

## Art Progression Grid



### KS1 NC requirements:

- To know 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.
- To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- 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.

### KS2 NC requirements:

- To create sketch books to record their observations and use them to review and share their ideas, experiences and imagination.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. pencil, charcoal, paint, clay).
- To know great artists, architects and designers in history.

|                                       | EYFS  | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   | Year 6   |
|---------------------------------------|---|--|--|--|--|--|--|
| <b>Developing ideas</b>               | <p>Work purposefully, responding to colours, shapes, materials etc.</p> <p>Create simple representations of people and other objects.</p> <p>Think about what art is and share ideas with others.</p> | <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists.</p> | <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists.</p> | <p>Select and record observations, experience and imagination.</p> <p>Question and make thoughtful observations about starting points.</p> <p>Select ideas to use in their work.</p> <p>Explore roles and purposes of artists.</p> | <p>Select and record observations, experience and imagination.</p> <p>Question and make thoughtful observations about starting points.</p> <p>Select ideas to use in their work.</p> <p>Explore roles and purposes of artists.</p> | <p>Select and record observations, experience and imagination.</p> <p>Question and make thoughtful observations about starting points.</p> <p>Select ideas and processes to use in their work.</p> <p>Explore roles and purposes of artists.</p> | <p>Select and record observations, experience and imagination.</p> <p>Question and make thoughtful observations about starting points.</p> <p>Select ideas and processes to use in their work.</p> <p>Explore roles and purposes of artists.</p> |
| <b>Evaluating and developing work</b> | <p>Talk about the stories and ideas in their art work, sharing with others how and why they generated their ideas.</p>  | <p>Review what they and others have done – say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p>  | <p>Review what they and others have done – say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p> <p>Annotate work in sketchbook.</p>  | <p>Compare ideas, methods and approaches in their own and others’ work. Say what they think and feel about them.</p> <p>Adapt their work and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>   | <p>Compare ideas, methods and approaches in their own and others’ work. Say what they think and feel about them.</p> <p>Adapt their work and describe how they might develop it further.</p>                                       | <p>Compare ideas, methods and approaches in their own and others’ work. Say what they think and feel about them.</p> <p>Adapt their work and describe how they might develop it further.</p>   | <p>Compare ideas, methods and approaches in their own and others’ work. Say what they think and feel about them.</p> <p>Adapt their work and describe how they might develop it further.</p>   |

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|-----------------|---|---|--|--|---|--|--|
| <b>Drawing</b>  | <p>Begin to use a variety of tools to draw with.</p> <p>Investigate using different lines.</p> <p>Encourage accurate drawings of people.</p> <p>Use drawings to tell a story.</p> | <p>Use a variety of tools including pencils.</p> <p>Explore different textures.</p> <p>Observe and draw landscapes.</p> <p>Observe patterns.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore line, shape and colour.</p>             | <p>Layer different materials e.g crayons, pastels, felt tips, charcoal and ball point.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects.</p> <p>Experiment with line, shape, pattern and colour.</p> | <p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter drawings as necessary.</p> <p>Use sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> | <p>Make informed choices in drawing.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> | <p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p> <p>Explore line, tone, pattern, texture, colour and shape.</p>    | <p>Demonstrate a wide variety of ways to make different marks using wet and dry media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using mixed media and a sketchbook.</p> <p>Manipulate and experiment elements of line, art, tone, pattern, texture, form, space, colour and shape.</p> |
| <b>Painting</b> | <p>Experimenting using primary colours.</p> <p>Naming colours.</p> <p>Mixing colours (informal).</p> <p>Use a range of tools to make marks on paper.</p>                          | <p>Use a variety of tools and techniques including different brush sizes and types.</p> <p>Mix and match colours.</p> <p>Work on different scales.</p> <p>Mix secondary colours and shades.</p> <p>Use different types of paint.</p> <p>Use different textures.</p> | <p>Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques (layering, mixing media, scraping etc.)</p> <p>Name different types of paint and their properties.</p> <p>Work on a range of scales.</p>  | <p>Mix a variety of colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures.</p>  | <p>Colour mixing and matchings with increasing accuracy.</p> <p>Use more specific colour language – tint, tone, shade, hue</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint.</p>   | <p>Demonstrate a secure knowledge about primary, secondary, warm, cold, complementary and contrasting colours.</p> <p>Create imaginative work from a variety of sources.</p>   | <p>Create shades and tints.</p> <p>Use appropriate paint, paper and implements to adapt and extend work.</p> <p>Work from a variety of sources that have been researched independently.</p> <p>Show an awareness of how paintings are created.</p>   |
| <b>Printing</b> | <p>Rubbings.</p> <p>Print with a variety of objects.</p> <p>Print with block colours.</p>   | <p>Make marks in print with a variety of objects.</p> <p>Carry out different printing techniques.</p> <p>Make rubbings.</p> <p>Create patterns.</p>   | <p>Use a variety of techniques e.g printing, press, rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p>   | <p>Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce simple print.</p> <p>Explore pattern and shape, creating designs for printing.</p>   | <p>Research/create and refine a print using different techniques.</p> <p>Select materials to print with the get chosen effect.</p> <p>Resist printing including marbling, silkscreen and cold-water paste.</p>  | <p>Explain a few techniques (use of poly-blocks, relief, mono and resist printing).</p> <p>Select appropriate printing method.</p> <p>Build up layers and colours/textures.</p> <p>Organise work considering pattern, repetition, symmetry, printing styles.</p> | <p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Confidently print on paper and fabric.</p> <p>Alter and modify work.</p>  |

