



# Art and Design Progression

		Early Years	
		Nursery	Reception
To develop ideas		<ul style="list-style-type: none"> <li>Capture experiences with paint and other materials</li> </ul>	<ul style="list-style-type: none"> <li>Represent own ideas, thoughts and feelings through art</li> </ul>
To master techniques	Drawing	<ul style="list-style-type: none"> <li>Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects</li> <li>Realise that tools can be used for a purpose</li> <li>Explore colour and how colour can be changed</li> <li>Begin to be interested in and describe the texture of things</li> </ul>	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques</li> <li>Explore what happens when I mix colours</li> <li>Manipulate materials to achieve a planned effect</li> <li>Construct with a purpose in mind using a variety of resources</li> <li>Experiment to create different textures</li> <li>Understand that different media can be combined to create new effects</li> <li>Use what I have learnt about media and materials in original ways</li> <li>Explore simple mark making with a variety of materials (pencil, wax crayon, felt tip, biro etc) using a variety of textured, sized, coloured and shaped papers. Draw from observation, imagination &amp; experience. Use colouring pencils etc to develop colouring skills.</li> <li>Draw controlled lines and use the skill to make different shapes Begin to show some control and refinement in drawing and painting.</li> </ul>

	Painting	<ul style="list-style-type: none"> <li>• Use and care for equipment correctly.</li> <li>• Use media, mixing, changing colours etc.</li> <li>• Use a brush effectively in different ways?</li> <li>• Develop mark making with a variety of things– fingers/sponges/twigs etc</li> <li>• Use paint of different consistency</li> <li>• Explore lightening and darkening colours</li> <li>• Work in a variety of ways – table/easel/floor etc</li> <li>• Work in different timescales–prescribed/open-ended</li> <li>• Work from observation, imagination &amp; experience</li> <li>• Look at the way different artists have painted – Van Gogh, Matisse etc</li> <li>• Begin to show some control and refinement in drawing and painting.</li> </ul>
	Collage	<ul style="list-style-type: none"> <li>• Cut and tear paper and card for their collages.</li> <li>• Scrunch paper to build an image.</li> </ul>
	Sculpture	<ul style="list-style-type: none"> <li>• Be safe in using materials and tools.</li> <li>• Develop and explore simple shape forming and modelling both from observation and imagination.</li> <li>• Develop simple joining techniques.</li> <li>• Mark make into surfaces: playdough, plasticine, clay etc.</li> <li>• Begin to quill paper into coils and pinch simple shapes.</li> <li>• Begin to sculpt with a variety of materials, junk modelling, soap</li> <li>• etc.</li> <li>• Begin to work on different scales, individually and as a group.</li> <li>• Explore real-life examples of 3D art or sculpture.</li> </ul>

	Print		<ul style="list-style-type: none"> <li>• Create rubbings, using wax crayons developing a repertoire of surfaces.</li> <li>• Create finger, hand, foot prints developed into single, repeat and pictures.</li> <li>• Create simple vegetable prints.</li> <li>• Create printed pictures using objects such as leaves, lids, corks, sponges and screwed up paper.</li> <li>• Impress objects into clay and print with it.</li> <li>• Create simple string, cut/torn paper/card prints.</li> <li>• Look at work of printmakers and discuss.</li> </ul>
	Textiles		

Key Stage 1				
		Year 1	Year 2	End of Key Stage Expectations
To develop ideas		Respond to simple ideas to start work	Respond to ideas and starting points	Pupils should be taught:- <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop</li> </ul>
		Explore ideas and pictures Try some different methods and materials	Explore ideas and collect visual information Explore different methods and materials as ideas develop	

