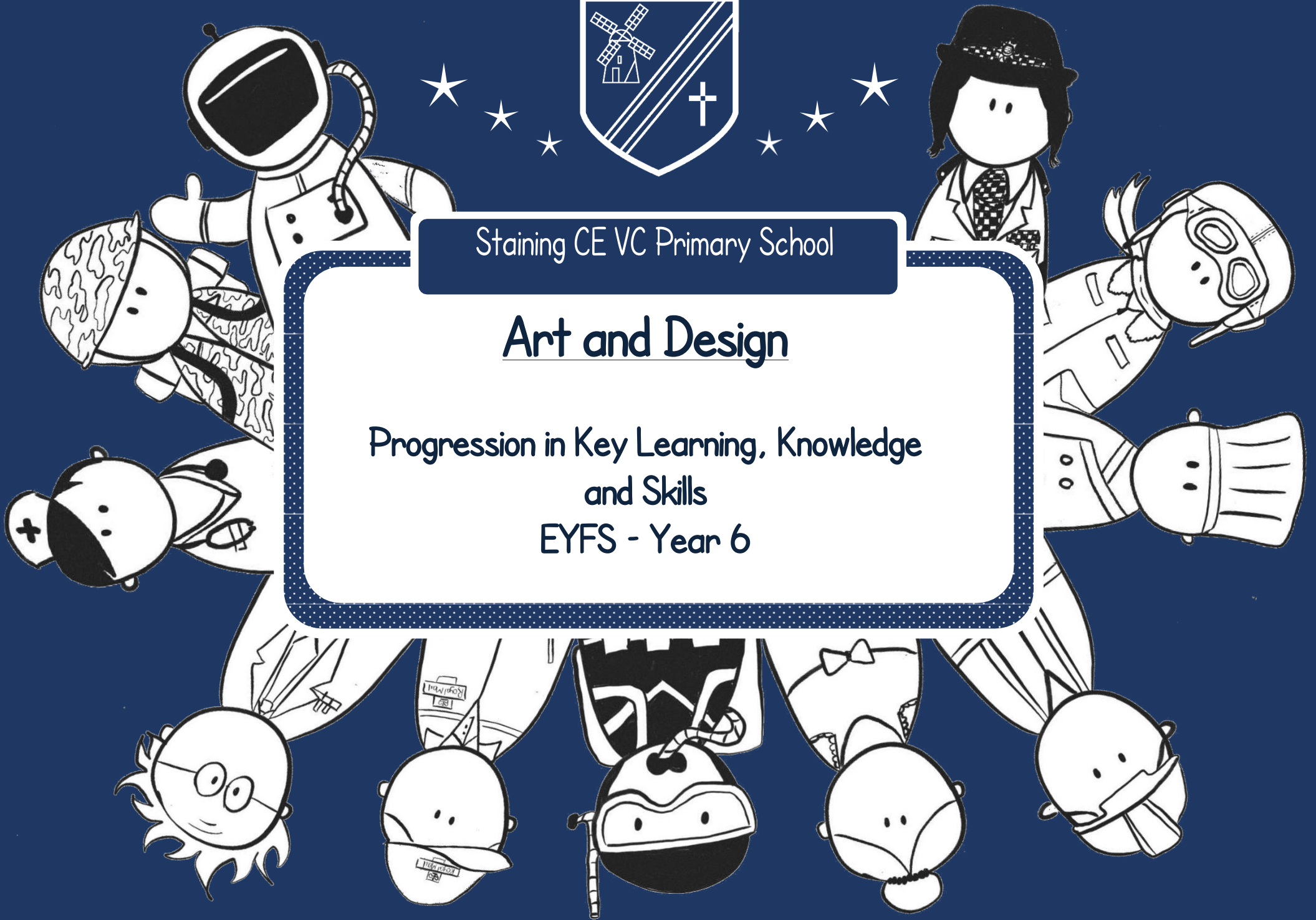




Staining CE VC Primary School

## Art and Design

Progression in Key Learning, Knowledge  
and Skills  
EYFS - Year 6



# Art Progression

	Exploring and Developing Ideas	Evaluating and Developing Work
EYFS	<p><b>3-4 year olds</b></p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p><b>Reception</b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively sharing ideas, resource and skills</p> <p><b>ELG (Creating with materials)</b></p> <p>Share their creations, explain the process they have used</p>	
1	<p>Record and explore ideas from first hand observations.</p> <p>Develop their ideas - try things out, change their minds.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>	<p>Review what they have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work.</p>
2	<p>Record and explore ideas from first hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Develop their ideas - try things out, change their minds.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>	<p>Review what they and others have done and 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>
3	<p>Select and record from first hand observation, experience and imagination</p> <p>Make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Look at ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views</p> <p>Annotate work in journal.</p>
4	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in journal.</p>
5	<p>Select and record from first hand observation, experience and imagination</p> <p>Make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p>	<p>Compare ideas, methods and approaches in their own work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in a journal.</p>
6	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in a journal.</p>

# Art Progression – EYFS, Year 1 and 2 (Drawing)

	Drawing				
		Lines and Marks	Form and Shape	Tone	Texture
EYFS	<p><b>3-4 year olds</b>            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            Show different emotions in their drawings - happiness, sadness, fear etc  <b>Reception</b>            Explore, use and refine a variety of artistic effects to express their ideas and feelings  <b>ELG (Creating with materials)</b>            Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>				
Year 1 and 2	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media.	Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media.	Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.	Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.	Investigate textures by describing, naming, rubbing, copying.
Year 1	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.			Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.	Investigate textures by describing, naming, rubbing, copying.
Year 2	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media	Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media.	Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.	Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.	

# Art Progression – Year 3 and 4 (Drawing)

		Drawing			
		Lines and Marks	Form and Shape	Tone	Texture
Year 3 and 4	Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.	Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks	Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.	Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way	Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.
Year 3	Experiment with ways in which surface detail can be added to drawings. Draw for a sustained period of time at an appropriate level.	Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks	Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.	Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way	Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.
Year 4	Experiment with ways in which surface detail can be added to drawings. Draw for a sustained period of time at an appropriate level. Use journals to collect and record visual information from different sources.	Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.	Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.	Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way	

# Art Progression – Year 5 and 6 (Drawing)

	Drawing	
	Lines, Marks, Tone, Form and Texture	Perspective and Composition
Year 5 and 6	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Use a journal to collect and develop ideas.</p> <p>Identify artists who have worked in a similar way to their own work.</p>	<p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created i.e. Composition.</p>
Year 5	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Use a journal to collect and develop ideas.</p>	<p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created i.e. Composition.</p>
Year 6	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Use a journal to collect and develop ideas.</p> <p>Identify artists who have worked in a similar way to their own work.</p>	<p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p>

