

Art Progression Grid

Early Years-

<u>Art in the Early Years Framework 2021</u>	<u>Nursery</u>	<u>Reception</u>
	<ul style="list-style-type: none"> -Explore different materials freely, in order to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them. -Join different materials and explore different textures. -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. -Draw with increasing complexity and detail, such as representing a face with a circle and including details. -Use drawing to represent ideas like movement or loud noises. -Explore colour and colour mixing. -Show different emotions in their drawings - happiness, sadness, fear etc. -Use one-handed tools and equipment, for example, making snips in paper with scissors -Use a comfortable grip with good control when holding pens and pencils 	<ul style="list-style-type: none"> -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively, sharing ideas, resources and skills. -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons -Use a range of techniques in colours, lines, shapes, form, pattern and textures. -Share ideas and imagination, experiences thoughts and feelings. -Recognise and name a range of artists and cultures -Look at how different artists approach the same theme. -Describe their own art

Drawing



Colour Mixing (Painting)



Collage



**Drawing
(Painting)**



Colour Mixing



Textiles



Printing



These formal elements are taught alongside the aspects of Art						
Formal Elements	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Colour- to express thoughts and feelings</p> <p>Tone - lighter and darker</p> <p>Pattern and texture-Add things to paint such as sand</p> <p>Shape and line- use thick and thin brushes</p>	<p>Colour- to create variation of secondary colours</p> <p>Tone/form - how light and dark colours are used to near and far.</p> <p>Pattern and texture - create patterns and make textures.</p> <p>Shape/line understand the importance of outline and paint more sophisticated shapes.</p>	<p>Colour - mix secondary and tertiary colours (understanding of the colour wheel)</p> <p>Use to express ideas.</p> <p>Tone/Form learn how to create depth of colour.</p> <p>Line/Shape define detail.</p> <p>Pattern/texture create more complex pattern</p>	<p>Colour-learn how colours has light and dark values, creating these to use in their work as for example the impressionists did.</p> <p>Tone/Form- to become aware of how tone can make paintings more realistic or expressive.</p> <p>Learn how to manipulate light and dark for effect.</p> <p>Line/Shape - use line and shape to highlight form and shape.</p> <p>Pattern/texture- use pattern and texture for decoration and to create a desired effect.</p>	<p>Colour- To develop the ability to control colour when painting for: blending, reducing he, and improving translucent.</p> <p>To know which colours, sit together on the colour wheel and their relationship, such as complimentary and harmonious.</p> <p>Tone/form- Learn how to represent form with increased sophistication.</p> <p>use colour to create tone other than using black and white.</p> <p>Line/Shape- Uses line and shape to create original composition.</p> <p>Pattern/ texture - use pattern and</p>	<p>Colour- should be mixed with care and sensitivity to show feelings and ideas. Be confident in mixing secondary and tertiary colours. Be able to select these for a purpose. Understand the relationship of colours.</p> <p>Tone/Form control paint making it lighter and darker to make things look closer and further away.</p> <p>Line/Shape -use like with confidence to represent own ideas and compositions.</p> <p>Pattern/texture- understand how to apply pattern and texture with</p>

					texture for a purposeful effect.	confidence to decorate and embellish.
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This factual knowledge is applicable to Painting, Printing, Sculpture, Collage and Textiles.

