ART AND DESIGN
PROGRESSION DOCUMENT

Highfield Community Primary School

Caitlin Baddley

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Wassily Kandinsky Colour Study. Squares with concentric circles 1913	Highfield Explorers Painting Piet Mondrian Composition with red, blue and yellow 1930	Chorley Explorers Sculpture Anthony Gormley Angel of the North 1998	All roads lead to Rome Collage Antoni Gaudi Park Guell	Stones and Bones Printing Lascaux Cave Lion Man Prehistoric	Terrible Tudors Collage Hans Holbein Henry VIII 1536	Britain's Got Talent Painting Banksy Girl with balloon 2002 Basquiat Head 1981
Spring	Paul Klee Castle and Sun 1928	King of the Castle Printing Andy Warhol Flowers 1964	Great Fire of London Collage Henri Matisse The Snail 1952	Anglo-Saxon times Drawing Peter Blake Alphabets 2013	Viking Voyages Drawing Andy Scott Kelpies 2013	War Torn Europe Photography Bill Brandt Shelter Photgraphs 1940 Henry Moore Tube Shelter Perspective 1940	Glorious Greece Sculpture Grayson Perry The existential void 2012
Summer	Jackson Pollock White Light 1954	We're all going on a summer holiday Drawing Claude Monet Morning by the sea 1881	Save our Oceans Drawing David Hockney Mum 1988	The Inca Trail Painting Henri Rousseau Tiger in a tropical storm 1891	Beyond the Nile Sculpture Barbara Hepworth Figure 1962	Great Wall of China Drawing Shitao Jintang Mountains in Autumn 1671	House of Wisdom Printing Bridget Riley Painting with two verticals 2004

Art and Design Progression in EYFS

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Art and Design.

The most relevant statements for Art and Design are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

Art and Design Progression			
Three and Four Year-Olds	Physical Development		• Use large-muscle movements to wave flags and streamers, paint and make marks • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
	Expressive Art and Design		• Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • 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 and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.
Reception	Physical Development		• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
	Expressive Art and Design		• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
ELG	Physical Development	Fine Motor Skills	• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

Art and Design

Pre- National Curriculum

Phase 1 (P4)	Phase 2 (P5)	Phase 3 (P6)	Phase 4 (P7)	Phase 5 (P8)
I can explore materials systematically [for example, tearing and scrunching paper to complete a collage] I can demonstrate an awareness of starting or stopping a process I can make marks intentionally on a surface with fingers or tools [for example, pressing objects into clay or putting paint on paper] I can repeat an activity to make the same or similar effect I can show an active interest in a range of tools and materials, taking part in familiar activities with some support.	I can show preferences for activities and begin to carry out simple processes When given a choice of two tools I can choose the tool which is appropriate to the activity [for example, picking brushes or rollers for painting] When given a choice of two materials I can choose the material which is appropriate to the activity I can show I can create and apply familiar techniques to a task [for example, manipulating and shaping malleable materials to produce a desired effect] I can apply glue to a surface to make materials stick together when making a model	I can start to use tools, materials and simple actions to produce a piece of work with support I can imitate the use of tools, materials and simple actions [for example, cutting]. I can practise new skills with less support, developing my knowledge of the process of making [for example, selecting and gathering suitable resources and tools for a piece of work from a central workstation]. I can create a picture using pre-cut shapes	I can work in two dimensions to produce a piece of work I can intentionally represent or symbolise an object or an emotion (paint a happy/sad face) I can work in three dimensions to create a junk model I can purposefully choose colours or techniques I can show confidence in using a variety of processes and make appropriate use of tools and materials.	I can finish a piece of work following an established pattern of activity [for example, gathering appropriate materials, taking part in an activity and stopping work when finished] I can hold a paintbrush with a tripod grip I can demonstrate that I know that paintings, sculptures and drawings have meaning I can talk about my own work using a growing art vocabulary I can draw a picture using 2D shapes I can colour within an outline with either paints or coloured pencils/felt tips I can draw with increasing complexity, such as representing a face with all of its features