# Art Progression – Year 1 and 2

	Painting	Printing	Textiles	3D	Collage
EYFS	<p><b>3-4 year olds</b> Create closed shapes with continuous lines and begin to use these shapes to represent objects Explore colour and colour mixing <b>Reception</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings Create collaboratively sharing ideas, resource and skills <b>ELG (Creating with materials)</b> Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>				
Year 1 and 2	<p>Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties. Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. Create textured paint by adding sand, plaster.</p>	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono - printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. Build repeating patterns and recognise pattern in the environment. Design more repetitive patterns. Experiment with overprinting motifs and colour. Make rubbings to collect textures and patterns.</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc. Create cords and plaits for decoration. Apply colour with printing, dipping, fabric crayons. Create fabrics by weaving materials i.e. grass through twigs.</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media. Manipulate malleable materials for a purpose, e.g. pot, tile. Understand the safety and basic care of materials and tools. Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. Change the surface of a malleable material e.g. build a textured tile.</p>	<p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers. Work on different scales. Collect, sort, name match colours appropriate for an image. Create and arrange shapes appropriately. Create, select and use textured paper for an image.</p>
Year 1	<p>Use a variety of tools and techniques including different brush sizes and types. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Mix primary shades and tones. Create textured paint by adding sand, plaster. Mix secondary colours Identify primary and secondary colours by name.</p>	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono - printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. Build repeating patterns and recognise pattern in the environment.</p>	<p>Apply decoration using beads, buttons, feathers etc. Apply shapes with glue or by stitching.</p>		<p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds. Create and arrange shapes appropriately. Fold, crumple, tear and overlap papers. Create, select and use textured paper for an image. Collect, sort, name match colours appropriate for an image. Fold, crumple, tear and overlap papers.</p>
Year 2	<p>Mix and match colours to artefacts and objects. Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. Use a variety of tools and techniques including different brush sizes and types. Name different types of paint and their properties. Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p>	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Experiment with overprinting motifs and colour. Make rubbings to collect textures and patterns. Design more repetitive patterns. Take simple prints i.e. mono - printing.</p>	<p>Match and sort fabrics and threads for colour, texture, Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc. Create cords and plaits for decoration. Apply colour with printing, dipping, fabric crayons. Create fabrics by weaving materials i.e. grass through twigs.</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media. Manipulate malleable materials for a purpose, e.g. pot, tile. Understand the safety and basic care of materials and tools. Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. Change the surface of a malleable material e.g. build a textured tile.</p>	<p>Arrange and glue materials to different backgrounds. Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Collect, sort, name match colours appropriate for an image. Work on different scales.</p>



# Art Progression – Year 3 and 4

	Painting	Printing	Textiles	3D	Collage
Year 3 and 4	Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades.	Create printing blocks using a relief or impressed method. Create repeating patterns. Print with two colour overlays.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Experiment with paste resist.	Plan, design and make models From observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material. Use papier mache to create a simple 3D object.	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary.
Year 3	Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Create different effects and textures with paint according to what they need for the task. Work on a range of scales e.g. thin brush on small picture etc.	Create printing blocks using a relief or impressed method. Create repeating patterns. Print with two colour overlays	Develop skills in stitching, cutting and joining.	Create surface patterns and textures in a malleable material. Plan, design and make models From observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes.	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary.
Year 4	Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades.	Create repeating patterns.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Experiment with paste resist.	Join clay adequately and construct a simple base for extending and modelling other shapes. Plan, design and make models from observation or imagination. Construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material. Use papier mache/ mod roc to create a simple 3D object.	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary

	Painting	Printing	Textiles	3D	Collage
Year 5 and 6	Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Mix and match colours to create effects. Be able to identify and work with complementary and contrasting colours.	Create printing blocks by simplifying an initial journal idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media e.g. pens, colour pens and paints.	Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.	Shape, form, model and construct from observation or imagination. Use recycled, natural and manmade materials to create sculptures. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay including slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media.	Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures etc. when designing and making pieces of work. Use collage as a means of extending work from initial ideas.
Year 5	Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Mix and match colours to create effects.	Use relief or impressed method. Create prints with three overlays.	Use fabrics to create 3D structures. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.	Shape, form, model and construct from observation or imagination. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay including slabs, coils, slips, etc. Use recycled, natural and manmade materials to create sculptures.	Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures etc. when designing and making pieces of work. Use collage as a means of extending work from initial ideas.
Year 6	Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Mix and match colours to create effects. Be able to identify and work with complementary and contrasting colours.	Create printing blocks by simplifying an initial journal idea. Use relief or impressed method. Work into prints with a range of media e.g. pens, colour pens and paints.	Use different grades of threads and needles.	Shape, form, model and construct from observation or imagination. Use recycled, natural and manmade materials to create sculptures. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay including slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media.	Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures etc. when designing and making pieces of work. Use collage as a means of extending work from initial ideas.