

Art Progression Document

Strand: Drawing and collage

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Nursery Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in drawings.</p> <p>Create closed shapes with continuous lines and begin to use shapes to represent objects.</p>	<p>Draw from observation & imagination.</p> <p>Using pencils to create different lines of thickness in drawing.</p> <p>Use a variety of tools such as pencils, crayons, pastels and felt tips.</p>	<p>Create simple sketches which explore and develop ideas.</p> <p>Layer different media such as crayons, pastels, felt tips.</p>	<p>Draw for a sustained period of time.</p> <p>Choose & use different grades of pencil to shade.</p> <p>Show different tones and textures by using linear and cross hatching, and stippling.</p>	<p>Use line, tone, shape and colour to represent figures and forms in movement.</p> <p>Use pen and ink wash to create light and shade.</p> <p>Plan, refine and alter drawings.</p>	<p>Use simple rules of perspective when drawing figures and buildings.</p> <p>Successfully use shading to create mood and feeling</p>	<p>Demonstrate an increased accuracy when drawing figures-including proportion.</p> <p>Explore drawing techniques and media to create expression in portraiture.</p> <p>Work on a variety of scales.</p>
<p>Reception Explore, use and refine a variety of artistic effects to express ideas and feelings.</p>						
END POINTS - EYFS	END POINTS – YEARS 1 AND 2		END POINTS – YEARS 3 AND 4		END POINTS – YEARS 5 AND 6	
<p>Draw with increasing complexity and detail - such as representing a face with a circle.</p> <p>To have a comfortable pencils grip with one handed tools</p>	<p>Develop a wide range of drawing techniques to share ideas, experiences and imagination.</p>		<p>Draw with closer attention to detail beginning to represent shading and texture.</p>		<p>Using drawing techniques more accurately to represent figures and form, including shading, texture, perspective and proportion.</p>	

Art Progression Document

Strand: Painting and colour

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Nursery Explore colour and colour mixing.</p> <p>Explore paint using fingers and other parts of their bodies, as well as brushes and other tools.</p>	<p>Name the primary colours.</p> <p>Apply paint using a range of tools such as hands, feet, rollers and brushes.</p> <p>Explore mixing paint to create new colours and moods.</p>	<p>Identify and mix secondary colours.</p> <p>To make colour tints & tones with paint using black and white paint.</p>	<p>Use a range of brushes to create different effects.</p> <p>Experiment with inks, oils & fabric paints to create a piece of artwork.</p>	<p>Identify, mix & use warm & cool paints to evoke warmness/coolness that may complement/contrast one another.</p> <p>Apply colour using dotting, splashing, scratching and washes.</p>	<p>Make and match colours with increasing accuracy.</p> <p>Create tints, shades and highlights using paint.</p>	<p>To use colour to express feelings.</p> <p>Show an awareness of composition in paintings.</p> <p>Use paint techniques & characteristics of an artistic movement/artist in artwork.</p>
<p>Reception Develop colour mixing techniques, matching colours to what they see and what they want to represent.</p>						
END POINTS - EYFS	END POINTS – YEARS 1 AND 2		END POINTS – YEARS 3 AND 4		END POINTS – YEARS 5 AND 6	
Safely use and explore a variety of materials, tools and techniques to experiment with colour.	Know the colour wheel: Primary colours, secondary colours and how to mix them.		Begin to explore colour and application and how it is used for effect.		Begin to make decisions about colours and application for effect.	

Art Progression Document

Strand: 3D and sculpture

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Nursery Join different materials and explore different textures.</p> <p>Explore different materials using their senses to investigate.</p> <p>Use their imagination to decide what they can do with different materials.</p>	<p>Use malleable materials such as clay or salt dough, and press patterned and textured objects into it to create 3D forms.</p>	<p>Use drawings to plan 3D form. Further develop modelling skills to create imaginary or realistic form, pressing objects into it to form texture.</p>	<p>Use clay to create 3D form. Develop techniques such as coiling, pinching, slab construction and sculpting.</p>	<p>Create 3D form by using malleable or rigid materials e.g. clay, papier mache or modrock.</p>	<p>Further develop techniques & use of tools associated with 3D form e.g. intricate detailing & features in clay.</p>	<p>Use digital software including 3D Printer to create prints.</p>
<p>Reception Explore a range of materials to construct with, resolving problems and reflecting on achievements.</p> <p>Join materials using different techniques and materials.</p>						
END POINTS - EYFS	END POINTS – YEARS 1 AND 2		END POINTS – YEARS 3 AND 4		END POINTS – YEARS 5 AND 6	
<p>Explore different materials freely in order to develop their ideas of how to use them and what to make.</p>	<p>Develop awareness of sculpture as an art form.</p>		<p>Create 3D models to represent form.</p>		<p>Model and sculpt forms with higher level of detail.</p>	