To master techniques	Drawing	<ul style="list-style-type: none"> <li>• Draw different lines using different pencils (e.g. 6B, HB)</li> <li>• Colour own work carefully, following the lines as much as I can</li> <li>• Some pattern and texture by adding dots or lines</li> <li>• Show some tones by using coloured pencils</li> <li>• As control improves, develop tonal work using lines.</li> <li>• Expand and revisit materials used, building skills as you use them.</li> <li>• Ensure a balance between drawing stimuli.</li> <li>• Move towards a graduated infilling.</li> <li>• Continue to look at and discuss artists' work, build and expand.</li> <li>• Use some control when drawing and painting</li> </ul>	<ul style="list-style-type: none"> <li>• Draw lines of different size and thickness</li> <li>• Colour own work neatly, following the lines</li> <li>• Show pattern and texture by adding dots and lines</li> <li>• Show different tones by using coloured pencils</li> <li>• Develop intricate patterns/mark making with pencils, able to vary line tone, beginning to use this in work.</li> <li>• Understand where they might use different grades of pencil in their drawing and why</li> <li>• Use different shading techniques to create different tones</li> <li>• Have had an experience of working on a variety of types/colours/shapes and sizes of paper.</li> <li>• Discuss a range of drawings in different media by different artists from a variety of cultures they have visited/learned about.</li> <li>• Use a viewfinder to focus on a specific part of an artefact before drawing it</li> </ul>	<p>and share their ideas, experiences and imagination</p> <ul style="list-style-type: none"> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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.</li> </ul>
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	Painting	<ul style="list-style-type: none"> <li>• Begin to use thick and thin brushes</li> <li>• Begin to mix primary colours to make secondary colours</li> <li>• Begin to add white to colours to make tints and black to make tones</li> <li>• Working in and exploring colour spectrums.</li> <li>• Making own black.</li> <li>• Single mounting own work.</li> <li>• Use some control when drawing and painting</li> <li>• Use primary and secondary colours</li> </ul>	<ul style="list-style-type: none"> <li>• Use thick and thin brushes</li> <li>• Mix primary colours to make secondary colours</li> <li>• Add white to colours to make tints and black to make tones</li> <li>• Create colour wheels</li> <li>• Are confident about lightening and darkening colours and confident to make own black.</li> <li>• Confident to work independently, in groups and as a class.</li> <li>• Experiment with watercolour techniques to create different effects.</li> <li>• Selects the best material for the job.</li> </ul>	
	Collage	<ul style="list-style-type: none"> <li>• Begin to use a combination of materials that are cut, torn and glued</li> <li>• Begin to sort and arrange materials</li> <li>• Begin to mix materials to create texture</li> <li>• Colour sort materials. Use, combine or overlap materials to create an image with support.</li> <li>• Use and investigate a variety of visual and tactile materials</li> </ul>	<ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued</li> <li>• Sort and arrange materials</li> <li>• Mix materials to create texture</li> <li>• Pint single, repeat and picture end pieces in more than one colour.</li> <li>• Can use and clear away equipment competently.</li> <li>• Use different kinds of media to embellish and add details on their collage and explain what effect this has.</li> </ul>	

	Sculpture	<ul style="list-style-type: none"> <li>• Begin to include lines and texture</li> <li>• Begin to use rolled up paper, straws, paper, card and clay as materials</li> <li>• Begin to use techniques such as rolling, cutting, moulding and carving</li> <li>• Using an expanding range of media – ModRoc etc safely.</li> <li>• Develop more complicated overlays of pattern/raised texture –etc.</li> <li>• Develop pinching into simple pots/sculptures. Recognise different textures in different surfaces – rubbings etc</li> <li>• Scrunch, roll, shape materials to make a 3D form. Discuss a variety of products and sculpture that can be seen and touched. Use and investigate a variety of visual and tactile materials</li> </ul>	<ul style="list-style-type: none"> <li>• Use a combination of shapes</li> <li>• Include lines and texture</li> <li>• Use rolled up paper, straws, paper, card and clay as materials</li> <li>• Use techniques such as rolling, cutting, moulding and carving</li> <li>• Mould, form and shape and bond materials to create a 3D form</li> <li>• Apply a smooth surface to a sculptural form</li> <li>• Create a large scale sculpture piece through class collaboration</li> </ul>	
	Print	<ul style="list-style-type: none"> <li>• Begin to use repeating or overlapping shapes</li> <li>• Begin to mimic print from the environment (e.g. wallpapers)</li> <li>• Begin to use objects to create prints (e.g. fruit, vegetable or sponges)</li> <li>• Develop rubbings and finger, hand, foot prints into pictures using more than one colour and overlaying.</li> <li>• Develop printing with different types of string and cut and draw into card before printing, work in a second colour over the top. Look at work of printmakers and discuss.</li> <li>• Begin to press, roll, rub and stamp to make prints</li> </ul>	<ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes</li> <li>• Mimic print from the environment (e.g. wallpapers)</li> <li>• Use objects to create prints (e.g. fruit, vegetable or sponges)</li> <li>• Press, roll, rub and stamp to make prints</li> <li>• Can produce 3 or 4 layer card prints using cutting and impressed line to develop detail.</li> <li>• Has looked at and discussed examples of printmaking and is able to express own view.</li> </ul>	