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	• Draw lines of different sizes and thickness. • Colour neatly following the lines. • Drawing is a physical activity. • Sketchbook is owned by a pupil for experimentation and exploration. • Landscape art is a drawing or painting of nature. • Claude Monet is a French impressionist artist who loved painting nature.	• Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. • A portrait is a painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders. • David Hockney is one of the most important painters of the 20th century. • He was born in Bradford in 1937 and is one of the big artists involved in the pop art movement.	• Use different hardnesses of pencils to show line, tone and texture. • Sketch lightly (no need to use a rubber to correct mistakes). • A 6B pencil produces a thicker and darker mark than a HB pencil. • Peter Blake was born in Kent in 1932 and is best known as one of the first pop artists in Britain. • Illuminated letters are usually first letter of a page or paragraph. They are enlarged, in colour and usually had gold applied.	• Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. • Charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. • Andy Scott is a Scottish Artist whose sculptures have become landmarks across Scotland. • The Kelpies are made of stainless steel and can be found at Helix Park, Falkirk.	• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Use lines to represent movement. • Different pencils can be used to create different effects and shadows and shade can support the representation of 3D form. • Shitao was a Chinese Buddhist monk, calligrapher, and landscape painter during the early Qing dynasty. • He challenged people to reconsider what beauty truly meant in Chinese art.	
Painting	• Use thick and thin brushes. • Mix primary colours to make secondary colours.		• Use a number of brush techniques using thick and thin brushes to produce shapes,			• Sketch lightly before painting to combine light and colour. • Create a colour palette based on colours

	• Add white to colours to make tints and black to colours to make tones. • Create colour wheels. • We can use a variety of brushes, holding them in a variety of ways to make marks. • Primary colours can be mixed together to make secondary colours of different hues. • Piet Mondrian is a Dutch artist best known for abstract paintings.		textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for background then add detail. • Experiment with creating mood with colour. • Paint acts differently on different surfaces. • The use of colour can have an effect on, and be used to reflect emotion. • Henri Rousseau was a post-impressionist French painter. • Tiger in a tropical storm is an 1891 oil based painting.			observed in the natural or built world. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities to paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. • Selecting colours carefully can affect the mood of a piece of artwork. • Banksy is a street artist, political activist, and film director from England who goes by a pseudonym. His real name and identity remain a mystery. Bansky combines dark humor with graffiti using a stenciling technique. He uses his art to address what he sees as problems within the culture. • Jean-Michel Basquiat was a famous artist born 1960 in Brooklyn, New York. • His art was a celebrated aspect of the Neo-Expressionism movement. His work used signs, symbols and figures, referenced the difference between wealth and poverty, and included words and text. He incorporated graffiti styles into his art, often

						using abstract and expressive imagery.
Sculpture		• Use a combination of shapes. • Include lines and texture. • Use techniques such as rolling, cutting, moulding and carving. • Sculpture is using different materials to create 3D structures. • Antony Gormley is a British sculptor. • Angel of the North, a public sculpture in Gateshead, was erected in 1998.		• Create and combine shapes to create recognisable forms. • Include texture that conveys feeling, expression or movement. • Use soap and other mouldable materials. • Add materials to provide interesting details. • Sculptures can be created using many different types of materials such as: cardboard, plastic, concrete, food, ice, wood. • Barbara Hepworth was an English sculptor who resided in St Ives. • She produced abstract sculptures made from marble, wood, bronze and slate.		• Show life-like qualities and real-life proportions, or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Sculptors use line, shape, form and space when creating their work. • Clay is a natural material and has been used to produce pots because of its malleable nature. • Sir Grayson Perry is a British artist, writer and TV presenter. He is best known for his elaborate outfits and for his tapestries and ceramics that deal with themes of class, gender stereotypes and religion in contemporary life.
Collage		• Use a combination of materials that are cut, torn and glued.	• Select and arrange materials for a striking effect.		• Mix textures (rough and smooth, plain and patterned).	

		• Sort and arrange materials. • Mix materials to create texture • Collage is the art of using elements of paper to make images. • Henri Matisse was a French visual artist who printed and sculpted but was primarily a painter.	• Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. • Antoni Gaudi was a Spanish architect born in 1852. • He was influenced by neo-gothic art and art deco. • Park Guell is a World Heritage Site in Barcelona. • A mosaic is a pattern or image made of small regular or irregular pieces of coloured stone, glass or ceramic, held in place by plaster/mortar, and covering a surface. Mosaics are often used as floor and wall decoration, and were particularly popular in the Ancient Roman world.		• Combine visual and tactile qualities. • Hans Holbein was a German-Swiss painter and printmaker who worked in a Northern Renaissance style, and is considered one of the greatest portraitists of the 16th century. • His Tudor paintings are among the world's earliest and finest examples of portraiture.	