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Strand: Nature

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Nursery Draw and paint natural objects from observation. Explore shape, colour and texture in nature.</p>	<p>Make transient Art using natural materials.</p>	<p>Engage with the natural world to stimulate a creative response (visiting, seeing, holding, hearing). Record observational drawings in sketchbooks.</p>	<p>Use nature and natural forms as a starting point for artwork inspired by nature.</p>	<p>Develop techniques using a wider range of materials to record observations in nature. Focus on one natural feature i.e water (river, sea)</p>	<p>Explore the relationship of line, form and colour in nature. Use a natural material such as clay to explore cultural ideas.</p>	<p>Artwork inspired by nature: Create artwork using techniques by a given artist/designer e.g. transient art using natural materials found outdoors.</p>
<p>Reception Notice features in the natural world and define colours, shapes, textures, and smells. Discuss responses to what they see.</p>						
END POINTS - EYFS	END POINTS – YEARS 1 AND 2		END POINTS – YEARS 3 AND 4		END POINTS – YEARS 5 AND 6	
<p>Return to and build on previous learning, refining ideas and developing their ability to represent them.</p>	<p>Use drawing and making to record and discover ideas and experiences related to the natural world.</p>		<p>Respond to the natural world by experimenting with and testing the qualities of a range of materials and techniques.</p>		<p>Independently take action to refine technical and craft skills to improve mastery of materials and techniques.</p>	

Art Progression Document

Strand: Digital art

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Nursery</p>	<p>Use ICT to create a picture on a theme.</p>	<p>Use digital media (film and still photos) to create records of models made.</p>	<p>Take photos from a thought provoking angle.</p>	<p>Make moving drawings Use digital media to make animations from the drawings that move.</p>	<p>Take photos of work made. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media</p>	<p>Use camera phones (still and video) to help “see” and “collect” (digital sketchbook)</p>
<p>Reception</p>						
END POINTS - EYFS	END POINTS – YEARS 1 AND 2		END POINTS – YEARS 3 AND 4		END POINTS – YEARS 5 AND 6	
	<p>Try out a range of materials & processes and recognise they have different qualities.</p>		<p>Be excited by the potential to create and feel empowered to begin to undertake their own exploration.</p>		<p>Take photographs and videos and use digital media as a way to re-see work</p>	

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Strand: Printing

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Nursery Explore paint using fingers and other parts of their bodies, as well as brushes and other tools.</p>	<p>Explore simple printmaking. For example using plasticine, found materials or quick print foam.</p>	<p>Create a repeating mono print pattern by pressing, rolling and rubbing.</p>	<p>To overlap contrasting colours to create prints using various techniques & objects e.g. vegetables, fruit.</p>	<p>Combine artforms such as collage, painting and printmaking in mixed media projects</p>	<p>To use relief printing by carving patterns into polystyrene foam to create patterns inspired an artist e.g. William Morris.</p>	<p>To recreate images by combining relief printing and collage and use multiple colours.</p>
<p>Reception Explore, use and refine a variety of artistic effects.</p>						
END POINTS - EYFS	END POINTS – YEARS 1 AND 2		END POINTS – YEARS 3 AND 4		END POINTS – YEARS 5 AND 6	
<p>Safely use and explore a variety of materials, tools and techniques</p>	<p>Understand how to create a print. Explore pattern, line, shape and texture in print. Understand the notion of positive and negative space in a print.</p>		<p>Begin to experiment and explore with print.</p>		<p>Develop use of more detailed printing methods.</p>	

Art Progression Document

Strand: Appreciation of art and the study of artists

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Nursery Explore a wide variety of images and techniques from other artists from around the world.</p>	<p>To use “drip techniques” to produce artwork inspired by an artist (e.g. Jackson Pollock)</p>	<p>Create a piece of art in response to the work of a famous artist e.g. Henry Rousseau & Georgia O’Keefe</p>	<p>Compare the work of different artists, architects & designers from the past e.g. Arcimboldi to the work of the modern day artists e.g. Chris Offili</p>	<p>Compare the work of artists on a similar theme e.g. Monet, Hokusai and Turner and consider how art differs between cultures.</p>	<p>Research & comment on the ideas and methods of a famous artist e.g. LS Lowry.</p>	<p>Develop work using the characteristics of an artistic movement e.g. pop art, realism, expressionism, abstract</p>
<p>Reception Draw inspiration from other artists’ work to develop their own creations.</p>	<p>Share an opinion about a piece of artwork.</p> <p>To ask questions about artwork linking to a theme.</p> <p>Identify similarities and differences in 2 or more pieces of artwork.</p>	<p>To identify how artists have used colour, pattern and themes within their work.</p>				<p>To comment on who or what has influenced their artwork.</p>
END POINTS - EYFS	END POINTS – YEARS 1 AND 2		END POINTS – YEARS 3 AND 4		END POINTS – YEARS 5 AND 6	
<p>Take inspiration from the work of other artists and share ideas.</p>	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.</p>		<p>Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.</p>		<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist’s intention and reflect upon your response. Begin research artists with more independence</p>	

Progression Document

Strand: Sketch books						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Nursery	Begin to use sketch books to explore and experiment with different mediums.	To explore & develop ideas through the use of annotation on their & work of others.	To use sketch books to document changes in their creative ideas/the drafting process.	To make modifications to their artwork & use sketch books to gather information in both pictorial & written forms.	To consolidate existing skills and explore different media.	To gather their own information and record responses to artwork in a range of ways e.g. mood boards, combinations of media.
Reception						
END POINTS - EYFS	END POINTS – YEARS 1 AND 2		END POINTS – YEARS 3 AND 4		END POINTS – YEARS 5 AND 6	
	Children will recognise that a “sketchbook” is a place to record their individual response to the world, and develop a sense of ownership about the sketchbook.		Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, and writing notes. Looking back and thinking forwards.		Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.	