To take inspiration from the greats (classic and modern)	Textiles	<ul style="list-style-type: none"> <li>• Begin to use weaving to create a pattern</li> <li>• Join materials using PVA glue</li> <li>• Begin to use plaiting</li> <li>• Begin to try dip dye techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Use weaving to create a pattern</li> <li>• Join materials using glue and/or a stitch</li> <li>• Use plaiting</li> <li>• Use dip dye techniques</li> </ul>	
	Digital Media	<ul style="list-style-type: none"> <li>• Begin to use a range of tools to create different textures, lines, tones, colours and shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes</li> </ul>	
		<ul style="list-style-type: none"> <li>• Make comments on the work of notable artists, artisans and designers</li> <li>• Copy some artists studied to create own pieces</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers</li> <li>• Use some of the ideas of artists studied to create own pieces</li> </ul>	



Key Stage 2						
		Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
To develop ideas		<ul style="list-style-type: none"> <li>Beginning to develop ideas from starting points throughout the curriculum</li> <li>Learn how to collect information, sketches and resources</li> <li>Begin to adapt and refine ideas as I progress</li> <li>Begin to explore ideas in a variety of ways</li> <li>Begin to use visual language to comment on an artist's work</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum</li> <li>Collect information, sketches and resources</li> <li>Adapt and refine ideas as I progress</li> <li>Explore ideas in a variety of ways</li> <li>Comment on art works using visual language</li> </ul>	<p>Develop and start to imaginatively extend ideas from starting points throughout the curriculum</p> <p>Begin collecting information, sketches and resources and present ideas more imaginatively in a sketch book</p> <p>Beginning to use the qualities of materials to enhance ideas</p> <p>Begin to spot the potential in unexpected results as work progresses</p> <p>Comment on artworks using a wider range of visual language</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book</p> <p>Use the qualities of materials to enhance ideas</p> <p>Spot the potential in unexpected results as work progresses</p> <p>Comment on artworks with a fluent grasp of visual language</p>	<p>Pupils should be taught:-</p> <ul style="list-style-type: none"> <li>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.</li> </ul>

To master techniques	Drawing	<ul style="list-style-type: none"> <li>• Beginning to use different hardnesses of pencils to show line, tone and texture</li> <li>• Beginning to annotate sketches to explain and elaborate ideas</li> <li>• Begin to sketch lightly (no need to use a rubber to correct mistakes)</li> <li>• Begin to use shading to show light and shadow</li> <li>• Begin to use hatching and cross-hatching to show tone and texture</li> <li>• Use a range of different materials (e.g. pastels, charcoal, pencil etc) in their drawing.</li> <li>• Create texture by adding dots and lines.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture</li> <li>• Annotate sketches to explain and elaborate ideas</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes)</li> <li>• Use shading to show light and shadow</li> <li>• Use hatching and cross-hatching to show tone and texture</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)</li> <li>• Begin to use a range of techniques to depict movement, perspective, shadows and reflection</li> <li>• Begin to choose a style of drawing suitable for the work (e.g. realistic or impressionistic)</li> <li>• Begin to use lines to represent movement</li> <li>• Develop a series of drawings that explore a theme.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic)</li> <li>• Use lines to represent movement</li> <li>• Select and mix suitable media within a single piece.</li> <li>• Their drawings show a strong understanding of how to use shading techniques to create depth and tone.</li> <li>• Begin to use perspective in both abstract and real-life art.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</li> <li>• To create sketch books to record their observations and use them to review and revisit ideas</li> <li>• About great artists, architects and designers in history</li> </ul>

