



WHOLE SCHOOL ART & DESIGN PROGRESSION DOCUMENT

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SUBJECT CONTENT	<p>EARLY LEARNING GOAL: Fine motor skills *Use a range of small tools, including paint brushes *Begin to show accuracy and care when drawing Creating with materials *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</p>	<p>PUPILS WILL 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</p>	<p>PUPILS WILL BE TAUGHT: *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</p>				
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DEVELOPING IDEAS	<p>*Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>*Start to record simple media explorations in a sketch book.</p>	<p>*Use a sketchbook to plan and develop simple ideas. *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.</p>	<p>*Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. *Use a sketchbook to record media explorations and experimentations as well as planning and collecting 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 work through keeping notes in a sketch book</p>	<p>*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 sketch book to adapt and improve original ideas *Keep notes to indicate their intentions/purpose of a piece of work</p>	<p>*Use sketchbooks to 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</p>	<p>*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</p>
DRAWING	<p>*Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. *Use and begin to control a range of media.</p>	<p>*Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p>	<p>*Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. *Draw lines/marks from observations.</p>	<p>*Develop intricate patterns/marks with a variety of media. *Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p>	<p>*Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p>	<p>*Work in a sustained and independent way to create a detailed drawing. *Develop a key element of their work: line, tone, pattern, texture.</p>	<p>*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,</p>

	<p>*Draw on different surfaces and coloured paper. *Produce lines of different thickness and tone using a pencil. *Start to produce different patterns and textures from observations, imagination and illustrations</p>	<p>*Begin to control the types of marks made with the range of media. *Draw on different surfaces with a range of media. *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>	<p>*Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. *Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p>	<p>*Begin to indicate facial expressions in drawings *Begin to show consideration in the choice of pencil grade they use</p>	<p>*Draw for a sustained period of time at an appropriate level. *Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. *Have opportunities to develop further drawings featuring the third dimension and perspective. *Further develop drawing a range of tones, lines using a pencil. *Include in their drawing a range of technique and begin to understand why they best suit. *Begin to show awareness of representing texture through the choice of marks and lines made *Attempt to show reflections in a drawing *Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms</p>	<p>*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</p>	<p>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. *Have opportunities to develop further simple perspective in their work using a single focal point and horizon. *Develop an awareness of composition, scale and proportion in their paintings</p>
PAINTING	<p>*Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. *Recognise and name the primary colours being used. *Mix and match colours to different artefacts and objects. *Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper</p>	<p>*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</p>	<p>*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.</p>	<p>*Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. *Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. *Become increasingly confident in creating different effects and textures with paint according to what they need for the task. *Understand how to create a background using a wash</p>	<p>*Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. *Start to develop a painting from a drawing. *Begin to choose appropriate media to work with. *Use light and dark within painting and show understanding of complimentary colours. *Mix colour, shades and tones with increasing confidence.</p>	<p>*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>	<p>*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.</p>

		secondary colours, moving towards predicting resulting colours.	*Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.		*Work in the style of a selected artist (not copying).		*Understanding which works well in their work and why
3-D	*Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration. *Cut shapes using scissors and other modelling tools. *Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	*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.	*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.	*Use equipment and media with confidence. *Begin to show an awareness of objects having a third dimension and perspective. *Learn to secure work to continue at a later date. *Join two parts successfully. *Construct a simple base for extending and modelling other shapes. *Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. *Produce more intricate surface patterns/ textures and use them when appropriate. *Produce larger ware using pinch/ slab/ coil techniques. *Continue to explore carving as a form of 3D art. *Use language appropriate to skill and technique.	*Work in a safe, organised way, caring for equipment. *Secure work to continue at a later date. *Make a slip to join to pieces of clay. *Decorate, coil, and produce marquettes confidently when necessarily. *Model over an armature: newspaper frame for modroc. *Use recycled, natural and man-made materials to create sculptures. *Adapt work as and when necessary and explain why. *Gain more confidence in carving as a form of 3D art. *Use language appropriate to skill and technique. *Demonstrate awareness in environmental sculpture and found object art. *Show awareness of the effect of time upon sculptures.	*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.	*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.
PRINTMAKING	*Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. *Develop simple patterns by using objects. *Enjoy using stencils to create a picture.	*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	*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.	*Print simple pictures using different printing techniques. *Continue to explore both mono-printing and relief printing. *Demonstrate experience in 3 colour printing. *Demonstrate experience in combining prints taken from different objects to produce an end piece.	*Increase awareness of mono and relief printing. *Demonstrate experience in fabric printing. *Expand experience in 3 colour printing. *Continue to experience in combining prints taken from different objects to produce an end piece. *Create repeating patterns.	*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.	*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.

		pictures, fabrics. *Use printmaking to create a repeating pattern.					
TEXTURE, PATTERN, COLOUR, LINE AND TONE	<p>*Enjoy playing with and using a variety of textiles and fabric.</p> <p>*Decorate a piece of fabric. Show experience in simple stitch work.</p> <p>*Show experience in simple weaving: paper, twigs.</p> <p>*Show experience in fabric collage: layering fabric.</p> <p>*Use appropriate language to describe colours, media, equipment and textures.</p>	<p>*Investigate textures by describing, naming, rubbing, copying. *Produce an expanding range of patterns and textures.</p> <p>*Begin to understand how colours can link to moods and feelings in art.</p> <p>*Use printmaking to create a repeating pattern.</p>	<p>*Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>*Investigate textures and produce an expanding range of patterns.</p> <p>*Use line and tone in different media to consider shape, shade, pattern and texture.</p> <p>*Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)</p> <p>*Express links between colour and emotion.</p>	<p>*Create textures and patterns with a wide range of drawing implements.</p> <p>*Create textures and patterns with a wide range of drawing implements.</p> <p>*Create art works from natural materials to show an awareness of different viewpoints of the same object.</p>	<p>*Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>*Use complimentary and contrasting colours for effect</p>	<p>*Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops.</p>	<p>*Consider the use of colour for mood and atmosphere</p>
ART THROUGH TECHNOLOGY		<p>*Take a self-portrait or a photograph.</p> <p>*Use a simple computer paint program to create a picture</p>	<p>*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>	<p>*Use printed images taken with a digital camera and combine them with other media to produce art work</p> <p>*Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet)</p> <p>*Take photographs and explain their creative vision</p>	<p>*Create a piece of art which includes integrating a digital image they have taken. *Take a photo from an unusual or thought-provoking viewpoint</p>	<p>*Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning.</p> <p>*Compose a photo with thought for textural qualities, light and shade.</p>	<p>*Have opportunity to explore modern and traditional artists using ICT and other resources.</p> <p>*Combine a selection of images using digital technology considering colour, size and rotation.</p>
RESPONDING TO ART	<p>*Look and talk about what they have produced, describing simple techniques and media used.</p>	<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. *Express thoughts and feelings about a piece of art. *Reflect and explain the successes and challenges in a piece of art created.</p> <p>*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.</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 others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>*Respond to art from other cultures and other periods of time.</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>*Begin to 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> <p>*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.</p> <p>*Explore a range of great artists, architects and designers in history. *Compare the style of different styles and approaches.</p>	<p>*Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p> <p>*Identify artists who have worked in a similar way to their own work. *Explore a range of great Artists, architects and designers in history.</p>