<u>Knowledge (Factual)</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<p>Study famous works of art, craft and design and how and when they were made. Describe the content and the feelings and emotions conveyed by the work. Learn the meaning of the words colour, line, tone, shape, texture and pattern and recognise them in their art. recognise when they are using these elements and how they are using them. Name the primary and secondary colours</p>	<p>Study famous works of art craft and design and how and when they were made. Describe the content and the feelings and emotions conveyed by the work to a more competent level. Learn how to make more complex art by using colour, line, tone, texture and pattern, shape and form and recognise them in their art. Recognise when they are using the qualities and describe their intentions.</p>	<p>Study works of art, craft and design and give personal options about it. How has the artist produced it? what was the background to the piece? Who made it? where were they from? Why was it made? This can include using the web to research. Make small studies of the techniques and reproduce these elements. Look at art for pleasure and purpose and talk about why they like it using the developing language of the formal elements Compare the work of artists. Compare work form different periods of art. Know where each of the primary and secondary colours sits on the colour wheel</p>	<p>Study works of art, craft and design and give personal options about it. How has the artist produced it? what was the background to the piece? Who made it? where were they from? Why was it made? This can include using the web to research. Make small studies of the techniques and reproduce these elements. Look at art for pleasure and purpose and talk about why they like it using the developing language of the formal elements Compare the work of artists. Compare work form different periods of art. Know where each of the primary and secondary colours sits on the colour wheel</p>	<p>Study the works of art using the following methods: Content - Describe the art. How social, historical factors affect the work. Process- When and how made? What material and techniques are used? Formal elements - Line, tone, colour, shape, form, composition, pattern, texture. Mood- what emotions does the work convey? Applying: make studies of the artist's work to learn the techniques and processes used. use some of what you have learned from the artist's work to produce your own original work.</p>	<p>Study the works of art using the following methods: Content - Describe the art. How social, historical factors affect the work. Process- When and how made? What material and techniques are used? Formal elements - Line, tone, colour, shape, form, composition, pattern, texture. Mood- what emotions does the work convey? Applying: make studies of the artist's work to learn the techniques and processes used. use some of what you have learned from the artist's work to produce your own original work.</p>

Aspect - Painting						
<u>Skills (Procedural knowledge)</u> <u>Techniques</u>	Develop skills in mixing paint. Develop ability to apply paint skilfully Create moods in their painting Use thick and thin brushes as appropriate. Create a variety of lines to create an effect. Paint a picture of something they can see Mix the primary and secondary colours.	Mix paint to create all the secondary colours Mix and match colours, predict outcomes Make tints by adding white Make tones by adding black Develop brush control. Paint neatly and carefully without leaving gaps and messy edges. Mix the correct amount of paint. <u>Learn to use different techniques to create different effects</u>	Increase control and precision when painting detail, lines and edges and shapes. Apply the formal elements of the artist to their work. Mix accurately the colours that they need. Create the colour wheel Create a background using a wash using traditional and unorthodox methods (sponges, rags) to do so Use a range of brushes and tools to create different effects	Use paint sensitively and with control, more accurately applying appropriate amounts. use different kinds of paint eg watercolour, powder, and to know when to use these to create the best effect. Name the properties of these different paints. Experiment with colour, texture, line, shape, and composition to create express purpose, mood and feeling when painting.	To know about and care for equipment. Develop skills to paint neatly and carefully without leaving gaps or messy edges, however still paint in a more creative style when painting demands it. Control the amount of paint used and water accordingly. To know which paint is best for which purpose e.g. landscapes or painting models. Experimenting with painting techniques to create the desired effect. Create a range of moods in their paintings	Have the skill to control paint in different ways; precise and accurate when needed yet loose and instinctive when required. Show more confident ability to create 3D form, depth and distance using colour and tone. Be familiar with different paints and papers and name them. Paint from observation, describe different surfaces and texture forms using tone, line, texture and colour to express mood and feeling. Become more confident in articulating which styles they prefer and why they like them when looking at the work of different artists and styles.

<u>Vocabulary</u>	Colour and line secondary colours light/ dark pale/strong swirling curved soft/hard	Modern Colour and line Tone tint shade outline broad	Colour wheel Tertiary Harmonise contrast pigment wash	Impressionism warm cool watercolour pale wash muted subdued meandering	Cubism acrylic intensity complimentary harmonious	Still Life composition inanimate object symbolic composition viewpoint foreground background
<u>Expectation of skills progression</u>						

