



Art Progression Grid

Objectives		
<u>EYFS Framework Expectations</u>	<u>Key Stage 1 National Curriculum Expectations</u>	<u>Key Stage 2 National Curriculum Expectations</u>
<p>Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Expressive Arts and Design (Being Imaginative) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products; • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; • 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. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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; • To create sketch books to record their observations and use them to review and revisit ideas; • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; • About great artists, architects and designers in history.

The National Curriculum for art and design aims to ensure that all pupils by the end of year 6;

- Produce creative work, exploring their ideas and recording their experiences;
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- Evaluate and analyse creative works using the language of art, craft and design;
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

	EYFS	KS1	LKS2	UKS2
Exploring and Developing Ideas		<p>I can respond positively to ideas and starting points.</p> <p>I can explore ideas and collect information.</p> <p>I can describe differences and similarities and make links to my own work.</p> <p>I can try different materials and methods to improve.</p> <p>I can use key vocabulary to demonstrate my knowledge and understanding in this strand: work, work of art, idea, starting point, observe, design and improve.</p>	<p>I can use my sketchbook to record ideas.</p> <p>I can explore ideas from first-hand observations.</p> <p>I can question and make observations about starting points, and respond positively to suggestions.</p> <p>I can adapt and refine ideas.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p>I can review and revisit ideas in my sketchbook.</p> <p>I can offer feedback using technical vocabulary.</p> <p>I can think critically about my art and design work.</p> <p>I can use digital technology to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>
Drawing	<p>Mark making opportunities. I can draw with detail e.g. adding arms, legs and ears.</p>	<p><u>Year 1</u> I know how to use pencils to create lines of thickness in drawings.</p> <p><u>Year 2</u> I choose and use three different grades of pencil when drawing.</p> <p>I know how to use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>I know how to use charcoal, pencil and pastel to create art.</p>	<p><u>Year 3</u> I know how to use sketches to produce a final piece of art.</p> <p>I know how to use different grades of pencil to shade and to show different tones and textures.</p> <p><u>Year 4</u> I know how to use marks and lines to show texture in my art.</p> <p>I know how to use line, tone, shape and colour to represent figures and forms I movement.</p> <p>I know how to show facial expressions and body language in sketches and paintings.</p>	<p><u>Year 5</u> I can identify and draw objects and use marks and lines, to produce texture.</p> <p>I know how to successfully use shading to create mood and feeling.</p> <p><u>Year 6</u> I can explain why I have chosen specific techniques to create my art.</p>

<p style="text-align: center;">Painting</p>	<p>I can mix colours.</p> <p>I can add black or white to alter the shade or tint of colours.</p> <p>I can use a variety of brushes, sponges and paints. Daily painting activities.</p>	<p><u>Year 1</u> I can name the primary and secondary colours.</p> <p>I know how to show how people feel in paintings and drawings.</p> <p>I know how to create moods in art work.</p> <p><u>Year 2</u> I know how to mix paint to create all the secondary colours.</p> <p>I know how to create brown with paint.</p> <p>I know how to create tints with paint by adding white.</p> <p>I know how to create tones with paint by adding black.</p>	<p><u>Year 3</u> I know how to create a background using a wash.</p> <p>I know how to use a range of brushes to create different effects in painting.</p> <p><u>Year 4</u> I can mix colours effectively using the correct language e.g. tint, shade, primary and secondary.</p> <p>I can create different textures and effects with paint.</p>	<p><u>Year 5</u> I know how to organise line, tone, shape and colour to represent figures and forms in movement.</p> <p><u>Year 6</u> I can create a colour palette, demonstrating mixing techniques.</p> <p>I can use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>
<p style="text-align: center;">Sculpture</p>	<p>I can join items in a variety of ways e.g. tape, glue.</p> <p>I can build models of real life things such as buildings and vehicles using a variety of resources.</p> <p>Using malleable materials e.g. moon sand, play dough -continuous provision.</p>	<p><u>Year 1</u> I know how to cut, roll and coil materials.</p> <p><u>Year 2</u> I know how to make a clay pot.</p> <p>I know how to join two clay finger pots together.</p>	<p><u>Year 3</u> I can cut, make and combine shapes to create recognisable forms.</p> <p>I can add materials to the sculpture to create detail.</p> <p><u>Year 4</u> I know how to sculpt clay and other mouldable materials.</p>	<p><u>Year 5</u> I can plan and design a sculpture.</p> <p>I know how to use tools and materials to carve, add shape, add texture and pattern.</p> <p><u>Year 6</u> I can develop cutting and joining skills e.g. using wire, coils, slabs and slips.</p> <p>I can use materials other than clay to create a 3D sculpture.</p>

