

Art Progression



	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing Ideas	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Begin to respond to ideas and starting points.	Respond to ideas and starting points.	Develop ideas from starting points throughout the curriculum.	Develop ideas from starting points throughout the curriculum.	Develop and imaginatively extend ideas from starting points throughout the curriculum.	Develop and imaginatively extend ideas from starting points throughout the curriculum.
	Explore provided visual information	Explore ideas and collect visual information.	Explore ideas and collect a range of visual information.	Collect information, sketches and resources.	Collect information, sketches and resources.	Collect information, sketches and resources	Collect information, sketches and resources
	Create collaboratively sharing ideas, resources and skills.	Explore different methods and materials as ideas develop.	Explore different methods and materials as ideas develop.	Adapt and refine ideas as they progress.	Adapt and refine ideas as they progress.	and present ideas imaginatively in a sketch book.	and present ideas imaginatively in a sketch book.
	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	(In relation to their ages and stages of learning, pupils) select and use materials, processes and techniques skilfully and inventively, with initiative and originality to realise intentions and capitalise on the unexpected.	(In relation to their ages and stages of learning, pupils) select and use materials, processes and techniques skilfully and inventively, with initiative and originality to realise intentions and capitalise on the unexpected.	Explore ideas in a variety of ways.	Explore ideas in a variety of ways.	Use the qualities of materials to enhance ideas.	Use the qualities of materials to enhance ideas.
	Share their creations explaining the process they have used.	Reflect and comment on their own work and that of other pupils and creative practitioners to develop work that is uniquely meaningful to them.	Reflect and comment on their own work and that of other pupils and creative practitioners to develop work that is uniquely meaningful to them.	Comment on artworks using visual language.	Comment on artworks using visual language.	Spot the potential in unexpected results as work progresses.	Spot the potential in unexpected results as work progresses.
				(In relation to their ages and stages of learning, pupils) select and use materials, processes and techniques skilfully and inventively, with initiative and originality to realise intentions and capitalise on the unexpected.	(In relation to their ages and stages of learning, pupils) select and use materials, processes and techniques skilfully and inventively, with initiative and originality to realise intentions and capitalise on the unexpected.	Comment on artworks with a fluent grasp of visual language.	Comment on artworks with a fluent grasp of visual language.
				Reflect on and begin to critically evaluate their own work and that of other pupils	Reflect on and begin to critically evaluate their own work and that of other pupils	(In relation to their ages and stages of learning, pupils) select and use materials, processes and techniques skilfully and inventively, with initiative and originality to realise intentions and	(In relation to their ages and stages of learning, pupils) select and use materials, processes and techniques skilfully and inventively, with initiative and originality to realise intentions and

				and creative practitioners to instigate, pursue and develop work that is uniquely meaningful to them.	and creative practitioners to instigate, pursue and develop work that is uniquely meaningful to them.	capitalise on the unexpected. Reflect on, analyse and critically evaluate their own work and that of other pupils and creative practitioners to instigate, pursue and develop work that is uniquely meaningful to them.	capitalise on the unexpected. Reflect on, analyse and critically evaluate their own work and that of other pupils and creative practitioners to instigate, pursue and develop work that is uniquely meaningful to them.
Drawing – included in all art strands and applied in other curriculum subjects.							
Mastering Techniques	Experiment to make different lines. Create closed shapes with continuous lines. Begin to colour neatly following the lines. Experiment to show pattern and texture. Begin to show accuracy and care when drawing from observation, memory and imagination.	Experiment to make different lines. Colour neatly following the lines. Experiment to show pattern and texture. Begin to show different tones by using coloured pencils. Draw confidently and adventurously from observation, memory and imagination.	Draw lines of different sizes and thickness. Colour (own work) neatly following the lines and filling the space. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils and pastels. Draw confidently and adventurously from observation, memory and imagination.	Experiment with different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Draw confidently and adventurously from observation, memory and imagination.	Choose and use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas with appropriate detail. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. To begin to draw faces in proportion. Use previously taught skills to show tone and texture. Draw confidently and adventurously	Use a variety of techniques to add interesting effects. Draw confidently and adventurously from observation, memory and imagination.	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Draw confidently and adventurously from observation, memory and imagination.

				from observation, memory and imagination.		
Painting						
<p>Explore a range of different tools for applying paint e.g. paint brushes, fingers etc</p> <p>Explore the effect of using thick and thin brushes.</p> <p>Explore colour mixing.</p>	<p>Use thick and thin brushes.</p> <p>Mix primary colours to make secondary.</p>	<p>Use thick and thin brushes appropriately.</p> <p>Mix primary colours to make secondary.</p> <p>Add white to colours to make tints and black to colours to make tones.</p> <p>Create colour wheels.</p>	<p>Develop a repertoire of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours with a purpose in mind.</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix secondary colours to make tertiary colours.</p> <p>Mix colours effectively.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Experiment with creating mood with colour.</p>		<p>Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p>

