

Art Progression

The whole school art curriculum has been divided up into 3 units a year that each separately build children’s knowledge of techniques and methods linked to different areas of making (practical art). These consist of units that mainly focus on developing drawing and painting skills, with a third unit that rotates on a cycle between 3d work, collage or print. This cycle is designed to ensure that all children will experience 3d sculpture and clay at least twice (each) during their time in the school. Printing is a focus once in KS1 and once in KS2. Drawing or painting is something that children experience at least once a year, with units becoming increasingly mixed media in KS2 (providing opportunities for drawing and painting within unit of work).

Progression in the different areas of creating art (and the substantive concepts) is outlined below.

PROGRESSION in drawing									
Colours relate to substantive concepts of line tone colour texture, shape form and space and pattern									
	Nursery	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	
National Curriculum Objectives	Statutory framework for The Early Years Foundation Stage		Pupils should be taught: <ul style="list-style-type: none"> 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, shape, 		Pupils should be taught: <ul style="list-style-type: none"> 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] 				
Drawing	<p>To select and hold mark making equipment to make marks</p> <p>To use a preferred grip to apply enough pressure to mark make (with support if needed/ hand over hand)</p> <p>To use one dominant hand and have a comfortable grip (eg tripod), to mark make with control</p> <p>To create closed lines in their drawing and then use those shapes to represent objects.</p>	<p>Create pictures using different mediums.</p> <p>Draw straight and curved lines using different implements. (e.g., pencil, chalks).</p> <p>Identify a range of 2D shapes in pictures e.g., square, triangle, rectangle.</p> <p>Notice key features of what they are drawing e.g., for self-portrait they notice eyes, mouth, ears and hair.</p>	<p>Draw light and dark lines (by varying the pencil pressure).</p> <p>Identify light and dark within drawings.</p> <p>Vary tone in drawings by using different techniques: varying the amounts of pressure and the thickness of the line.</p>	<p>Vary techniques for adding tone and texture to drawings by using different techniques (using the side of a pencil to shade; scribbling, smudging, blending, cross hatching).</p>	<p>Create highlights and shadows in drawings.</p> <p>Choose which pencil grade to use according to what they are drawing.</p> <p>Draw sketches before building on a drawing with more detail.</p> <p>-Use a sketchbook for close observations.</p> <p>-Use sketches to make a quick representation of something or to work out ideas.</p> <p>Use sketchbooks to gather information for finished piece of work</p>	<p>Draw basic shapes using techniques for shading and highlighting cube, cuboid, cylinder.</p> <p>Add a range of different tones to a drawing.</p> <p>Use a sketch book to test different techniques (to be used in a final piece).</p>	<p>Identify the use of positive and negative space within compositions.</p> <p>Identify the effect of light on an object from different directions, compare in real life and works of art.</p> <p>Choose from the previously taught techniques to interpret the texture of a surface (e.g. hatching, stippling, smudging, line types).</p> <p>Work on a variety of scales</p> <p>Use sketch books to record and evaluate, edit and improve.</p>	<p>Draw objects from different angles, altering tone to match real life observations.</p> <p>Observe how highlights and shadows change on an object, when observed from different angles</p> <p>Use tones of the same colour to add detail to the shadows and highlights in an observational drawing.</p> <p>Work on a variety of scales</p> <p>Independently select materials and techniques to use to create a specific outcome. Work on this over more than one session.</p> <p>Use single focal point perspective.</p>	

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	<p>To draw pictures with more detail (spirals) Adding features to a face To say what they have drawn. To use drawing to represent movement and/or noises. To represent different parts of a persons face (neck, hair, eyes, nose, lips)</p>	<p>Grip a pencil between two fingers and thumb (tripod grip).</p> <p>Draw curved and straight lines, lines which intercept etc.</p> <p>Make clockwise and anti-clockwise movements with a writing implement.</p> <p>-To make thick and thin lines (e.g. with different media).</p>			<p>Draw objects in proportion to each other within the same picture e.g., the size of a man next to a house.</p>			<p>Consider the composition of a drawing when planning out use of the space (e.g. off centre and rule of thirds),</p> <p>Use sketch books to record and evaluate, edit and improve.</p> <p>Evaluate against skills taught= progression.</p>
Key vocabulary		chalk, pencil	<p>HB pencil, lead, 2D light and dark, thick, thin, repetition, pattern, Vocab linked to chosen media e.g. charcoal, oil pastel, ink</p>	<p>HB pencil, lead, 2D, light and dark, thick, thin, repetition, pattern, repetition, hatch, cross hatch, blend, smudge Vocab linked to chosen media e.g. charcoal, oil pastel, ink</p>	<p>HB pencil, lead, control, smudge, thick, thin, hard soft grade (pencil), repetition, cross hatch, hatching, 3D, depth, hard soft grade (pencil)</p>	<p>HB pencil, lead, control, smudge, thick, thin, hard soft grade (pencil), repetition, cross hatch, hatching, stippling, 3d, depth,</p>	<p>HB pencil, lead, control, smudge, thick, thin, hard soft grade (pencil), repetition, cross hatch, hatching, stippling, 3d, depth,</p>	<p>HB pencil, lead, control, smudge, repetition, cross hatch, hatching, stippling, 3d, depth, hard soft grade (pencil), positive and negative space</p>

