

# **Art Progression Document**

Key Stage 1 & Key Stage 2

(2022-2023)

EYFS  ELG -Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> <li>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>
	Being Imaginative	<ul style="list-style-type: none"> <li>To 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</li> </ul>

### National Curriculum Progression of Skills Overview

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use a range of materials creatively to design and make products.	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Develop techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.			
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Learn about the work of a range of artists, craftmakers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Create sketch books to record their observations and use them to review and revisit ideas.			
		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials such as pencil, charcoal, paint, clay.			
		Learn about great artists, architects and designers in history and the modern day, understanding the historical and cultural development of their art forms.			

## Take Inspiration from Artists and Designers

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Learn 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.</b></p> <p>Introduce pupils to specific named creative practitioners and some relevant examples of the work produced by these artists, craft makers, architects, film makers and designers, or creative practitioners who are part of a group e.g. artistic movement/community, or the collective work represented by a genre, period or culture.</p> <p>Explore one or more selected key features of the work of a range of significant artists, craft makers, architects, filmmakers and designers, describing the differences and similarities between different practices and disciplines, and start to make links to pupils' own work. Look at pictures, films, clips, books, reproductions, websites and original work (where possible) to start to develop skills of reflection, consideration, identification, analysis, selection, comparison, speculation, imagination, questioning, interpretation, evaluation and inform their own creative decision making through reading, speaking and listening, pupils share their developing views and ideas, using this to inform their own creative actions.</p>		<p><b>Learn about great artists, architects and designers in history and the modern day, understanding the historical and cultural development of their art forms.</b></p> <p>Introduce pupils to great and significant artists, craftspeople, architects, film makers and designers in history and also within contemporary and future contexts.</p> <p>Introduce pupils to selected named creative practitioners and using relevant examples of their work, including those who are part of a group e.g. artistic movement/community, or the collective work represented by a genre, period or culture, to exemplify and model practices that inform the development of creative understanding, as well as design and making.</p> <p>Look at original works, pictures, films, clips, books, reproductions, projections and websites to inform the continuing development of the skills of reflection, consideration, identification, analysis, selection, comparison, speculation, imagination, questioning, interpretation, evaluation; all used to inform their own creative decision making;</p> <p>Through reading, speaking and listening, pupils share and document their developing views and ideas, to understand why artists and designers work in the ways that they do, make decisions and use this to inform their own creative actions.</p>			

## Develop and master techniques in a range of materials

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</b></p> <p>to introduce and start to develop a wide range of art, craft and design processes and techniques in using colour, pattern, texture, line, shape, tone, form and space.</p> <p><b>Use a range of materials creatively to design and make products.</b></p> <p>Use a range of materials creatively as they investigate, experiment and explore materials and processes informing the way that they design and make products and expressive outcomes</p>		<p><b>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials such as pencil, charcoal, paint, clay.</b></p> <p>Develop and evaluate a variety of art, craft and design techniques, to include drawing, painting and sculpture with a range of materials e.g pencil, charcoal, paint clay and digital technologies, and make work in a range of different media and in 2 and 3 dimensions.</p> <p><b>Develop techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</b></p> <p>Further develop their understanding and control of more varied techniques as they improve their skilful handling of a range of two and three dimensional media and digital media through approaches that include investigation, experimentation and exploration. They will develop skills, knowledge and understanding in more diverse art, craft and design contexts, including other cultures and times, as well as local, contemporary and industrial/applied contexts. To develop this knowledge and understanding, they will look at, talk about, critique and creatively respond to the work of artists, craftspeople, film and media makers, architects and different forms of designers; becoming increasingly aware of the broad diversity of creative practice across the visual arts.</p>			

