



Art and Design Progression



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Art Appreciation	Look at a picture or piece of art and talk about likes and dislikes	Use simple language to describe their own art and the art of others.	Describe famous art as well as their own.	Identify the techniques used by different artists	Use knowledge of styles and techniques studied to talk about famous art and their own art	Use knowledge of styles and techniques studied to evaluate their own work and compare it with famous art	Use knowledge of styles and techniques studied to evaluate, analyse and compare their own art and famous art
	With an adult, look at a picture or real-life object to recreate	With an adult talk about a stimulus and how they can recreate this in their own work (with modelling)	Observe a stimulus for own work and identify which features to try and recreate	With an adult, identify the features of artists' work or another stimulus to try and recreate in own art	Research the work of an artist or closely observe a stimulus to generate ideas to replicate in own art	Identify the main features and techniques from artists' work or another stimulus to think about a brief for own art	Analyse features and techniques from artists' work or another stimulus to think about a brief for own art
	Use a range of different mark making tools	Use a range of different art equipment as directed	Try different mediums with adult support and use the most appropriate for work	Experiment with a range of mediums before choosing one to use	Select the most effective medium from at least two choices after experimenting with both	Experiment with and select the most effective medium for artwork	Confidently select the most effective medium for artwork and explain choices.
	Use the following vocabulary; colour, colourful, bright, pattern, shape, big, small	Use the following vocabulary: light, dark, shadows, bold, thick, thin, lines, brush strokes, primary colours, secondary colours	Use the following vocabulary: landscape, portrait, rough, fine, smooth, uneven	Use the following vocabulary: texture, dotting, scratching, splatting, dramatic	Use the following vocabulary: scale, proportion, delicate, subtle, vibrant, dull, viewpoint	Use the following vocabulary: perspective, shade, mood, contrasting, complimentary, engaging	Use the following vocabulary: hue, tint, tones, carved, realistic, unrealistic



Art and Design Progression



DRAWING								
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	<p>Hold a pencil or other mark making tool using a correct pencil grip</p> <p>Begin to use a variety of drawing tools</p>	<p>Begin to keep within the lines of a drawing when adding colour</p> <p>Explore different textures e.g. push down to make bold and strong lines and apply less pressure to make soft lines when working with pencil and wax crayon</p>	<p>Confidently keep within the lines of a drawing when adding colour</p> <p>Use pencils to create lines of different thickness in drawings</p> <p>Begin to use pastels, learning how to blend and smudge</p> <p>Discuss use of shadows, use of light and dark</p>	<p>Use pencils to create hard and soft lines</p> <p>Block colour when working with coloured pencils by applying pencil strokes in the same direction</p> <p>Vary the thickness of lines when working with pastel and charcoal</p> <p>Experiment with the potential of various pencils</p> <p>Draw from close observation</p>	<p>Use pencil to show texture in my art (eg. Hatch, cross-hatch, shading, dot, dash, circle, spiral etc)</p> <p>Control depth of colour by applying different pressures on the pencil tip when working with coloured pencils</p> <p>Use the side of the pencil to build up layers of colour when working with pastel and charcoal</p> <p>Begin to look at perspective, scale and proportion in my drawings.</p> <p>Identify and draw the effect of light</p>	<p>Use pencil to show texture in my art (eg. Hatch, cross-hatch, shading, dot, dash, circle, spiral etc)</p> <p>Control depth of colour by applying different pressures on the pencil tip when working with coloured pencils</p> <p>Use the side of the pencil to build up layers of colour when working with pastel and charcoal</p> <p>Begin to look at perspective, scale and proportion in my drawings.</p> <p>Identify and draw the effect of light</p>	<p>Identify and draw objects using marks and lines to produce texture.</p> <p>Layer colours to create depth of colour and tone.</p> <p>Use line, tone, shape and colour to represent figures and forms in movement.</p> <p>Use perspective, scale and proportion in drawings to show depth and distance.</p> <p>Produce increasingly accurate drawings of people</p> <p>Use a variety of different paints, effects and textures to produce work</p>	<p>Create mood, feeling and express emotion in my art</p> <p>Draw the effect of light on objects and people from different directions</p> <p>Interpret and create the texture of a Surface</p> <p>Use perspective, scale and proportion in drawings to show depth and distance.</p>

