for a sustained period of time over a number of sessions working on one piece.**
- **Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.**
- **Develop their own style using tonal contrast and mixed media.**

Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.

Perspective and Composition

Begin to use simple perspective in their work using a single focal point and horizon.

Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle

<p>Painting 8</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Colour Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shade</p>	<ul style="list-style-type: none"> ▪ Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. ▪ Mix and match colours to create atmosphere and light effects. ▪ Mix colour, shades and tones with confidence building on previous knowledge. ▪ Start to develop their own style using tonal contrast and mixed media. <p><i>Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</i> <i>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</i> Colour Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours</p> <p>Possible artists: Lowry, Matisse, Magritte.</p>	<ul style="list-style-type: none"> ▪ Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. ▪ Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. ▪ Mix colour, shades and tones with confidence building on previous knowledge. ▪ Understanding which works well in their work and why. <p>Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music Colour Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours</p> <p>Possible artists: Have opportunity to explore modern and traditional</p>
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<p>BD</p>			<ul style="list-style-type: none"> ▪ Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. ▪ Show experience in combining pinch, slabbing and coiling to produce end pieces. ▪ Develop understanding of different ways of finishing work: glaze, paint, polish ▪ Gain experience in modelling over an armature: newspaper frame for modroc. ▪ Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. ▪ Show increasing confidence to carve a simple form. ▪ Use language appropriate to skill and technique. <p>Possible Artists: Frink, Balla, Andre</p>	<ul style="list-style-type: none"> ▪ Work in a safe, organised way, caring for equipment. ▪ Secure work to continue at a later date. ▪ Model and develop work through a combination of pinch, slab, and coil. ▪ Work around armatures or over constructed foundations. ▪ Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. ▪ Demonstrate experience in relief and freestanding work using a range of media ▪ Recognise sculptural forms in the environment: Furniture, buildings. ▪ Confidently carve a simple form. ▪ Solve problems as they occur. ▪ Use language appropriate to skill and technique. <p>Possible artists: Have opportunity to explore modern and traditional arts.</p>
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<p>Printmaking</p>	<p>Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays</p>		<ul style="list-style-type: none"> ▪ Use tools in a safe way. Continue to gain experience in overlaying colours. ▪ Start to overlay prints with other media. ▪ Use print as a starting point to embroidery. ▪ Show experience in a range of mono print techniques. <p>Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints</p> <p>Possible artists: Advertising, Bawden</p>	<ul style="list-style-type: none"> ▪ Demonstrate experience in a range of printmaking techniques. ▪ Describe techniques and processes. ▪ Adapt their work according to their views and describe how they might develop it further. Develop their own style using tonal contrast and mixed media. <p>Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints</p> <p>Possible artists: Have opportunity to explore modern and traditional arts.</p>
<p>Textiles</p>	<ul style="list-style-type: none"> ▪ Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. ▪ Match the tool to the material ▪ Develop skills in stitching, cutting and joining ▪ Experiment with paste resist. 		<ul style="list-style-type: none"> ▪ Use fabrics to create 3D structures ▪ Use different grades of threads and needles ▪ Experiment with batik techniques ▪ Experiment with a range of media to overlap and layer creating interesting colours and textures and effects 	



Collage	<ul style="list-style-type: none"> ▪ Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures ▪ Use collage as a means of collecting ideas and information and building a visual vocabulary 	<ul style="list-style-type: none"> ▪ Add collage to a painted, printed or drawn background ▪ Use a range of media to create collages ▪ Use different techniques, colours and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideas
3D and sculpture	<ul style="list-style-type: none"> ▪ Plan, design and make models from observation or imagination ▪ Join clay adequately and construct a simple base for extending and modelling other shapes ▪ Create surface patterns and textures in a malleable material Use papier- mache to create a simple 3D object 	<ul style="list-style-type: none"> ▪ Shape, form, model and construct from observation or imagination ▪ Plan a sculpture through drawing and other preparatory work. ▪ Secure work to continue at a later date. ▪ Work in a safe, organised way, caring for equipment. ▪ Show experience in combining pinch, slabbing and coiling to produce end pieces. ▪ Develop understanding of different ways of finishing work: glaze, paint, polish ▪ Gain experience in model ling over an armature: newspaper frame for modroc. ▪ Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. ▪ Show increasing confidence to carve a simple form. ▪ Use language appropriate to skill and technique. ▪ Solve problems as they occur. ▪ Demonstrate experience in relief and freestanding work using a range of media ▪ Recognise sculptural forms in the environment: Furniture, buildings. • <p>Possible Artists: Frink, Balla, Andre §</p>



Art through Technology	<ul style="list-style-type: none"> ▪ Record and collect visual information using digital cameras and video recorders ▪ Present recorded visual images using software e.g. Photostory, PowerPoint ▪ Use a graphics package to create images and effects with; ▪ Lines by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal ▪ Create shapes by making selections to cut, duplicate and repeat ▪ Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose 	<ul style="list-style-type: none"> ▪ Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning. ▪ Compose a photo with thought for textural qualities, light and shade ▪ Understand that a digital image is created by layering ▪ Create layered images from original ideas (sketch books etc.) ▪ Have opportunity to explore modern and traditional artists using ICT and other resources. ▪ Combine a selection of images using digital technology considering colour, size and rotation
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<p>Responding to art</p>	<ul style="list-style-type: none"> ▪ Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next) to work with ▪ Learn about and describe the work of some artists, craftspeople, architects and designers ▪ Be able to explain how to use some of the tools and techniques they have chosen to work with 	<ul style="list-style-type: none"> ▪ Reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve ▪ Learn about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. ▪ Be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety. 	<ul style="list-style-type: none"> ▪ Recognise the art of key artists and begin to place them in key movements or historical events ▪ Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. ▪ Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. ▪ Regularly analyse and reflect on their progress taking account of what they hoped to achieve. ▪ Identify artists who have worked in a similar way to their own work. ▪ Explore a range of great artists, architects and designers in history. ▪ Compare the style of different styles and approaches. ▪ Describe the processes they are using and how they hope to achieve high quality outcomes 	<ul style="list-style-type: none"> ▪ Discuss and review own and others work, expressing thoughts and feelings explaining their views. ▪ Identify artists who have worked in a similar way to their own work. ▪ Explore a range of great Artists, architects and designers in history ▪ Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. ▪ Know the technical vocabulary and techniques for modifying the qualities of different materials and processes.
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