Printing	• Use repeating or overlapping shapes. • Mimic print from the environment. • Use objects to create prints. • Press, roll, rub and stamp to make prints. • Printmaking is transferring an image from one surface onto another. • Andy Warhol is an American pop artist from the 1960s. • Pop art is a style of art that explores elements of modern culture.			• Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks. • Make precise repeating patterns. • Lascaux is a network of caves in France with over 600 wall paintings covering the interior and ceilings. • Lion Man is a prehistoric ivory sculpture discovered in a German cave. • Most cave art consists of paintings made with either red or black pigment. The reds were made with iron oxides (hematite), whereas manganese dioxide and charcoal were used for the blacks.		• Build up layers of colour. • Create an accurate pattern showing fine detail. • Use a range of visual elements to reflect the purpose of the work. • Bridget Riley is a British op artist. Op artists put colours, shapes and patterns together in clever ways to create an optical illusion.
Photography					• Plan, take and digitally process photographs.	

					• Control focus, or zoom settings or move closer composing their photograph. • Hold and use an iPad to select and capture with clear intention. • Modify an image on an iPad. • Change camera settings on an iPad to best capture an image. • Bill Brandt was a British photographer and photojournalist. • He documented the Underground bomb shelters of London during The Blitz in 1940, commissioned by the Ministry of Information. • Henry Moore was an English artist best known for his semi-abstract bronze sculptures. • During the war, Moore produced powerful drawings of Londoners sleeping in the London Underground while sheltering from the Blitz.	
Generating Ideas	• Respond to ideas and starting points.	• Explore different methods and materials as ideas develop.	• Develop ideas from starting points throughout the curriculum.	• Adapt and refine ideas as they progress. • Explore ideas in a variety of ways.	• Develop and imaginatively extend ideas from starting points throughout the curriculum.	• Spot the potential in unexpected results and work progresses.

	• Explore ideas and collect visual information.		• Collect information, sketches and resources.	• Comment on artworks using visual language.	• Collect information, sketches and resources and present ideas imaginatively in a sketchbook. • Use the qualities of materials to enhance ideas	• Comment on artworks with a fluent grasp of visual language.
Making	• ▪ Try out a range of materials and processes and recognise that they have different qualities ▪ Use materials purposefully to achieve particular characteristics.	• Deliberately choose to use particular techniques for a given purpose • Develop and exercise some care and control over the range of materials they use.	• Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques (exploring and developing skills and techniques) ▪ Select and use appropriately a variety of materials and techniques in order to create own work.	• Investigate the nature and qualities of different materials and processes systematically. • Apply the technical skills they are learning to improve the quality of their work.	• Confidently investigate and exploit the potential of new and unfamiliar materials. • Use their acquired technical expertise to make work which effectively reflects their ideas and intentions	• Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. • Independently select and effectively use relevant processes in order to create successful and finished work.
Evaluating	• Recognise and describe key features of their own and other's work. • Describe what they feel about their work and the art of others.	• Compare other's work, identifying similarities and differences. • Describe choices and preferences using the language of art.	• Discuss own and other's work using an increasingly sophisticated use of art language. • Reflecting on their own work in order to make improvements.	• Build a more complex vocabulary when discussing your own and others' art. • Use their own and other's opinion of work to identify areas of improvement.	• Develop a greater understanding of vocabulary when discussing their own and others' work. • Regularly analysing and reflecting on their intentions and choices.	• Use the language of art with greater sophistication when discussing own and others art. • Give reasoned evaluations of their own and others work which takes account of context and intention.

Knowledge and Understanding	• How to recognise and describe some simple characteristics of different kinds of art, craft and design • The names of tools, techniques and the formal elements (colour, shape & form, tone, line, pattern)	• Different forms of creative works are made by artists, crafts people and designers, from all cultures and times • Talk about the materials, techniques and processes they have used, using appropriate vocabulary.	• The work of some artists, craftspeople, architects and designers • Explain how to use some of the tools and techniques they have chosen to work with.	• The key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studies. • Demonstrate, how tools they have chosen to work with, should be used effectively and with safety.	• Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. • How to describe the processes they are using and how they hope to achieve high quality outcomes.	• How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects, taking account of the influence of the different historical, cultural and social contexts in which they work/ed • The technical vocabulary and techniques for modifying the qualities of different materials and processes.

Knowledge in Art and Design should address awareness and use of artists' work, but also teach the use of language when speaking or writing about art. It should also cover terminology regarding processes, materials and techniques.