Line	<p>Draws vertical and horizontal lines with mark making tools</p>	<p>Straight and curved lines used to create pictures.</p> <p>Consideration of the length of line and thickness used.</p> <p>E.g. Thick line for the stem of a flower.</p>	<p>Starting to experiment with different types of line, such as zig-zag, wavy and the style of line picked fits the purpose.</p> <p>E.g. wavy sea.</p>	<p>Understanding of the use of direction of lines.</p> <p>E.g. drawing the fur on an animal whilst taking into consideration the direction that the fur grows.</p>	<p>Experimenting with different lines used in connection to shading.</p> <p>E.g. Hatching, cross hatching, stippling, scumbling.</p>	<p>Understanding and experimenting with linear perspective.</p> <p><i>This is where two lines meet on a point on the horizon which is known as the vanishing point.</i></p> <p>E.g. trees in the foreground larger than those in the background - therefore the lines may be thinner and softer in the background than the foreground.</p>	<p>Starts to use fine, light and miniscule lines to build up a picture.</p> <p>Reflecting and adapting the use of line in picture as it develops. This may be by layering paint to create the most fitting lines, or using smaller lines in sketching and building up details with minute markings.</p>
Shape	<p>Draws large circles with mark-making tools.</p>	<p>Figures drawn symbolically using simple shapes. Shapes may be haphazard.</p> <p>E.g. a crooked square for a house.</p>	<p>The shapes used are more accurate and reflect the aim.</p> <p>E.g. a neat oval for a face.</p> <p>The position, size and space between shapes drawn with more thought and attention.</p> <p>E.g. Eyes same size and next to each other, windows same size and positioned more accurately.</p>	<p>More detail added to shapes (patterns) and evidence of understanding of proportions.</p> <p>E.g. Size of eyes, length of legs and arms.</p> <p>Attempt at drawing 3D shapes.</p> <p>E.g. Side of a house</p>	<p>Lots of attention to detail, attempts to show proportion and attempting to use overlapping perspective.</p> <p>E.g. Placing objects in front, overlapping or behind (partly obscured).</p>	<p>Attempt to create their own irregular 3D shapes, this may be by shading.</p> <p>E.g. a nose which is not a triangle.</p> <p>Further drawing of 3D shapes, prism, cuboid.</p> <p>Size and space of shapes carefully considered.</p>	<p>Can draw 3D shapes by adding the appropriate shape faces.</p> <p>Shades the shadow for a sphere and understand the highlight is where the light 'hits' the object.</p>

Patterns	<p>Can identify a simple pattern, colour or shape and speak about it.</p>	<p>Patterns are recognised, simple repeated patterns can be followed but are not used independently in drawing.</p>	<p>Attempts at patterns are becoming evident in drawing.</p> <p>E.g. vertical and horizontal lines for the bricks on a house.</p>	<p>An understanding of the use of direction when creating a pattern. Patterns may be horizontal, vertical or even diagonal.</p> <p>E.g. the direction of the pattern on the bark of a tree trunk</p>	<p>The pattern reflects the nature of the surface.</p> <p>E.g. smooth, bumpy, prickly leaves, jagged shells etc.</p> <p>Accurate use of space in pattern.</p>	<p>Independently using symmetry/asymmetry to fit the style of the work.</p> <p>Designing and using more complex patterns.</p> <p>E.g. concentric, tessellating</p>	<p>Creates complexing and appealing patterns which fit the genre of art they are studying</p> <p>Investigates optical illusions and attempts to create simple illusions.</p>
Colour	<p>Experiments by using colours and combining colours and speaking about the outcome.</p> <p>Chooses particular colours to use for a purpose.</p>	<p>Using accurate colours.</p> <p><i>E.g. brown for hair, red for lips.</i></p> <p>Attempts to shade in areas of a picture</p>	<p>Shading in blocks of colours.</p> <p>Understanding of light and dark and using light and dark pencils to colour.</p> <p>E.g. Selecting and using a light blue pencil and a dark blue pencil.</p>	<p>Developing shading by pressing firmly with a pencil to create dark colours and pressing lightly to make light tones.</p>	<p>Starting to mix and blend colours to set an atmosphere.</p> <p><i>E.g. using black and grey to make a thundery sky. Or for more lifelike hair or fur, mixing dark brown, light brown, white and black. This could be pencils, paint, pastels etc</i></p> <p>Experimenting with different grades of pencil.</p>	<p>Starting to shade with light and dark to show shadows.</p> <p>Blending colours to show tonal perspective. E.g. Soft lines in the background, strong marks in the foreground.</p> <p>Developing colour techniques in using watercolours.</p> <p>E.g. Using watercolours to blend the sky (this is called a wash) but using blocks of colour for the foreground.</p>	<p>Uses light and dark tones to show shadows or to show different hues (colour) in a variety of mediums - pencils, pastels, paints.</p> <p>Blended colours are subtle with artist showing they can make small changes to create a new shade or tone.</p> <p>Watercolour techniques developed; blotting out colour with a tissue, using salt to disperse colour, letting colours run to produce an effect.</p>