Collage						
<p>Explore a range of materials that are cut, torn and glued. Sort and arrange materials.</p> <p>Experiment with materials to create texture.</p> <p>Use scissors competently to cut straight and curved lines.</p>	<p>Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Experiment with materials to create texture.</p> <p>Use scissors competently to create different effects.</p>	<p>Choose and use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials for effect.</p> <p>Mix materials to create texture.</p>	<p>With support, begin to consider the effect of the arrangement of materials.</p> <p>Ensure work is precise.</p> <p>Use tessellation and mosaic.</p> <p>Use ceramic mosaic materials and techniques.</p>		<p>Mix textures (rough and smooth, plain and patterned).</p> <p>Select and arrange materials for a striking effect.</p> <p>Combine visual and tactile qualities.</p> <p>Use coiling, overlapping and montage.</p>	
Sculpture						
<p>Make different shapes.</p> <p>Use natural and manmade objects playdoh and clay as materials.</p> <p>Explore techniques such as rolling, cutting, moulding and carving</p>	<p>Use a combination of shapes.</p> <p>Include lines and texture.</p> <p>Use rolled up paper, straws, paper, card and clay as materials.</p> <p>Use techniques such as rolling, cutting, moulding and carving.</p>	<p>Use a combination of shapes.</p> <p>Include lines and texture.</p> <p>Use rolled up paper, straws, paper, card and clay as materials.</p> <p>Use techniques such as layering and wrapping.</p> <p>Experiment with wire to manipulate and form shapes: bending, twisting, spiralling and curving.</p>	<p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>Use clay and other mouldable materials.</p> <p>Add materials to provide interesting detail.</p>	<p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>Include texture that conveys feelings, expression or movement.</p> <p>Add materials to provide interesting detail.</p>	<p>Begin to show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use techniques such as scoring, coiling and adding embellishments.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form.</p>	<p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form.</p>

Printing						
Use repeating shapes.	Use repeating or overlapping shapes.				Use layers of two or more colours.	Select an appropriate technique for their design (digital or screen print).
Use objects to create prints (e.g. fruit, vegetables or sponges).	Mimic print from the environment (e.g. wallpapers).				Replicate patterns observed in natural or built environments.	Use a resist method to create prints.
Explore pressing, rolling, rubbing, and stamping to make prints.	Use objects to create prints (e.g. fruit, vegetables or sponges).				Use digital printing to rotate, reflect and repeat.	Use a digital technique to create prints.
	Press, roll, rub and stamp to make prints.				To mimic print from designers in history.	
					Make precise repeating patterns.	
Textiles						
Experiment with weaving.	Use weaving to create a pattern.	Join materials using glue.				Show precision in techniques.
	Use plaiting.	Shape and stitch material.				Choose from a range of stitching techniques.
	Use dip dye techniques.	Begin to explore a variety of stitches: running, basting, overcast, backstitch.				Combine previously learned techniques to create pieces.
Digital Media						
Painting Begin to use a range of appropriate paint tools and colours to create different lines, colours	Painting Use a range of appropriate paint tools and colours to create a representation.	Painting Use a wide range of tools to create different textures, lines, tones, colours and shapes.	Animation Plan, create, review and improve an effective stop frame animation.	Image/Photo editing Change the composition of an image/photo for a purpose.	Vector Drawing Create a vector drawing by combining shapes in layers.	3D Modelling Plan, construct and manipulate a digital 3D model of a physical object.
		Photography Use a digital device to compose and capture photos for a purpose.		Select appropriate retouching tools to enhance digital media through editing the form, shape or colour.	Enhance digital media by editing (including zoom, resize and modification tools to edit the form, shape	Show life-like qualities and real-life proportions or, if more abstract, provoke

			Use digital tools to edit photos to change the texture, line, tone, colour, or shape.			or colour for a purpose.)	different interpretations.
Taking Inspiration from the Greats	<p>Begin to discuss their likes and dislikes about the work of studied artists, artisans and designers.</p> <p>Begin to use some of the ideas of artists studied to create pieces.</p>	<p>Begin to describe the work of studied artists, artisans and designers.</p> <p>Use some of the ideas of artists studied to create pieces.</p>	<p>Describe the work of studied artists, artisans and designers.</p> <p>Use some of the ideas of artists studied to create pieces.</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p>	<p>Give details (including own sketches) about the style of studied artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>	<p>Give details (including own sketches) about the style of studied artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>
Artist Focus	<p>Painting - Van Gogh Sculpture – Arcimboldo</p>	<p>Drawing – Paul Klee Painting - Kandinsky Collage – Matisse Sculpture – Andy Goldsworthy Textiles – Michael Crompton Print – Christmas, Anthea Bee</p>	<p>Drawing – O’Keefe Painting – Alma Woodsey-Thomas Collage – Megan Coyle Sculpture – Dali Textiles – Gisela Graham (designer) Print and Digital art - Hockney</p>	<p>Drawing – Shells Painting – Aboriginal art, Zachary Bennett-Brook Collage – Mosaic Sculpture – Aluminium, Giacometti</p>	<p>Drawing – Hans Holbein Painting – Monet, Cezanne, Van Gogh Sculpture – Alexander Calder</p>	<p>Collage – Rousseau Sculpture – Clay Pots Print - William Morris</p>	<p>Drawing – Escher Textiles/Paint - Reineke Hollander Sculpture – Henry Moore Digital Media – Andy Warhol</p>