

Art Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> Explore a broad range of materials, tools, surfaces, scales and techniques, experimenting with lines, textures and patterns. Can hold drawing medium with increasing control. Draw lines of different thickness and sizes by changing pressure or the apparatus. Begin to control lines to create simple drawings that clearly represent objects seen, remembered or imagined. Produce patterns and textures from observations and imagination. 	<ul style="list-style-type: none"> Explore and use a broad range of materials, tools scales and surfaces and techniques, experimenting with design, texture and form. Holds the pencil effectively to ensure control over lines. Draw lines that follow basic contours and outlines of shapes from observation. Refine lines to make them more accurate by rubbing out and perfecting lines. Explore tone by drawing light/dark lines and exploring different pressures applied. Explore and produce an expanding range of patterns and textures. 	<ul style="list-style-type: none"> Lines and contours are clearly identifiable as observed objects and some surface details are being added Refine lines to make them more accurate by rubbing out marks and perfecting lines. Apply tone in drawings in a simple way – beginning to show awareness of objects having a third dimension Identify the different ways artists have made lines, patterns and textures in their work and begin to apply to their own work. Explore techniques such as hatching, scribbling, stippling and blending. 	<ul style="list-style-type: none"> Lines and shapes are applied with increasing accuracy, showing control over techniques and tools. Apply different tones by utilising a change in pressure. Begin to blend tones or gradients from light, mid to dark. Show awareness of objects having a third dimension using shading to give shapes form. Begin to use directional shading using contour lines as a guide. Use different media to achieve variations in line, texture, tone. Composition is considered with regards to placement of the object. Explore how rubbers can be used for adding highlights. 	<ul style="list-style-type: none"> Demonstrate control over tools and techniques. Blend tones using a smooth gradient without intervals of contrast. Draw with accurate proportion and beginning to use simple perspective (using a single focal point and horizon). Uses directional shading to capture a sense of form / 3d-ness. Composition is considered and allows for a balanced drawing. Alter and refine drawings and describe changes using art vocabulary. Explore ways to show tonal qualities eg. using cross hatching, pointillism, sidestrokes. Use rubbers to draw, highlight and to show texture. 	<ul style="list-style-type: none"> Works in a sustained and independent way to create detailed drawings from observation, experience and imagination. A range of drawing apparatus can be chosen and applied, based on their properties, purpose or outcome. Clearly show areas of light and shadow demonstrating an understanding of the light source. Show a range of techniques to create texture (purposefully chosen). Demonstrate an awareness scale, proportion and perspective. Composition allows for a balanced drawing. Blends tones/colours softly with no apparent definition between values. 	<ul style="list-style-type: none"> Demonstrates / selects from a wide range of drawing apparatus, chosen and applied based on their properties, purpose or outcome. Draw from different viewpoints using knowledge of perspective. Use directional shading with confidence to create form in a drawing. Clearly show light, shadow and reflection in an observational drawing. Can use a rubber for a range of effects such as lifting tone, adding texture and creating negative space. Can create contrast within an artwork with control showing a smooth gradient where appropriate. Know that tone can affect mood. Use different techniques for different purposes (eg, shading, hatching, stippling) within their own work, understanding which works well in their work and why.