## Design and Develop Ideas

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</b></p> <p>Use drawing, painting, sculpture and a range of processes which include digital media and 3 dimensional work to develop and share their ideas, experiences and imagination</p>		<p><b>Create sketch books to record their observations and use them to review and revisit ideas.</b></p> <p>Understand that a sketchbook is a creative journal or visual diary that provides the space for pupils to draw, design, investigate, explore, experiment, document, list, review, evaluate, collect, collate, annotate, compose, communicate, act creatively to support through diverse forms of design the creative process they are engaged in.</p> <p>Record their observations and use them to review and revisit ideas, developing their imagination and generating ideas for alternatives and improvements in their own work.</p> <p>Look at examples of sketchbooks and sample pages produced by local or professional artists, craftspeople, architects and filmmakers and designers, as well as examples from significant historical and contemporary practitioners.</p> <p>Understand that sketchbooks can vary in size, in the type of papers they contain, be hardback or soft-bound. Pages can extend beyond the size of the book and when completed, a sketchbook may bulge with additions and collections of visual information and ephemera glued and attached.</p>			

**Skill 1**  
**Developing Ideas**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Start to record simple media explorations in a sketch book.</p> <p>Use a sketchbook to show the progression of their work.</p>	<p>Use a sketchbook to plan and develop simple ideas.</p> <p>Build information on colour mixing, the colour wheel and colour spectrums.</p> <p>Collect textures and patterns to inform other work</p>	<p>Identify interesting aspects of objects as a starting point for work.</p> <p>Use a sketchbook to express feelings about a subject</p> <p>Make notes in a sketch book about techniques used by artists</p>	<p>Use a sketchbook 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.</p> <p>Express likes and dislikes through annotations.</p> <p>Use a sketchbook to adapt and improve original ideas.</p>	<p>Keep notes which consider how a piece of work may be developed further</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p>Use a sketchbook to plan a sculpture through drawing and other preparatory work.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p>
			<p>Make notes to indicate their intentions/purpose of a piece of work.</p>	<p>Adapt work as and when necessary and explain why.</p>	<p>Adapt their work according to their views and describe how they might develop it further.</p>
					<p>Develop their own style using tonal contrast and mixed media.</p>

## Skill 2 Drawing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Experiment with a range of media: pencils, crayons, pastels, charcoal, chalks</p> <p>Name, match and draw lines and marks from observation</p> <p>Draw on different surfaces with a range of media</p>	<p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Draw lines/marks from observations.</p>	<p>Make marks and lines with a wide range of drawing implements – charcoal, pastel, chalk, pencil</p> <p>Experiment with ways in which surface detail can be added to drawings</p>	<p>Begin to show in their drawings that objects have a third dimension</p> <p>Use different grades of pencils and other drawing implements to achieve variation in tone</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Develop simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observation skills using a variety of view finders.</p>	<p>Work from a range of sources including observation and photographs</p> <p>Work in a sustained and independent way to create detailed drawings</p> <p>Develop close observational skills using a variety of view finders</p> <p>Use different techniques for different purposes e.g. shading, hatching etc</p> <p>Begin to develop an awareness of scale and proportion in their drawings of landscapes e.g. foreground, middle ground and background</p> <p>Explore colour mixing and blending techniques with coloured pencils</p> <p>Use a variety of dry and wet media to make marks, lines, patterns, textures and shapes</p> <p>Start to develop their own style using tonal contrast and mixed media</p>
<p>Working from memory and imagination, use line to create patterns and represent objects seen, remembered or imagined working spontaneously and expressively</p> <p>Observe and draw shapes from observation</p> <p>Make large and small scale observational drawings</p> <p>Look at objects from different angles</p>	<p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p>	<p>Experiment with different grades of pencil to create lines and marks</p> <p>Experiment with different grades of pencils to draw different forms and shapes</p> <p>Explore shading with different media to achieve a range of light and dark tones, black to white</p> <p>Apply simple use of pattern and texture in a drawing</p> <p>Draw objects from different viewpoints: above, below, front, back</p> <p>Plan, refine and alter their drawings as necessary</p>	<p>Apply tone to a drawing in a simple way</p> <p>Experiment with different shading techniques of hatching and crosshatching</p>		

