

Art and Design Progression

EYFS			
Stage	Area of Learning		Outcome
Reception		Physical development	<ol style="list-style-type: none"> 1. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.
		Expressive arts and design	<ol style="list-style-type: none"> 1. Explore, use and refine a variety of artistic effects to express their ideas and feelings. 2. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
ELG	Expressive arts and design	Fine Motor Skills	<ol style="list-style-type: none"> 1. Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. 2. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
		Creating with Materials	<ol style="list-style-type: none"> 1. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.

DRAWING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Begin to explore the use of line, shape and colour 	<p>As Year 1 plus:</p> <ul style="list-style-type: none"> Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Look at drawings and comment thoughtfully, begin to discuss the use of shadows and use of light/dark. Sketch to make quick records of something Work out ideas through drawing. 	<p>As Year 2 plus:</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Make initial sketches as a preparation for painting. Demonstrate improved accuracy when drawing people and faces. 	<p>As year 3 plus:</p> <ul style="list-style-type: none"> Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. Identify and draw the effect of light (shadows) on a surface, on objects and people. Begin to create technical drawings. 	<p>As year 4 plus:</p> <ul style="list-style-type: none"> Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape (cross hatch, pointillism etc). Observe and use a variety of techniques to show the effect of light on objects and people. E.g use rubbers to lighten, use pencils to show tone, use tones of the same colour. 	<p>As year 5 plus:</p> <ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Look at the effect of light on a shape from different directions. Introduce the concept of perspective. Produce increasingly detailed preparatory sketches for painting and other work. Create computer generated drawings.
<p>GD CHALLENGE: Begin to draw for a sustained period of time.</p>	<p>GD CHALLENGE: Begin to independently apply use of shadows and light and dark in their own drawings</p>	<p>GD CHALLENGE: Independently select and apply different media to achieve variations in line, texture, tone, colour shape and pattern.</p>	<p>GD CHALLENGE: Begin to independently use a variety of techniques to show the effect of light on objects or people. E.G rubbers to lighten, tones of the same colour.</p>	<p>GD CHALLENGE: Consistently and independently apply the techniques to show light, tone texture etc when drawing.</p>	<p>GD CHALLENGE: Successfully apply the concept of perspective in own drawings.</p>

PAINTING AND PRINTING

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Communicate something about themselves in their painting. Create moods in their paintings. Choose to use thick and thin brushes as appropriate. Paint a picture of something they can see. Name the primary and secondary colours. 	<p>As in Year 1 plus:</p> <ul style="list-style-type: none"> Mix paint to create all the secondary colours. Mix and match colours, predict outcomes. Mix their own brown. Make tints by adding white. Make tones by adding black. Create a print using pressing, rolling, rubbing and stamping. Create a print like a designer. 	<p>As in Year 2 plus:</p> <ul style="list-style-type: none"> Predict with accuracy the colours that they mix. Know where each of the primary and secondary colours sits on the colour wheel. Create a background using a wash. Use a range of brushes to create different effects. Make a printing block. Make a 2-colour print. 	<p>As in Year 3 plus:</p> <ul style="list-style-type: none"> Create all the colours they need. Create mood in their paintings. Successfully use shading, tone and brushstrokes to create mood and feeling. 	<p>As in Year 4 plus:</p> <ul style="list-style-type: none"> Create all the colours they need. Consistently create mood in their paintings. Express their emotions accurately through their painting and sketches. 	<p>As in Year 5 plus:</p> <ul style="list-style-type: none"> Explain what their own style is. Use a wide range of techniques in their work. Explain why they have chosen specific painting techniques. Print using a number of colours. Create an accurate print design that meets a given criteria. Print onto different materials. Overprint using different colours. Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods.
<p>GD CHALLENGE: Begin to mix primary colours to make some secondary colours.</p>	<p>GD CHALLENGE: Independently and consistently predict, mix and use their own colours when painting.</p>	<p>GD CHALLENGE: Begin to consider use of different effects to introduce mood and feeling to their paintings.</p>			

3D AND TEXTILES

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Cut and tear paper and card for their collages. • Gather and sort the materials they will need. • Sort threads and fabrics. • Group fabrics and threads by colour and texture. • Weave with fabric and thread. 		<ul style="list-style-type: none"> • Add onto their work to create texture and shape. • Work with life size materials. • Use more than one type of stitch. • Join fabric using glue. • Sew fabrics together. • Begin to sculpt clay and other mouldable materials. 	<ul style="list-style-type: none"> • Experiment with and combine materials and processes to design and make 3D form. • Use ceramic mosaic to produce a piece of art. • Combine visual and tactile qualities. 	<ul style="list-style-type: none"> • Use recycled, natural and manmade materials to create sculpture. • Plan a sculpture through drawing and other preparatory work. • Show an understanding of shape, space and form. 	

SKETCHBOOKS

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Describe what they can see and like in the work of another artist. Ask sensible questions about a piece of art. 	<p>As year 1 plus;</p> <ul style="list-style-type: none"> Identify what they might change in their current work or develop in their future work. Record and explore ideas from first hand observation, experience and imagination. Annotate work in sketchbook. Keep notes in their sketch books as to how they have changed their work. <p><i>Knowledge</i></p> <ul style="list-style-type: none"> Say how other artists have used colour, pattern and shape. Create a piece of work in response to another artist's piece of work. 	<p>As year 2 plus:</p> <ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Use their sketch books to express feelings about a subject and to describe likes and dislikes. Make notes in their sketch books about techniques used by artists. Suggest improvements to their work by keeping notes in their sketch books. Compare the work of different artists. Explore work from other cultures. Explore work from other periods of time. Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work. 	<p>As year 3 plus:</p> <ul style="list-style-type: none"> Collect images and information independently in a sketchbook. Experiment with different styles which artists have used. Explain art from other periods of history. Use their sketch books to adapt and improve their original ideas. Keep notes about the purpose of their work in their sketch books 	<p>As year 4 plus:</p> <ul style="list-style-type: none"> Use a sketchbook to develop ideas independently. Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information. Include technical aspects in their work, e.g. architectural design. Keep notes in their sketch books as to how they might develop their work further. Use their sketch books to compare and discuss ideas with others. 	<p>As year 5 plus:</p> <ul style="list-style-type: none"> Develop ideas using different or mixed media, using a sketchbook. Independently identify artists who have worked in a similar way to their own work. Independently selects materials and techniques to use to create a specific outcome. Make a record about the styles and qualities in their work. Say what their work is influenced by. Sketchbooks contain detailed notes, and quotes explaining about items. Compare their methods to those of others and keep notes in their sketch books. Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.