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| <p><b>Textiles/collage</b></p> | <p>Handling, manipulating and enjoying materials</p> <p>Sensory experience</p> <p>Simple collages</p> <p>Simple weaving</p>                | <p>Weaving, French knitting, tie-dyeing, fabric crayons, wax or oil resist.</p> <p>Create textured collages.</p> <p>Make a simple mosaic.</p> <p>Stitch, knot, use other manipulative skills.</p>   | <p>Variety of techniques – printing, dyeing, quilting, weaving, embroidery, paper, plastic trappings.</p> <p>Use large eyed needles.</p> <p>Collage with a range of media – overlapping/layering.</p> | <p>Choose collage/textiles to extend work.</p> <p>Refine/alter ideas and explain choices.</p> <p>Use smaller eyed needles and finer threads.</p> <p>Weaving.</p> <p>Tie dyeing/batik.</p>       | <p>Use a wider variety of stitches.</p> <p>Observation/design of textural art.</p> <p>Experiment with creating mood, feeling, movement.</p> <p>Compare different fabrics.</p> | <p>Join fabrics in different ways (inc. stitching)</p> <p>Use different grades of material and thread.</p> <p>Extend work with a specific technique.</p> <p>Use a range of media to create collage.</p> <p>Experiment with batik.</p> | <p>Awareness of the potential use of material.</p> <p>Use different techniques, colours and textures when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt and extend their work.</p> |
| <p><b>3D form</b></p>          | <p>Handling, feeling and enjoying manipulating materials.</p> <p>Constructing.</p> <p>Building and destroying.</p> <p>Shape and model.</p> | <p>Manipulate clay in a variety of different ways.</p> <p>Use materials to make known objects for a purpose.</p> <p>Experiment with construct and join recycles, natural and man-made materials.</p> <p>Explore sculpture using pinching, roll coils and slabs and made simple joins.</p> | <p>Manipulate clay for different purposes.</p> <p>Build a textured relief tile.</p> <p>Decorative techniques.</p> <p>Replicate patterns and textures in a 3D form.</p>                                | <p>Shape, form, model and construct using clay.</p> <p>Plan and develop models.</p> <p>Understand different adhesives and methods of construction.</p> <p>Make a simple paper mâché object.</p> | <p>Make informed choices about 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Use a variety of materials.</p>                             | <p>Describe the different qualities of modelling, sculpture and construction.</p> <p>Use recycles, natural and man-made materials to create sculptures.</p> <p>Plan a sculpture through drawing.</p>                                  | <p>Plan and develop ideas.</p> <p>Observation and imagination.</p> <p>Properties of media.</p> <p>Discuss and evaluate own work and that of other sculptors.</p>  |