Painting

- Begin to use a wider of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines
- Begin to mix colours more effectively
- Begin to use watercolour paint to produce washes for backgrounds then add detail
- Am I beginning to experiment with creating mood with colour
- Explore different ways to lighten and darken.
- Explore a wider range of paint types and techniques.
- Identify what colours work well together.
- Create a background using a wash.
- Begin to work more abstractly.
- Experiment with mood using colour.

- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines
- Mix colours effectively
- Use watercolour paint to produce washes for backgrounds then add detail
- Experiment with creating mood with colour
- Use shade to create depth in a painting.

- Begin to sketch (lightly) before painting to combine line and colour
- Begin to create a colour palette based upon colours observed in the natural or built world
- Beginning to explore the qualities of watercolour and acrylic paints to create visually interesting pieces
- Beginning to combine colours, tones and tints to enhance the mood of a piece
- Beginning to use brush techniques and the qualities of paint to create texture
- Beginning to develop a personal style of painting and drawing based on ideas from other artists
- Select different colour/size/texture of paper to create desired effects.
- Understand primary and secondary colours and predict colour mixing in their work.
- Create a range of shades using different kinds of paint.
- Use shade to create depth in a painting.
- Understand how different medias can be combined and work together.

- Sketch (lightly) before painting to combine line and colour
- Create a colour palette based upon colours observed in the natural or built world
- Use the qualities of watercolour and acrylic paints to create visually interesting pieces
- Combine colours, tones and tints to enhance the mood of a piece
- Use brush techniques and the qualities of paint to create texture
- Understand primary, secondary, harmonising and complimentary colours and predict colour mixing in their work.
- Use a wide range of techniques in their work and explain why they have chosen these techniques.
- They have a strong understanding of colour theory and how to use it to create a balanced painting.

				<ul style="list-style-type: none"> <li>• Begin to use perspective in both abstract and real life art.</li> <li>• Develop a personal style of painting and drawing based on ideas from other artists</li> </ul>	
	Collage	<ul style="list-style-type: none"> <li>• Begin to select and arrange materials to create an effect</li> <li>• Begin to ensure work is more precise</li> <li>• Begin to use coiling, overlapping, tessellation</li> <li>• Use collage to create a mood boards of ideas. Use fabrics to build an image. Begin to work more abstractly.</li> <li>• Use repeat pattern in design.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect</li> <li>• Ensure work is precise</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage</li> </ul>	<ul style="list-style-type: none"> <li>• Explore mixing textures (e.g. rough and smooth, plain and patterned)</li> <li>• Explore the combination of visual and tactile qualities</li> </ul>	<ul style="list-style-type: none"> <li>• Mix textures (e.g. rough and smooth, plain and patterned)</li> <li>• Combine visual and tactile qualities</li> <li>• Use ceramic mosaic materials and techniques</li> <li>• Use collage as a tool as part of a mixed media project. • Express their ideas through collage.</li> </ul>