Aspect- Drawing						
Skills (Procedural knowledge) Techniques	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Develop the ability to use and apply the formal elements by increasing their control of line & using simple 2D geometric shapes when drawing. Explore the concept of light & dark, learning how to create both values and controlling them to make tones. They practice shading tones neatly & accurately. Control the pressure of</p>	<p>Use three different grades of pencil in their drawing (4B, 8B, HB) Use charcoal, pencil and pastel. Show skill & control when using the formal elements to draw, e.g. using simple lines & geometric shapes to create forms. Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching. Increasingly able to shade areas neatly without spaces and gaps. Identify spaces and gaps. Identify and draw detail, texture and pattern.</p>	<p>Identify and draw the 2D & 3D geometric shapes in nature and the world around them. Control drawing media to create dark and light tones. They further practice shading tones with few gaps, that are neat to the edges. Become more effectively blend shading and can rub out rough edges or refine them. Develop their confidence making marks & lines to describe a wide range of surfaces, textures & forms. Work in a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels. They know the differences and similarities between these materials and select which one is most suitable for the task they need. Record experiences such as visits and experiences or to</p>	<p>Accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale and order. Make progress in controlling line & shading with graphite, chalks and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions) Make drawings and experiment through mark making using pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials.</p>	<p>Draw with an increasing awareness of 2D and 3D geometric forms that comprise forms and objects. Can draw lines, shapes and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making techniques for purpose & intention. Independently select appropriate media for expression and purpose, taking risks</p>	<p>Draw with increasing confidence developing their own personal style. Know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. Learn how to describe form from several different light sources. Know and apply very basic one-point perspective. Work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape for example). They have greater choice over what materials they</p>

	<p>their drawing materials. Use a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils. They learn the differences and similarities between. Try out new ways of making lines/marks to describe a range of surfaces, textures and forms. Draw for pleasure. Draw from imagination and observation</p>	<p>Use a viewfinder to focus on a specific part of an artefact before drawing it</p>	<p>describe sequences of events. Describe, copy and imagine how things might have looked in the past or in another place or culture. Draw things they can see (from nature, their environment, still life or from photos they have taken)</p>	<p>Visualise their thoughts, feelings & memories or to express experiences they have had. Describe, copy and imagine other places, cultures and peoples past and present. Draw things they can see and (from nature, their environment, still life or photos they have taken)</p>	<p>and experimenting with drawing media that are harder to control; such as pieces of card, straws, sticks, and perishable items to create more expression with drawing. Draw for a range of purposes, thinking, designing, creating, realising, imagining. Learn that we all draw differently, and that realism is only one form of drawing. Find and know artists' drawings they like, appreciate and admire to influence their own drawing style.</p>	<p>should use, working to own strengths and personal tastes. Learn more styles of drawing and learn how drawing is used in art; 1. graphic (<i>cartoon, graffiti, fashion design etc.</i>) 2. realistic (<i>portrait, still life etc.</i>) 3. technical (<i>architecture, product design, plans, diagrams, instructions</i>) 4. Illustration (<i>books, magazines</i>) 5. Abstract (<i>fine art</i>) 6. Sculptural (<i>3D, wire, card, architectural models</i>) 7. Digital (<i>using computers, tablets, film</i>) other materials.</p>
<u>Vocabulary</u>	<p>Light/dark Shade Tone pressure</p>	<p>Pressure Lighter/darker Texture Pattern</p>	<p>Shading Blending</p>	<p><u>Proportion</u> <u>Scale</u></p>	<p>Know difference between sketching and rendering. Realism Abstract</p>	<p><u>Render</u> <u>Perspective</u> <u>Precise</u></p>

<u>Expectation of skills progression</u>						
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<u>Aspect- Printing</u>						
<u>Skills (Procedural knowledge) Technique</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Print with sponges, blocks, natural materials. Create a print by pressing, and stamping. Design their own pattern. Create a repeating pattern.	Make simple motif printing blocks to create and print with.	Make simple motif printing blocks to create and print and print a complex pattern. Print with precision.	Print using at least 2 colours to print. Create an accurate print design	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
<u>Vocabulary</u>	pattern repeat regular relief print roller	Collagraphy Motif	block background rotation	quick print overlay process relief	Etch Mono	overlay process relief
<u>Expectation of skills</u>						