Understanding Different Types of Knowledge in Art

Substantive Knowledge

Substantive knowledge is the subject specific content of art and design which is taught through research and practice. Substantive knowledge covers a range of topics including History of Art and modern Art Practice. Substantive knowledge can broadly be defined by art movements, knowledge of artists and artistic disciplines. The substantive knowledge of Art and Design is outlined in the National Curriculum.

Disciplinary Knowledge

The disciplinary knowledge of Art and Design incorporates the discrete artist skills and techniques (components) which are explicitly taught in reference to the principals of Art and Design. Disciplinary knowledge also refers to contextual studies of specific artists and artworks and the language of art in which we use to analyse and discuss Art and Design. Disciplinary knowledge is broken down into components which culminate together to create a composite outcome.

Procedural knowledge

Procedural knowledge is the understanding of how art is made. It is its journey from research, to ideas, to practise, making, presenting and evaluating. Procedural knowledge teaches children how to approach the learning of art and design and the stages they much go through in order to create an effective and informed creative artwork. Procedural knowledge is represented by the stages of 'visual literacy', 'generating ideas', 'create' and 'present.

Vocabulary				
	Drawing	Painting/Printing	Sculpture/Collage/Photography	Artists knowledge/sketchbooks
EYFS	• line • thick • thin • wavy • straight • pencil finger • stick • chalk • felt tip	• mark making tools • sponges • brushes • line • colour • texture • shape • size	<u>Collage</u> • cut • tear • paper • card • collage • gather • sort • materials <u>Sculpture</u> • cut • roll • texture • tools • shape	• artist • colour • pattern • like • dislike
Year 1	• painting • drawing • feelings • pencil • crayon • chalk • felt-tip • thickness • thin • line • grade	<u>Painting</u> • painting • primary • secondary • thick • thin • brush • see • colour • tint • tones <u>Printing</u> • repeating • pattern • print • sponge • paper • textile		• opinion • artist • ask • questions • piece of art • describe

		• texture • design • printing block		
Year 2	• drawing • feelings • pencil • crayon • thick • thin • line • grade • charcoal • pastel • view • tone • light • dark • pattern • texture		<u>Sculpture</u> • cut • roll • coil • texture • tools • shape • clay • join • line <u>Collage</u> • cut • tear • paper • card • collage • gather • sort • materials • create • repeated pattern	• artist • colour • pattern • shape • create • natural • man-made • demonstrate • ideas • set out • annotation • notes • changed ideas
Year 3	• expression • facial • shade • tone • texture • sketch	<u>Painting</u> • background • wash • range • brushes • different effects • predict • accuracy • colours • mix • primary • secondary	<u>Collage</u> • cut • accurate • overlap • material • experiment • colours • mosaic • montage	• techniques • artists • compare • different cultures • recognise • historical periods • understand viewpoints • feeling • express • describe • likes • dislikes

		• colour wheel		• make notes • techniques used • suggest improvements
Year 4	• facial expression • body language • sketch • marks • lines • texture • tone • shape • colour • represent • figures • forms • movement • reflection • materials	<u>Printing</u> • print • different • materials • colours • accurate • design • printing block • colour print	<u>Sculpture</u> • add to • create • texture • shape • life size • material • sculpt • soap • mouldable • material • experiment • processes	• experiment • styles • artists • explain • features • historical period • specific techniques • different texture • express feelings • likes • dislikes • adapt • improve • original • purpose
Year 5	• shade • create • mood • feeling • line • marks • texture • tone • shape • figures • forms • movement • express emotion •reflections • materials • media • create • impact • pencils • grades		<u>Collage</u> • combine • visual • tactile • qualities • express mood/emotion • pattern • tone • shape <u>Photography</u> • view finder • zoom • image • edit • colour • aspect • tone • subject	• artist • replicate • style • learn • observe • galleries • sources of information • research • keep notes • develop • compare • discuss

	• charcoal • pastels • observation • sketch • sense of self • accuracy • imagination • combine tools			
Year 6		<u>Painting</u> •shading •create • mood • feeling • express emotion • organise • line • tone • shape • represent • figures • forms • movement • wide range techniques • own style • specific • paint techniques <u>Printing</u> • print • accurate • design criteria • colours • different materials • overprint • create • patterns • method • effectiveness of printing	<u>Sculpture</u> • experiment • combine • materials • processes • design • 3D form • sculpt • clay • mouldable materials • create • models • range of scales • open to interpretation • audience	• influence • artist • understand • abstract • message • convey • Technical • style • record • qualities • explain • feedback • amendments • improvements • detailed notes • annotations • quotes • compare methods • combine graphics/text • commercial design • layout • adapt • refine • meaning