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Progression in painting									
Colours relate to substantive concepts of line tone colour texture, shape form and space, and pattern									
	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6	
National Curriculum Objectives	Statutory framework for The Early Years foundation stage 2021		Pupils should be taught: <ul style="list-style-type: none"> 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, shape, 		Pupils should be taught: <ul style="list-style-type: none"> 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] 				
Painting	<p>To use paintbrushes/rollers and make large marks through movements eg waving shapes (crossing midline) using large movements from the shoulder (vertical and horizontal)</p> <p>To use paintbrushes and are able to make large marks in a clockwise/anti clockwise direction using movements</p> <p>To name and match colours</p> <p>To select colours for a purpose</p> <p>To explore colour mixing and say what they have observed.</p>	<p>Use fingers and paintbrushes to mark make/paint with.</p> <p>Know how:</p> <p>To hold large brush correctly.</p> <p>How much paint to put on a brush.</p> <p>To wash brush in between colours not to mix them.</p> <p>-To make choices about the materials and colours they use.</p> <p>To describe their picture and say what they like about it.</p> <p>Mix colours to make new ones.</p> <p>-Know how to make some secondary colours e.g. green.</p> <p>-To use understanding of colour to create a painting, describe its features and explain choices made.</p>	<p>Experiment with different brushes and tools to create texture (sticks, sponge, rollers, straws, natural and manmade objects).</p> <p>With guidance mix primary colours to create secondary colours.</p> <p>Paint a line which is thick or thin (Choose the right paintbrush).</p> <p>Use paint in different forms- e.g. ready mixed and water colour block</p>	<p>To choose the right thickness of the paintbrush to achieve desired outcome.</p> <p>Know how to make secondary colours</p> <p>Know that the shade of paint can be changed by adding black (darker) or white (lighter)</p> <p>Change secondary colours by different proportions of primary</p>	<p>Use brush strokes to create different effects: to develop techniques that create patterns and texture, e.g. Stippling and dry brush.</p> <p>Mix tertiary colours.</p> <p>Mix different shades of the same colour to create effects</p> <p>Experiment with different brushes and tools to create texture (sticks, sponge, rollers, straws, natural and manmade objects).</p> <p>With guidance mix primary colours to create secondary colours.</p> <p>Paint a line which is thick or thin (Choose the right paintbrush).</p> <p>Use paint in different forms- e.g. ready mixed and water colour block</p>	<p>Experiment with different thicknesses of paint (different types of paint and dilution) and the effects different paints can create.</p> <p>Identify and create foreground and background in pictures.</p> <p>Use a colour wash then layering to create depth in their painting</p>	<p>Vary the tone, tint and hue of colours to enhance the mood of a picture.</p> <p>Record observations of real objects/landscapes, matching colour to real life</p> <p>Confidently use techniques and tools used so far to get textural effects.</p> <p>Use light and dark for effect within a painting.</p>	<p>Use collage, dry brush, layering, splattering and stippling to create different textures.</p> <p>Consider colour for purposes e.g. to express moods and feelings.</p> <p>Mix colours to match those of the natural world (including flesh) and those of works of art with small variations.</p> <p>Explore the use of texture in colour e.g. with sawdust, glue, shavings, sand and on different surfaces</p> <p>Explore the texture of paint - very wet and thin or thick and heavy – add PVA to the paint.</p>	