<u>Aspect- Sculpture</u>						
<u>Skills (Procedural knowledge)</u> <u>Technique</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Model to create forms. Add texture by using tools Make different kinds of shapes Cut, roll and coil materials such as clay, dough or plasticine	Pull out form a piece of clay. Create a form that they have designed. Modify and correct their work. Allow for drying time. Add line and shape to their work Join materials using glue	Add onto their work to create texture and shape. Understand how to finish work to a high standard. Work with life size materials to make 3D forms .	Experiment with and combine materials and processes to design and make 3D form. Work safely and sensibly, persevering when work is challenging.	Experiment with and combine materials and processes to design and make 3D form Sculpt clay and other mouldable materials. Use techniques to finish work to a high standard.	Create work which is open to interpretation by the audience Include both visual and tactile elements in their work. Present work to a high standard.
<u>Vocabulary</u>	sculpture shape cut roll coil slip	form modelling malleable spherical	structure natural form	layer incise embellish	construction figurative	spatial structures poised balance imbalance viewpoint direction movement
<u>Expectation of skills progression</u>						

Aspect Collage and Textiles

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Skills (Procedural knowledge)</u> <u>Technique</u>	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	Create individual and group collages Use different kinds of materials on their collage and explain why they have chosen them Use repeated patterns in their collage	Cut very accurately Overlap materials Experiment using different colours Use montage Use more than one type of stitch Join fabric together to form a quilt using padding Use sewing to add detail to a piece of work Add texture to a piece of work?	Gain experience using collage as an art form. Combine visual and tactile qualities. See how this links into industries	Combine visual and tactile qualities to express mood and emotion Use textile and sewing skills as part of a project, e.g. hanging, textile book, etc. This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery. See links between work and industry.	Justify the materials they have chosen Combine pattern, tone and shape. Make something for a given purpose. See links between work and industry.
<u>Vocabulary</u>	Furry silky smooth hard loom warp weft	patchwork repeated pattern tessellation geometric	quilt padding detail	andamento mosaic terrerae	cross stitch back stitch applique embroidery	Batik waxy illusion of... negative shapes in relation to form. tjanting wax pot polycotton
<u>Expectation of skills progression</u>						

Sketch Book						
<u>Skills Procedural Knowledge)</u> <u>Techniques</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	A folder of work to show samples the process and techniques practised and developed.	Begin to demonstrate their ideas through photographs and in their sketch books Set out their ideas, using 'annotation' in their sketch books Keep notes in their sketch books as to how they have changed their work	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	Use their sketch books to express their feelings about various subjects and outline likes and dislikes Use their sketch books to adapt and improve their original ideas Keep notes about the purpose of their work in their sketch books?	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	Include detailed notes, and quotes explaining about items. Compare their methods to those of others and keep notes in their sketch books Combine graphics and text-based research of commercial design, for example magazines etc., to influence the layout of their sketch books. Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books
<u>Vocabulary</u>	This vocabulary matches the vocabulary of the aspect of Art and formal elements.					

<u>Expectation of skills</u> <u>progression</u>						
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Evaluation (Metacognition) Evaluate and Analyse own and others work