Sketchbooking	<ul style="list-style-type: none"> Children will develop some of their work in their sketchbooks and talk about their work with an adult 	<ul style="list-style-type: none"> Much of their work will be still taking place in the environment and children may record this through photos Children will develop some of their work in their sketchbooks with support to write simple comments about what they have done / noticed / learned/wondered. 	<ul style="list-style-type: none"> Children will collect / stick in sources of inspiration such as photos or photocopied images and respond freely around them making simple annotations about what they like / have noticed / wonder. Children will begin evaluating their own work / explorations. This can be around their work or on post it notes. 	<ul style="list-style-type: none"> Children try out techniques, materials and processes, documenting their learning with some independence and individuality. Annotations are meaningful, and there is evidence that sketchbooks are being used to inform decisions about final pieces. Children are inspired by the sketchbooks of other artists, designers and craftspeople. 	<ul style="list-style-type: none"> Sketchbooks demonstrate how children can reflect upon their own work, and use comparisons with the work of others (pupils and artists) and identify what they need to do next to improve. Children can work independently in their sketchbooks to explore techniques / materials / ideas. Children refer back to their sketchbooks and annotations when developing their projects / ideas. 	<ul style="list-style-type: none"> Sketchbooks should demonstrate how children regularly analyse and reflect on their progress, taking account of what they hoped to achieve. Children work independently to explore techniques /materials / ideas and develop unique pages in their sketchbooks. Annotations are more detailed, key vocabulary is evident and the children are able to analyse their own artwork and the artwork of others. 	<ul style="list-style-type: none"> Pages are used confidently and independently to answer questions, gather evidence, evaluate, write opinions and discuss similarities and differences. Children take control of their own learning and are starting to develop an independent artistic style.
Painting	<ul style="list-style-type: none"> Explore using a full range of tools, scales, materials and surfaces including, a range of paint consistencies / textures. Hold a paintbrush and other painting tools with increasing control using a consistent grip. Create lines and shapes that represent objects from observation or imagination. Create thick and thin lines by changing the pressure or position of the paintbrush. Can name and recognise primary colours and explore mixing to discover 	<ul style="list-style-type: none"> Confidently explore and use a variety of tools, materials, scales, surfaces beginning to control the types of marks made. Hold a paintbrush appropriately – close to the tip for detail, further towards the end for loose mark making. Select the size brush suitable for the purpose. Spread and apply paint evenly to create a background or block of colour. Explore representing textures of an object using different brushstrokes. Knows which colours are primary colours 	<ul style="list-style-type: none"> Begin to control the types of marks made with a range of media and painting techniques eg layering, mixing media, and adding texture. Begin to blend tones or gradients using appropriate pressure when using a paintbrush. Begin to follow the contour lines of a shape using directional brush strokes. Begin to apply paint to a surface referencing strokes of the artist they are studying. Select tools appropriate for the 	<ul style="list-style-type: none"> Demonstrate increasing accuracy and control of the types of marks made. Use directional brush strokes. Explore and create different effects and textures with paint (inc. blocking in colour, washes, thickened paint, creating textural effects) Use watercolour paint to produce washes for backgrounds then add detail. Begin to blend colours to create a smooth gradient. Mix colours, tints and shades and tones with increasing independence – 	<ul style="list-style-type: none"> Choose appropriate media and tools to work with. Confidently control brushes to produce marks appropriate for the work. Blend colours using a soft and smooth gradient. Apply different effects and textures (eg. learning to use dots and dashes, scratches, splashes and applying paint in layers) according to what they need for the task. Follow the contours of a shape using directional brush strokes to show its form. 	<ul style="list-style-type: none"> Light and shadow is captured in the correct areas displaying a knowledge of light source. Shows a range of techniques to create texture. Blend colours softly with no apparent definition between values. Selects the type of paint, surface and tools appropriate for their artwork. Carry out preliminary studies to help plan and realise paintings. Can control and apply a range of watercolour effects. 	<ul style="list-style-type: none"> Work in a sustained and independent way. Beginning to develop their own style of painting. Use directional brush strokes with confidence to create form in painting. Purposely control the types of marks made and experiment with different effects and textures. Will show the effect of light and colour, texture and tone on natural and man-made objects. Can confidently and independently mix and match colours including skin tones.