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Key Famous designers / inventors:			David McKee Mondrian		Seurat David Hockney		Jackson Pollock Klari Reis	
Key vocabulary		mix, paintbrush, poster paint, palette, green purple, orange, red, yellow, blue, primary,	thick, thin, thickness, lighten, darken, shades, secondary	thickness, lighten, darken, shades, textures, primary, secondary, palette, balance of water, stippling and dry brush, effects, fine, medium, thick brushes	thickness, lighten, darken, shades, textures, primary, secondary, palette, stippling and dry brush, effects, pattern, tertiary colours, block painting	foreground, background, precision, detail	washes, stippling, dry brush splattering,	primary, secondary, palette, effects, tertiary colours, foreground, background, hue, tone, tint, mood

Progression in printing with pattern and mixed media								
Colours relate to substantive concepts of line tone colour texture, shape form and space, and pattern								
	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
National Curriculum Objectives		Statutory framework for The Early Years Foundation Stage 2021	Pupils should be taught: <ul style="list-style-type: none"> 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, shape, 		Pupils should be taught: <ul style="list-style-type: none"> 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] 			
Printing with Pattern and Mixed media	To use paintbrushes/rollers and make large marks through movements eg waving shapes (crossing midline) using large movements from the shoulder. To use paintbrushes/rollers and are able to make large marks moving from the elbow	Apply paint to objects and transfer to paper-corks sponges, ben barrels, and string or take rubbings to transfer texture. -Make a repeated press print pattern with chosen objects (beads, straws buttons, sponges etc) paint & press. -To use understanding of print to create a print	Use objects to create texture within a print e.g. mesh, fabric, leaf, embossed wallpaper - Identify patterns within pieces of art and produce patterns by repeating lines e.g., study of Bridget Riley	Replicate a print to create a repeated pattern. Produce patterns by repeating shapes and colour.	Experimenting with different techniques and materials to add texture to a picture. Using layers create a foreground or background Selecting materials or tools with a purpose in mind (e.g. ink drawing to a painting to add fine detail or adding sand to paint or tissue to add texture).	Pupils only have 1 print unit across Y5-6 and therefore will need to be taught both skills in one unit Using indenting to create layered prints e.g. Print on top of prints to create different colours overlay (Y5) Add layers and details to print / mix medias e.g. print and collage (Y6) Design a pattern. Create prints that repeat tessellate or have symmetry Use indenting to create a print block e.g. polystyrene		

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	(vertical and horizontal) To use paintbrushes and are able to make large marks in a clockwise/anti clockwise direction using movements from the wrist.	work, describe its features and explain choices made. -To use understanding of pattern to create a piece of art, describe its features and explain choices made.				
Key Famous designers / inventors:						
Key vocabulary		Print, paint, press,	Print, paint, press, design, block, repeated pattern	Print, paint, press, design, block, repeated pattern	Print, press, design, block, repeating pattern, roller, tessellation, texture, detail	Print, design, block, roller, repeating pattern, tessellation, relief printing, plate, embossed, layers, positive, negative.

Progression in 3d sculpture

Colours relate to substantive concepts of line tone colour texture, shape form and space, and pattern

	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
National Curriculum Objectives		Statutory framework for The Early Years Foundation Stage 2021	Pupils should be taught: <ul style="list-style-type: none"> 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, shape, 		Pupils should be taught: <ul style="list-style-type: none"> 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] 			
3d (Clay/Modroc)	Moulding dough into different shapes (pinching, rolling, stretching, and squeezing). Linked to physical development benchmarks	Clay can be moulded to create different shapes. Use pinch and slab technique.	--Mould clay to a desired shape using: pinching, rolling and stretching twisting, scratching and coiling. -Create a clay sculpture following a design -Roll clay to an appropriate thickness		Pupils only have 1 sculpture/Modroc unit across Y5-6 and therefore will need to be taught both year group skills in one unit			