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Identify similarities and differences to others' work.</p> <p>Make choices and decisions.</p> <p>Make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Develop skills in orally describing their thoughts, ideas and intentions about their work. They form opinions about the process of their work saying what went well & how they might improve it.</p> <p>Compare their art to appropriate works of art recognising what is</p>	<p>Identify similarities and differences to others' work.</p> <p>Make choices and decisions.</p> <p>Develop skills in verbally describing their thoughts, ideas and intentions about their work.</p> <p>Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. Offer critical advice to others understanding that all artists do this and give confidence and praise.</p> <p>Describe their work and the work of others, describing the formal elements of</p>	<p>Increasing understanding of purpose and intention for art.</p> <p>Awareness of choices and decisions.</p> <p>Verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p> <p>Uses evaluation to understand what they need to do to improve and that all artists do this. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and</p>	<p>Increasing understanding of purpose and intention for art.</p> <p>Awareness of choices and decisions.</p> <p>Orally describe their work and the work of others, describing the formal elements of colour, line,</p> <p>Uses evaluation to understand what they need to do to improve and that all artists do this. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.</p>	<p>Increasing understanding of purpose and intention for art.</p> <p>Awareness of choices and decisions.</p> <p>Try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty. Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.</p>	<p>Increasing understanding of purpose and intention for art.</p> <p>Awareness of choices and decisions.</p> <p>They should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy. stand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.</p>

the same and what is different.	colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.	praise to others. Uses evaluation to understand what they need to do to improve and that all artists do this.			
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Year Group	Term 1		Term 2	Term 3
Reception	Painting - Mixing powder paint consistency. Mark Rothko, Sculpture – squashing + squeezing, rolling + pinching Collage – basic level join , mid level join	Printing Christmas Cards Mono	Painting – mixing powder paint Imagination -Joan Miro Printing – congruence Terry Frost Sculpture – using tools and marks on clay Collage – advance level join	Painting – representational Rousseau Printing – mixed media cultural art Sculpture – pressing with clay Collage – natural art Andy Goldsworthy
1	Sculpture <ul style="list-style-type: none"> • Cut, roll and coil • Look at the works of a potter • Josiah Wedgwood 	Printing Christmas Cards repeating patterns from a block	Textiles & collage <ul style="list-style-type: none"> • Cut, tear paper, gather materials for what they need • Paul Klee 	Painting <ul style="list-style-type: none"> • Fishing boats at Saintes • Mood and secondary colours • Powder • Van Gough, 1853-1890 • Post Impressionist • George Bellows
2	Painting <ul style="list-style-type: none"> • Poppies • Create secondary colours, tint and tone • Powder • Georgia O'Keefe • 1887-1986 	Printing Christmas Cards <u>collography</u>	Textiles & Collage <ul style="list-style-type: none"> • Glue and stitch fabric • Class patchwork • Repeated patterns • Mondrian 	Sculpture <ul style="list-style-type: none"> • Pull out from a piece of clay • Animal sculptures • Henry Moore • Niki de Saint Phalli 1983
3	Collage/Painting <ul style="list-style-type: none"> • Colour wheel • Cut accurately • Overlap materials • <u>Rembrant and Matisse</u> 	Printing Christmas Cards Make a block, 2 colours + background	Painting/Pastels <ul style="list-style-type: none"> • Cave Painting • Background wash • Mixed Media • The Lascaux 	Sculpture <ul style="list-style-type: none"> • Work with life-size materials • Create pop ups. • Barbara Hepworth
4	Painting <ul style="list-style-type: none"> • Moods and feelings, shading • Watercolour • Claude Monet 	Printing Christmas Cards Quick print 3 colours + background	Textile & Collage <ul style="list-style-type: none"> • Pompeii • Mosaic • Antoni Gaudi 	Sculpture <ul style="list-style-type: none"> • Design and make 3D form • Masks • Tribal art • Benin Empire • Carnival – links to Maypole
5	Painting <ul style="list-style-type: none"> • Acrylics • Emotions • Pablo Picasso 	Printing Christmas Cards Accuracy using aluminium	Textiles & Collage <ul style="list-style-type: none"> • Cross stitch, back stitch, applique and embroidery • William Morris 	Sculpture <ul style="list-style-type: none"> • Clay heads • Robert Sweeny
6	Painting <ul style="list-style-type: none"> • Still life • Willem <u>Kalf</u> 		Sculpture <ul style="list-style-type: none"> • Wire figures, • Anthony <u>Gormley</u> 	Textiles & Collage <ul style="list-style-type: none"> • Batik