## Painting

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Experiment with painting with different brush sizes and types</p> <p>Name the primary colours and identify the monochrome wheel and in other forms e.g. environment, magazines</p> <p>Mix primary colours to make secondary colours, predicting resulting colours</p> <p>Find collections of colours Explore lightening and darkening paint without the use of black or white</p> <p>Experiment with different types of paint – powder, ready mix</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, adding texture</p> <p>Select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques</p> <p>Mix paint to make secondary colours, adding them to the colour wheel</p> <p>Know how to mix primary colours to make brown</p> <p>Explore adding white to a colour to make tints Explore adding black to a colour to make shades</p>	<p>Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects</p> <p>Experiment with applying colour in different ways e.g. dotting, stippling, scratching, splashing</p> <p>Use light and dark when painting, mixing shades and tints with increasing confidence and for particular effects</p> <p>Build on understanding of the colour wheel, storing information through investigation on a colour spectrum</p> <p>Explore complementary colours – colours opposite each other on the colour wheel</p>	<p>Created different effects and textures with paint according to what they need for a task.</p> <p>Use light and dark within painting and show understanding of complementary colours.</p> <p>Mix tints and shades with increasing confidence.</p> <p>Experiment with creating tones – adding grey to a colour</p> <p>Investigate how artists use warm and cool colours – create and use in own work building on understanding of tints and shades</p>	<p>Confidently control types of marks made and experiment with different effects and textures</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colours, shades, tones and tints with confidence</p> <p>Start to develop a painting from a drawing</p> <p>Use watercolour paints and small brushes to develop detail</p> <p>Compose using foreground, middle and background</p>	<p>Work with sustained independence and confidence to develop their own style of painting.</p> <p>Use a range of effects to convey mood/feeling in their work.</p> <p>Mix colour, shades, tints and tones with confidence and to achieve an intended effect</p> <p>Choose the type of paint and tools to use for a particular purpose e.g. watercolour for design work, washes, thick paint</p> <p>Create a painting from a drawing</p>
<p>Create textured paint by adding sand, plaster etc</p> <p>Paint on different surfaces with a range of media.</p>	<p>Mix and match colours to artefacts, objects, given colours.</p> <p>Work on different scales.</p> <p>Use a brush to produce marks appropriate to work e.g. small brush for small marks</p>	<p>Work on different scales, selecting suitable brush size and type</p> <p>Introduce watercolour paints to create wash backgrounds</p> <p>Experiment with different types of paint and making own paint</p>	<p>Look at how artists paint foregrounds and backgrounds for perspective</p> <p>Work with increasing detail, using appropriate brushes.</p> <p>Work with a range of paints: poster, acrylic and watercolour and investigate effect</p>	<p>Create images with lots of tone but using only one colour - monochrome</p>	<p>Use painting techniques as part of a mixed media project.</p> <p>Explore how artists have used colour, texture and movement to express emotions e.g. in self portraits</p>
	<p>Create different textured paint for an intended effect</p>				

## Printing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Print with a range of hard and soft materials e.g. corks, pens, cotton reels, sponges		Work in greater detail when relief printing – making printing blocks		Create designs for prints by simplifying initial drawings/sketches	
Take rubbings to understand and inform their own textured prints and patterns		Use two colour overlays when relief printing		Extend printing methods such as using Collagraph (on card/lino)	
Mono-print by marking into ink, or drawing onto the back of paper which has been placed on ink, controlling line and tone using tools or pressure		Explore lines, marks, shapes and tones through mono-printing (using polystyrene tiles) Print with two colour overlays		Through printing, show increasing use of tools to control line, shape, texture and tone	
Create repeating patterns		Create repeating patterns		Colour mix through printing, create prints with at least three colour overlays	
Create simple relief printing blocks e.g. with string and card		Design a complex pattern made up from two or more motifs and print a tiled version		Use printing techniques as part of a multi-media project e.g. prints onto dyed fabrics	
Make simple monochrome prints Experiment with overprinting motifs and colour					