	<p>secondary colours and skin tones.</p> <ul style="list-style-type: none"> Beginning to mix own colours for their own paintings (eg, making own green to paint grass) 	<p>and which are secondary colours.</p> <ul style="list-style-type: none"> Can mix a range of secondary colours, beginning to predict resulting colours. Mixes the colours they need for free painting. Explore lightening and darkening paint without the use of black or white. 	<p>work – eg a small brush for finer work. Use water colours to add colours to observational drawings.</p> <ul style="list-style-type: none"> Can confidently mix all the secondary colours using primary colours. Can mix brown, and is beginning to be able to accurately mix skin tones. Explores how to make tints by adding white and shades by adding black. Start to understand how colours can represent / reflect moods. 	<p>including tertiary colours and skin tones.</p> <ul style="list-style-type: none"> Can identify cool and warm colours on the colour wheel and know how artists use them in their work. 	<ul style="list-style-type: none"> Add layers to watercolour work and beginning to explore effects. Can confidently match and mix colours including skin tones and the colour pallet of a picture. Show an understanding of complimentary and analogous colours and how/why artists use them. 	<ul style="list-style-type: none"> Can confidently mix and match colours to create atmosphere /mood and light effects. Can confidently use a colour wheel to find complimentary and analogous colours to use in their own work. 	<ul style="list-style-type: none"> Can apply their knowledge of warm/cool, complimentary and analogous colours to the colour choices in their work.
Printing	<ul style="list-style-type: none"> Freely explore printing with a range of with a range of hard and soft materials, eg. cork, sponge, bricks, shapes, fruit and vegetables. Explore taking rubbings eg leaves, surfaces, coins Create simple pictures by printing from objects. Print repeating patterns 	<ul style="list-style-type: none"> Explore printing simple pictures with a range of manmade and natural materials. Apply ink or paint with a sponge or brush. Make simple relief printing block using plasticine, string, thick card or sandpaper. Use to make repeating images and patterns, Explore impressed printing. Makes rubbings to collect different textures and patterns. Explore mono-printing by making simple marks on rollers and printing pallets. Use equipment and media correctly and be able to produce a clean printed image. Begin to identify forms of printing – books, posters, fabrics 	<ul style="list-style-type: none"> Create printing blocks using the relief method, string or thick card and create patterns using two or three colours. Uses the impressed method of printing using polystyrene tiles and pen, pencil or found objects to press into the surface. Explore different methods of creating monoprints. Develop skill in controlling the amount of ink used and spreading evenly with the roller. Explore printing on fabric. Combine prints taken from different objects to produce an end piece. 	<ul style="list-style-type: none"> Select tools needed and use in a controlled, safe way. Uses the impressed method of printing using polystyrene and pen, pencil or found objects to press into the surface. Add further incisions to the same block and over print with another colour. Cut a simple stencil and use this for printing shapes. Use relief or impressed methods to create a complex pattern of two or more colours. Designs prints for fabrics, book covers, wallpaper or wrapping paper. Begin simple screen printing. 			
Sculpture	<ul style="list-style-type: none"> Explore a range of malleable media such as clay, plasticine and salt dough manipulating with their hands and using basic tools. Impress and apply simple patterns, 	<ul style="list-style-type: none"> Uses a range of tools for shaping and mark-making using them safely and in the correct way. Shape, form, construct, model from observation and imagination. Handle and use a variety of media to assemble basic shapes and construct simple forms eg. clay, card, junk materials, papier mache, foil. 	<ul style="list-style-type: none"> Work in a safe, organised way, caring for equipment. Understand how to secure work to continue at a later date. Plan, design and make models from observation or imagination. Create textured or patterned surfaces using a variety of tools and use them when appropriate. 	<ul style="list-style-type: none"> Work in a safe, organised way, selecting and caring for equipment. Secure work to continue at a later date. Plan a sculpture through drawing and other preparatory work. Solve problems and adapt work as and when necessary explaining why. 			