	Sculpture	<ul style="list-style-type: none"> <li>• Beginning to create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)</li> <li>• Begin to investigate carving.</li> <li>• Include texture to create an effect</li> <li>• Begin to use clay and other mouldable materials</li> <li>• Begin to add materials to provide interesting details</li> </ul>	<ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)</li> <li>• Include texture that conveys feelings, expression or movement</li> <li>• Use clay and other mouldable materials</li> <li>• Add materials to provide interesting details</li> <li>• Experiment with and combine materials and processes to design and make 3D form.</li> <li>• Take a 2D drawing into a 3D form.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Show life-like qualities and real life proportions</li> <li>• Begin to use tools to carve and add shapes, texture and pattern</li> <li>• Begin to combine visual and tactile qualities</li> <li>• Transform 2D designs into 3D models.</li> <li>• Experiment with and combine materials and processes to design and make 3D form.</li> <li>• Shape using a variety of mouldable materials.</li> <li>• Interpret an object in a 3D form.</li> </ul>	<ul style="list-style-type: none"> <li>• Show life-like qualities and real life proportions or, if more abstract, provoke different interpretations</li> <li>• Use tools to carve and add shapes, texture and pattern</li> <li>• Combine visual and tactile qualities</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form</li> <li>• Decorate their 3D forms drawing on a range of different media.</li> <li>• Select different finishes.</li> <li>• Create models on a range of scales.</li> </ul>	
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Print	<ul style="list-style-type: none"> <li>• Begin to use layers of two colours</li> <li>• Begin to replicate patterns observed in natural or built environments</li> <li>• Begin to make printing blocks (e.g. materials glued to a block)</li> <li>• Begin to make more precise repeated patterns</li> <li>• Add layers</li> <li>• Experiment with layered printing using 2 colours or more.</li> <li>• Understand how printing can be used to make numerous designs.</li> <li>• Transfer a drawing into a print.</li> <li>• Create stencil cut work.</li> </ul>	<ul style="list-style-type: none"> <li>• Use layers of two or more colours</li> <li>• Replicate patterns observed in natural or built environments</li> <li>• Make printing blocks (e.g. from coiled string glued to a block)</li> <li>• Make precise repeated patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Build up layers of colours more confidently</li> <li>• Create an accurate pattern, showing some detail</li> <li>• Use a range of visual elements to reflect the purpose of the work</li> </ul>	<ul style="list-style-type: none"> <li>• Build up layers of colours effectively</li> <li>• Create an accurate pattern, showing fine detail</li> <li>• Use a wide range of visual elements to reflect the purpose of the work</li> <li>• Add relief details into their prints</li> <li>• Create linked pattern work with up to 8 overlays.</li> <li>• Identify different printing methods and make decisions about the effectiveness of their printing methods.</li> <li>• They know to make a positive and a negative print.</li> </ul>	
	Textiles	<ul style="list-style-type: none"> <li>• Begin to shape and stitch materials</li> <li>• Begin to use basic cross stitch and back stitch</li> <li>• Begin to colour fabrics</li> <li>• Begin to create weavings</li> </ul>	<ul style="list-style-type: none"> <li>• Shape and stitch materials</li> <li>• Use basic cross stitch and back stitch</li> <li>• Colour fabric</li> <li>• Create weavings</li> <li>• Quilt, pad and gather fabric</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to show precision in techniques</li> <li>• Explore a range of stitching techniques</li> <li>• Begin to combine previously learned techniques to create pieces</li> </ul>	<ul style="list-style-type: none"> <li>• Show precision in techniques</li> <li>• Choose from a range of stitching techniques</li> <li>• Combine previously learned techniques to create pieces</li> </ul>
	Digital	<ul style="list-style-type: none"> <li>• Begin to create images, videos and sound recordings and explain why they were created</li> </ul>	<ul style="list-style-type: none"> <li>• Create images, videos and sound recordings and explain why they were created</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to enhance digital media by editing (including sound, animation, still images and installations)</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, animation, still images and installations)</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To take inspiration from the greats (classic and modern)</p>	<ul style="list-style-type: none"> <li>• Begin to replicate some of the techniques used by notable artists, artisans and designers</li> <li>• Create original pieces that are influenced by studies of others</li> </ul>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers</li> <li>• Create original pieces that are influenced by studies of others</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to give details (including own sketches) about the style of some notable artists, artisans and designers</li> <li>• Begin to show how the work of those studied was influential in both society and to other artists</li> <li>• Begin to create original pieces that show a range of influences and styles</li> </ul>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers</li> <li>• Show how the work of those studied was influential in both society and to other artists</li> <li>• Create original pieces that show a range of influences and styles</li> </ul>	
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