Painting							
	EIFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour	Can recognise and paint primary colours	Can mix primary colours to make secondary colours.	Can mix primary colours to make secondary colours and sort them into groups (lighter/darker).	Can add black to adjust the tone and make a darker shade Can add white to adjust the tone and make a lighter shade	Can add black or white to adjust the tone and sort the paints into a tonal scale from lightest to darkest.	Can mix and use different tones for effect e/g applying more black for a stormy sky.	Can mix and use different tones for effect and can layer colours to create an impression.
Applying	Can explore and apply paint in a variety of ways - finger paints, sponges, rollers, paintbrushes etc. Brushstrokes may be haphazard but they attempt to cover an area.	Can apply paint neatly using a variety of ways - fingers, paintbrushes, sponges, rollers and experiments with adjusting the texture such as applying sand or foam to the paint mixture. Can paint in a forward and backward brushstroke.	Can begin to use different brushes for different spaces, e.g. a large brush for a large area, a small brush to add detail. Can use a forward and backward brushstroke and a circular brushstroke.	Is beginning to understand how different ways of applying paint can affect a picture and may suggest methods, e.g. using a sponge to show soft, squishy grass. Begins to experiment with new types of brushstrokes, such as stippling.	Can apply paint using a variety of methods and is becoming familiar with artist techniques such as 'masking an area' e.g. using masking tape to prevent paint getting to an area or covering an area with a stencil. Is showing thoughtfulness about the use of an appropriate brushstroke and uses a range of different directions (vertical, horizontal), shapes (circular, straight lines) and patterns (dot/stippling).	Is becoming more confident at using artistic techniques with watercolours, such as applying a 'wash' for a background and less water for vivid colours. Can appropriately use different techniques for impact, such as a splatter of paint from a paintbrush to represent sea-spray. Brushstrokes are thoughtful and match the genre and style of painting, such as small lines to show the fur on an animal. Can experiment with their own style of brushstrokes, such as using dots, crosses, lines, waves, ticks etc.	When using watercolours can blot out colour for effect and allow colours to run to add impact. Brushstrokes are varied and show precision. Can apply different techniques such as using a 'wax resist' (colouring details in a wax crayon so the paint runs off it).
Paint	Mainly uses poster paints to experiment with painting.	Use of poster paints, possibly powder paints for experimenting with mixing colours and starting to use watercolours.	Uses watercolours and acrylic paints.	Uses watercolours and acrylic paints for most projects.	Uses watercolours and acrylic paints for most projects.	Uses watercolour and acrylic paints and may start to experiment with drawing inks.	Uses watercolour and acrylic paints and drawing inks.

Sculpture							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Roll, cut and shape playdoh, salt-dough or clay with my hands and use simple tools like rolling pins and shape cutters.</p> <p>Experiment with materials to make 3D sculptures and I can explain what I have used and describe different parts of my design.</p> <p>This could be using cardboard boxes, tubes, egg boxes and other containers.</p>	<p>When making a 3D shape out of playdoh, salt-dough or clay, imprint patterns by using simple tools and experiment with embedding materials such as beads, glitter, small stones, matchsticks etc.</p> <p>Use a variety of objects to make a free-standing sculpture.</p> <p>This could be by using cardboard, pipe-cleaners, lolly sticks, matchsticks. This may start by following instructions, but could end with independent embellishments and additional structural support.</p>	<p>Shape playdoh, clay or similar materials into 3D shapes, in particular rolling to make a sphere.</p> <p>Experiment with cardboard 3D nets and start to bend and form my own to make a sculpture.</p>	<p>Start to make simple pots such as a pinch pot.</p> <p>Create simple clay stamps by pinching clay to make a raised surface and etching a design.</p> <p>Start to join clay together by rolling coils and joining the coils to form a coil pot.</p>	<p>Use papier mâché or similar materials to design and make a 3D structure, showing how I can manipulate the materials to create details such as adding more material to show the nose on a mask.</p>	<p>Join clay and use a variety of techniques, such as rolling, pinching, scraping patterns and adding characteristic features to my work.</p> <p>Use more complex materials to make a 3D structure such as wire to create a free-standing model.</p>	<p>Create things out of clay which demonstrate an understanding of precision. This could be designing and making a clay slab to fit the required measurements of length, depth and width set out at the onset and adding details, possibly by joining clay to add intricate embellishments or carving detailed designs into the clay.</p> <p>Use a variety of materials to make a sculpture, such as wire, matchsticks, art straws. Use them confidently to make 3D shapes, this could be a cube or prism.</p>