	<p>textures and decoration.</p> <ul style="list-style-type: none"> • Build sculptures using a variety of objects, eg recycled, natural and manmade materials. 	<ul style="list-style-type: none"> • Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply surface decoration. • Develop a range of joining techniques appropriate to the material. • Use clay to construct a simple functional form such as a coil pot, smoothing and joining the clay. 	<ul style="list-style-type: none"> • Identify and assemble found materials to make a new form, eg. Carefully covering with papier mache or ModRoc. • Scale up a design to work on a larger scale as part of a group. • Join 2 parts successfully – eg. make a slip to join two pieces of clay. • Model over an armature. Construct a simple base for extending and modelling other shapes. 	<ul style="list-style-type: none"> • Apply knowledge of different tools, techniques and materials acquired to express their own ideas and feelings. • Recreate 2D images in 3D eg. a landscape or figure focusing on form/surface. • Uses clay to build a functional form – develop work through a combination of pinch, slab and coil to produce end pieces. • Work around armatures or over constructed foundations. • Develop understanding of different ways of finishing work: glaze, paint, polish
Textiles	<ul style="list-style-type: none"> • Explore, play with and use a variety of textiles and fabrics. • Decorate a piece of fabric. • Experience threading and stitching into card. • Explore simple weaving with paper and fabrics. • Explore fabric collage, layering fabric. 	<ul style="list-style-type: none"> • Collect, match, sort and discuss fabrics and threads eg. for colour, texture, length, size, shape. • Weave with paper. • Explore weaving on a variety of looms, eg thick wool on a card loom, or carrier bags on a bike wheel. • Use glue to join fabrics • Use a material such as binca or hessian to explore simple stitches – running stitch, cross stitch • Gain confidence in stitching two pieces of fabric. • Explain how to thread a needle and have a go. • Explore applying colour to textiles – eg, printing, fabric crayons, dipping. • Create and use dyes eg onion, tea, coffee 	<ul style="list-style-type: none"> • Show awareness and name a range of different fabrics including fabrics from other countries. • Weave paper, wool or found objects to represent an image, pattern or texture. • Develop skills in stitching, cutting and joining fabrics. • Uses a variety of techniques eg. dyeing, weaving and stitching to create different textural effects. • Apply decoration using a needle and thread - beads, buttons, feathers etc. • Apply colour eg. with printing, tie dye. Create and use dyes. • Experiment with paste resist and batik. • Change and modify threads and fabrics – knotting, fraying, fringing, pulling threads, twisting, plaiting. 	<ul style="list-style-type: none"> • Apply processes and techniques to design, plan and decorate their own fabric pieces. • Work in 2d and 3d as required. • Use a number of different stitches creatively to produce different patterns and textures. Use different grades of thread and needles. • Use plaiting, stitching, weaving, and sewing techniques to decorate and make an image or artefact. • Experiment with new techniques eg. batik, felt making, knitting, yarn wrapping or tie-dyeing. • Combine techniques to produce an end piece eg. embroidery over tie dye.
Collage	<ul style="list-style-type: none"> • Sort and arrange different materials from a selection considering colour, shape and texture. • Begin to cut, tear, fold, crumple and overlap papers. • Use glue, paste or tape to affix materials. 	<ul style="list-style-type: none"> • Develop precise cutting skills. • Create images from a variety of media, eg. magazines, a range of papers, fabric, photocopied material, sequins, ribbon, feathers. • Sort and group materials for different purposes. • Develop skills of overlapping and overlaying to place objects in front and behind. 	<ul style="list-style-type: none"> • Cutting skills are precise • Use knowledge of adhesives to decide on the most effective for a given task • Develops awareness of colour and texture • Explore specific types of collage eg. mosaic, montage, tessellation. 	<ul style="list-style-type: none"> • Experiments with creating mood, feeling, movement and areas of interest. • Use collage as a means of collecting ideas and information and building a visual vocabulary. • Adds collage to a drawn, painted or printed background. • Embellish a surface using a variety of techniques including drawing, painting and printing. • Develop experience of embellishing using more advanced techniques eg. stitching.