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	<p>-Mould dough / clay into a shape of a specific object and add detail to it (e.g. tools to make marks on it to decorate).</p> <p><i>Art is not always flat</i></p>	<p>Specific tools can be used to add marks as decoration or to create texture.</p> <p>Use simple tools and techniques to shape, assemble and join materials.</p> <p>Know score and slip is a method for joining.</p>	<p>-Use a range of tools to mark make on the surface of the clay</p> <p>-Create different 3D shapes e.g. using retainers</p> <p>-Mould and join pieces of clay together effectively</p> <p>-Show an awareness of the finishing of the product e.g. by adding decorative detail, smoothing cracks or adding texture</p>	<p>Mould and join effectively, e.g. using retainers (which is making a sculpture around a 3D shape and then removed).</p> <p>Reinforcing a sculpture internally and externally to ensure it is stable.</p> <p>Apply their scientific knowledge to designing, building and structuring their sculpture.</p> <p>Showing awareness to the finishing of the product, decorative detail, smoothing cracks and adding texture.</p>	
3d (sculpture)	<p>To use glue to join things</p> <p>To use masking and cello tape to join things</p> <p>To select resources/materials according to size/shape to create an end goal, joining materials as required.</p> <p>To handle different textures, food, materials and say what they feel/taste like</p> <p>To explain what I have made</p>	<p>Joining materials e.g. using tape, masking tape.</p> <p>-To use understanding of texture to create visual art, describe its features and explain choices made.</p> <p>-Combine materials to create new textures (e.g. paint and sand/lentils).</p> <p>-To use understanding of form to create a 3D piece of art , describe its features and explain choices made.</p>	<p><i>Pupils only have 1 sculpture unit across Y1-2 and therefore will need to be taught both skills in one unit. Bold rates to indicates year group</i></p> <p>Use simple tools and techniques to shape and assemble materials.</p> <p>Create a model or 3D picture that represents an idea or replicates an object or picture.</p> <p>Show an awareness of the shape and colour of the sculpture when replicating likeness.</p>	<p><i>Pupils only have 1 print unit across Y3-4 and therefore will need to be taught both skills in one unit.</i></p> <p>Wire sculpture</p> <p>Create 3D structures using a basic structure adding an additional material. (e.g. covering structure or adding extra detail/texture).</p> <p>To be able to identify and replicate some 3D shapes within a sculpture.</p> <p>Showing awareness of the finishing of the products by adding decorative detail or additional materials.</p>	<p>Show an awareness of the finished product, designing their 3D model and showing attention to detail in decoration.</p>
Key Famous designers / inventors:					

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Key vocabulary		build, join, idea	clay, marking, design, moulding, tools, shaping, sculpt, shaper, cutting, rolling pin,	glue, staple, tape, masking tape, paperclip, split	decorate, shaping, sculpt, set, shape, mould, pinch, slab	decorate, finishing touches, final product, set, firm, shaping, sculpt, set, shape, stability	Mod Roc/Paper mache decorate, shaping, sculpt, set, shape, mould, pinch, slab smoothing, retainers, decorative detail	Finishing touches, final product, set, firm, shaping, sculpt, shape, stability intent(ion), structure
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However, it is also important that children gain a deeper understanding of the process of how to create art, through research, acquiring practical knowledge, experimentation, deigning, making and evaluating their own work. **This is the true process of art creation.**

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Research Children need to 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	Recognise one or two famous art works X	Record and explore ideas from first hand observations. Ask and answer questions about starting points for their work. Able to list some artists and recognise their work.	Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. Able to list the artists studied and recognise some of their work.	Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. Able to talk about a range of artists and styles that include women and other people from minority groups.
Experimentation Children need lots of opportunity to experiment with different media in order that they can become proficient and develop a wide range of art and design techniques.	Children to have opportunities to experiment with a range of materials and medium through continuous provision and focused work.	Children learn how to use sketchbooks to record ideas. They begin to refine the choice of medium they use to work in.	Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. Experiment with a range of mark media with increasing accuracy.	Experiment with mark making media making choices based on known experiences of how the media will perform.
Design Children should use sketchbooks to collect and refine their ideas leading towards a final design.		Children use sketchbooks for the first time and begin to develop resilience for work not being 'perfect'. They begin to understand the purpose of a sketchbook and use it to support their design ideas and research.	Create sketchbooks to record their observations and use them to review and revisit ideas.	Refine ideas before a final piece using experimentation and research to support their designs.
Making Children apply their research and experimentations to a final design.	Children have lots of opportunities to express themselves using a range of materials and medium.	Children have experience within all five areas of Art across the two-year rolling programme.	Children return to and begin to hone their skills in the five different areas of Art.	Children draw on their understanding and knowledge to begin to choose what materials and media they work in on the final piece.
Evaluating Children will learn to evaluate their own and others art work. Evaluation should happen in every lesson and key questions should become common place.	Supported to talk about their own and other's art work thinking about what works well and what could be improved.	Introduced to Austin's Butterfly to support children with the idea of talking critically in a supportive way about their own and other's art work.	Continue to develop their critical thinking skills; able to make suggestions for improvements about their own and other's work.	Think critically about theirs and others art and design work.

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