## Sculpture and form

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore sculpture with a range of natural materials e.g. leaves, stones, feathers, shells.		Make 3D models by constructing materials and using papier mâché and paint to add a final finish.		Manipulate materials to make a new 3D form e.g. human figure.	
Experiment with constructing and joining recycled, natural and manmade materials.		Plan, design and make models from observation or imagination.		Use covering materials such as Modroc or modelling clay to create 3D models.	
Manipulate malleable materials in a variety of ways including rolling, pinching, kneading and shaping.		Join clay, constructing a simple tile base and then layering/joining shapes onto it to create 3D form.		Add final finishes to models using paint/glazing techniques.	
Manipulate malleable materials e.g. salt dough, play dough, plasticine, clay for a purpose e.g. create a tile, simple pot, animal.		Manipulate clay using pinch, slab and coil techniques.		Use clay to create a coil pot using joining techniques to add detail e.g. handles.	
Develop slab techniques - change the surface of a malleable material e.g. adding texture to a tile.		Create surface patterns and textures onto clay looking at cultural decoration from historic time periods.		Use smoothing techniques to create a desired finish before painting.	



## Textiles

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Match and sort fabrics and threads for colour and texture		Use a variety of techniques e.g. printing, dyeing, weaving, stitching to create different textural effects		Use fabric to create a 3D art form	
Change and modify threads and fabrics - knotting, fraying, plaiting, twisting, pulling threads		Extend understanding of joining fabrics by using more than one type of stitch (running and cross stitch)		Use a number of different stitches creatively to join fabrics and create patterns/textures	
Cut and shape fabrics Join two pieces of fabric using stitching		Experiment with adding detail to fabric by gluing or stitching		Use a range of techniques to add decoration e.g. plaiting, pinning, stapling, stitching, sewing	
Add shapes with glue or stitching		Add colour and pattern to fabric using dyes, printing and resist paste and batik		Add colour and pattern to a fabric using batik with more than one colour	
Apply decoration using beads, buttons, feathers etc		Weave paper and found materials to represent an image e.g. landscape		Combine techniques to produce an end piece e.g. embroidery over tie dye	
Apply colour using printing, dying, fabric crayons					
Weave materials (e.g. carrier bags or ribbon on a bike wheel, natural materials on a weaving board) looking at colour and texture					

## Collage

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create images from a variety of media e.g. magazines, fabric, crepe paper		Develop skills of overlapping and overlaying to place objects in front or behind in a collage		Experiment with a range of media to overlap and layer, creating interesting colours and textures and effects	
Arrange and glue materials to different backgrounds Sort and group materials by properties e.g. colour and textures		Experiment with techniques to make mosaics		Embellish a surface using a variety of techniques, including drawing, painting and printing	
Collect, sort, name and match colours appropriate for an image		Experiment with creating mood, feeling, movement and areas of interest using different media		Select and use found materials with art media and adhesives to assemble and represent an image or stimulus	
Create and arrange shapes appropriately Select and use textured paper for an image		Use collage as a means of collecting ideas and information and building a visual vocabulary			
Fold, crumble, tear and overlap papers and other materials					
Work on different scales					

## Responding to Art

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</p> <p>Explore 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.</p>	<p>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.</p> <p>Express thoughts and feelings about a piece of art.</p> <p>Explain how a piece of art makes them feel – link to emotions.</p>	<p>Continue to explore 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.</p> <p>Discuss own and other's work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Respond to art from other cultures and periods of time.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings and explaining their views.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Reflect and explain the successes and challenges in a piece of art they have created.</p> <p>Identify changes they might make or how their work could be developed further.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Compare the style of different styles and approaches.</p>	<p>Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications/changes on how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p>