

Progression grid for Art and Design

Subject – Learning Progression							
Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Drawing	<p>Draw with increasing complexity and detail such as representing a face with a circle and including details.</p> <p>Use drawing to represent movement or loud noises.</p>	<p>Know that different materials can be used to draw, for example pastels, chalk, felt tips, crayons.</p> <p>Know that lines of varying thickness and shape can create different effects like thick, thin, curvy, straight.</p>	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, dry media.</p> <p>Use dots and lines to demonstrate pattern and texture.</p>	<p>Experiment with showing line, tone and texture with different hardness of pencils</p> <p>Use shading to show light and shadow effects; use different materials to draw, e.g. pastels, chalk, felt tips;</p> <p>Show an awareness of space when drawing;</p>	<p>Know how to draw a landscape using the correct scale and proportion</p>	<p>Know how to draw figures with increasing accuracy</p> <p>Know how to use shade and colour to represent movement</p>	<p>Know how to use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</p> <p>To know how to depict movement and perspective in drawings;</p>
Painting	<p>Explore colour and colour mixing</p> <p>Use a variety of tools to experiment with colour, texture and</p>	<p>Name the primary colours and experiment with colour mixing</p> <p>Use different brushes (including brushstrokes) and other painting tools eg painting with a fork, with a cotton bud, fingers etc</p>	<p>Mix primary colours to make secondary colours;</p> <p>Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p>	<p>Use varied brush techniques to create shapes, textures, patterns and lines;</p> <p>Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</p> <p>create different textures and effects with paint;</p> <p>Experiment with</p>	<p>Know which colours to select to reflect a particular mood</p> <p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p>	<p>Begin to understand about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Use colour to reflect mood</p> <p>Know how to emulate an artists' style</p> <p>Know how to create different textures</p>	<p>Create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</p> <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p>

				paint strokes to create different textures Add white and black to alter tints and shades;		using sawdust, glue, sand etc	Know how to build upon initial sketch to final piece ☑ Show an awareness of how paintings are created (composition).
Printing	To select object and materials to print with and see effect they make Rubbings Build a repeating pattern Recognise pattern in the environment.	Make marks in print with a variety of objects, including natural and made objects. Press, stamp, scrape and dab to make prints.	Design and create their own simple printing block. Printing on polystyrene boards, 1-2 colours Create a printed repeating pattern Printing focusing on marbling + 3 colours		Printing focusing on silkscreen; build up layers and many colours Know how to create a print design to meet a given criteria		
Textiles/collage	Select and use a variety of materials to produce their choice of artwork or picture	Know how to weave with paper Cut/rip paper and card to build up a picture Create images from imagination, experience or observation	Know how to weave on a loom Weave using different materials Create textured collages from a variety of media.		To know how to use glass tiles to create a mosaic	Know how to use a range of media to create collages justifying their choices	Know how to use a running stitch, back stitch and cross stitch Know how to combine fabrics



<p>Sculpture</p>	<p>To experiment with clay to produce a finished piece</p> <p>Construct and join recycled, natural and man-made materials.</p>	<p>Explore sculpture with a range of malleable media eg clay</p> <p>Manipulate malleable media in a variety of ways, e.g. rolling, kneading and shaping.</p>	<p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>Manipulate malleable materials eg mod roc, plasticine to create a sculpture</p>			<p>Plan, design and make model sculptures from observation</p> <p>Create sculptures that include visual and tactile elements</p>
<p>Digital</p>	<p>To use a specific art programme (Purple Mash) to draw with</p> <p>Take a photo to show emotions</p>	<p>To use a specific art programme (Purple Mash) to draw with</p>	<p>Use IT programs to create a piece of work that includes their own work</p>		<p>they have taken.</p>		<p>Take digital photographs and use software to alter them and adapt them</p> <p>Have opportunity to explore modern and traditional artists using ICT and other resources.</p> <p>Create a piece of art using digital technology considering colour, size and rotation.</p>

Design					Use a clothes designer as inspiration to create their own t-shirt design.		Know how to design a pot inspired by the Greeks
Responding to art	Look and talk about what they have produced, describing simple techniques and media used.	Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes. 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.	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. 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.	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. Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Respond to art from other periods of time.	Reflect and explain the successes and challenges in a piece of art created. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Explore a range of great artists, architects and designers in history.	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.	Recognise the art of key artists and begin to place them in key movements or historical events. 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. Compare the style of different styles and approaches.