Textiles	I can weave or use simple sewing techniques.	<p><u>Year 1</u> I can show pattern by weaving.</p> <p><u>Year 2</u> I can use a dyeing technique to alter a textiles colour and pattern.</p> <p>I can decorate textiles with glue or stitching to add colour and detail.</p>	<p><u>Year 3</u> I can select appropriate materials giving reasons.</p> <p>I can develop skills in stitching, cutting and joining.</p> <p><u>Year 4</u> I can use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.</p>	<p><u>Year 5</u> I can experiment with a range of media by overlapping and layering in order to create texture, effect and colour.</p> <p><u>Year 6</u> I can add decoration to create effect.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave and pattern.</p>
Collage	Daily craft area – using a variety of materials.	<p><u>Year 1</u> I can use a combination of materials that have been cut, torn and glued.</p> <p><u>Year 2</u> I can sort and arrange materials.</p> <p>I can add texture by mixing materials.</p>	<p><u>Year 3</u> I know how to select colours and materials to create effect giving reasons for my choices.</p> <p>I know how to refine work as I go to ensure precision.</p> <p><u>Year 4</u> I know how to learn and practice a variety of techniques e.g. overlapping, tessellation, mosaic and montage.</p>	<p><u>Year 5</u> I know how to add collage to a painted or printed background.</p> <p>I can create and arrange accurate patterns.</p> <p>I can plan and design a collage.</p> <p><u>Year 6</u> I can plan and design a collage.</p> <p>I can use a range of mixed media.</p>
Printing	I can follow sequences/patterns I can make tracks.	<p><u>Year 1</u> I know how to create a repeating pattern in print.</p> <p><u>Year 2</u> I know how to create a printed piece of art by pressing, rolling, rubbing and stamping.</p>	<p><u>Year 3</u> I can use more than one colour to layer in a print.</p> <p>I can replicate patterns from observations.</p> <p><u>Year 4</u> I know how to print onto different materials using at least four colours.</p>	<p><u>Year 5</u> I know how to create an accurate print design following criteria.</p> <p><u>Year 6</u> I know how to overprint to create different patterns.</p>

Digital Art	Using as stimulus.	<p><u>Year 1</u> I know how to use IT to create a picture.</p> <p><u>Year 2</u> I know how to use different effects within an IT paint package.</p>	<p><u>Year 3</u> I know how to use digital images and combine with other media in my art.</p> <p>I know how to use IT to create art which includes my own work and that of others.</p> <p><u>Year 4</u> I know how to integrate my digital images into my art.</p>	<p><u>Year 5</u> I know how to use images which I have created, scanned and found; altering them where necessary to create art.</p> <p><u>Year 6</u> I know how to use a range of e-resources to create art.</p>
Work of Other Artists	Discussing Illustrators Take one Picture	<p><u>Year 1</u> I describe what I can see and give an opinion about the work of an artist.</p> <p>I ask questions about a piece of work.</p> <p><u>Year 2</u> I know how to create a piece of art in response to the work of another artist.</p> <p>I suggest how artists have used colour, pattern and shape.</p>	<p><u>Year 3</u> I know how to identify the techniques used by different artists.</p> <p>I know how to compare the work of different artists.</p> <p>I recognise when art is from different cultures.</p> <p>I recognise when art is from different historical periods.</p> <p><u>Year 4</u> I experiment with the styles used by other artists.</p> <p>I explain some of the features of art from historical periods.</p>	<p><u>Year 5</u> I research the work of an artist and use their work to replicate a style.</p> <p><u>Year 6</u> I explain the style of my work and how it has been influenced by a famous artist.</p>