

Early Years Foundation Stage

	Early Years Foundation Stage	
	Nursery	Reception
Artists & Artworks (Evaluation & Analysis)	<ul style="list-style-type: none"> Identify colours, objects and shapes in the artwork. Discuss their own artwork using simple language. Say whether or not they like an artwork. 	<ul style="list-style-type: none"> Look at and discuss different artworks using simple sentences, expressing a simple opinion about an artwork. Discuss their own artwork using simple language.
Drawing	<ul style="list-style-type: none"> Begin to hold a pencil correctly and use it to make marks. Attempt to use other materials to make marks (crayons, felt tips, etc) Draw shapes that are beginning to be recognisable and appropriate e.g. a circle for a face. 	<ul style="list-style-type: none"> Hold a pencil correctly and use it to make marks. Use other materials to make marks (crayons, felt tips, etc) Represent their ideas and feelings through art. Draw shapes that are recognisable and appropriate e.g. a circle for a face.
Painting	<ul style="list-style-type: none"> Use a brush or other tool to make marks with paint. Use large muscle movement to paint and make marks Explore colour and colour mixing. 	<ul style="list-style-type: none"> Use a brush or other tool to make marks with paint. Paint simple shapes and images that can be recognised or explained by the child. Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Printing	<ul style="list-style-type: none"> Use pre-made stamps & found objects to explore printmaking. Notice and continue simple patterns (ABAB). 	<ul style="list-style-type: none"> Use pre-made stamps & found objects to explore printmaking. Continue, copy and create repeating patterns.
Sculpture & collage	<ul style="list-style-type: none"> Use rollers, cutters and their hands to begin to mould soft materials, such as play dough. Start to use scissors appropriately to cut into materials. Experiment with different ways of joining, (glue/tape), even if not always successful. 	<ul style="list-style-type: none"> Use rollers, cutters and their hands to mould soft materials, such as play dough. Use scissors with increasing control to cut into materials. Use glue and tape to fix objects together, even if not always successful. Use mixed media to create simple 3-D sculptures.

Key Stage 1		
	Year 1	Year 2
Artists & Artworks (Evaluation & Analysis)	<ul style="list-style-type: none"> Look at and discuss a range of artworks by artists, crafts people and designers across time, expressing a simple opinion about an artwork (no explanation). Notice details and familiar objects/ shapes / colours in an artwork. Make simple comparisons between artists and artworks. Start to ask their own questions about an artwork. Describe and discuss their own artworks 	<ul style="list-style-type: none"> Look at and discuss a range of artworks by artists, crafts people and designers across time, expressing a simple opinion about an artwork (no explanation). Notice details and familiar objects/ shapes / colours in an artwork including light and dark. Make some links between their work and an artwork. Begin to comment on how an artist/designer has used colour, pattern and shape. Describe and discuss their own artworks, noting key details.
Drawing	<ul style="list-style-type: none"> Hold a pencil appropriately, making a range of marks and lines with a pencil and different materials. Use coloured pencils and wax crayons to draw. Make simple observational drawings. Draw to express emotion using mark making (e.g. angry, happy). Record their work. 	<ul style="list-style-type: none"> Hold a pencil appropriately, making a range of marks and lines with a pencil and different materials, with control and awareness, using appropriate vocabulary to describe them. Use charcoal, coloured pencils and wax crayons to draw. Make simple observational drawings. Record their work.
Painting	<ul style="list-style-type: none"> Use different sized paintbrushes appropriately to make a range of marks with paint. Mix primary colours to make secondary colours. Use poster paints and watercolours on traditional surfaces. Explore how colour can portray mood and emotion. Use resist techniques (e.g. wax crayons & wash). 	<ul style="list-style-type: none"> Use different sized paintbrushes appropriately with increasing control to make a range of marks with paint. Use watercolours on traditional surfaces. Paint from observation and imagination. Use simple IT programmes to explore digital painting.
Printing	<ul style="list-style-type: none"> Print using pressing and rolling, using everyday objects, chosen to create a desired effect. Notice more complex patterns in nature and artworks, using this to create their own (AAB, AAB). 	<ul style="list-style-type: none"> Print using pressing, rolling, rubbing and stamping using everyday objects, chosen to create a desired effect. Notice more complex patterns in nature and artworks, using this to create their own (AAB, AAB, ABC, ABC).
Sculpture & collage	<ul style="list-style-type: none"> Mould play dough or other soft materials, making round and flat shapes. Use scissors and different fixing methods when creating 3-D objects. 	<ul style="list-style-type: none"> Mould play dough or other soft materials, making round and flat shapes and adding texture. Use appropriate materials to create a desired texture. Use mixed media (junk/objects) to create 3-D sculptures that can be recognised within the theme.

Lower Key Stage 2

	Lower Key Stage 2	
	Year 3	Year 4
Artists & Artworks (Evaluation & Analysis)	<ul style="list-style-type: none"> Continue to develop their knowledge of artists and artworks, expressing an opinion about an artwork. Make comparisons with increasing confidence between artists and artworks. Make links between their work and the work of more than one artist. Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) Ask their own questions about Artworks. Describe and discuss their own artworks. 	<ul style="list-style-type: none"> Continue to develop their knowledge of artists and artworks, expressing an opinion about an artwork, giving simple reasons why. Make comparisons with increasing confidence between artists and artworks, using the language of the formal elements studied. Make links between their work and the work of more than one artist. Recognise when and where an artwork was created (timeline and map). Ask their own questions about artworks, developing them and sharing in class discussion. Describe and discuss their own artworks, explaining choices with appropriate vocabulary.
Drawing	<ul style="list-style-type: none"> Hold a pencil and make marks with confidence. Use sketching strokes to draw and add texture. Use felt tips and oil pastels to add colour to their drawings. Shade to show dimension using a range of pencil grades. Make more detailed observational drawings. Record their work and add it to their sketchbook. Use sketchbooks to practise techniques and skills. 	<ul style="list-style-type: none"> Hold a pencil and make marks with control. Use sketching strokes to draw and add texture, movement and depth. Use felt tips, chalk pastels and oil pastels to add colour to their drawings. Shade, blend and add highlights to show dimension using a range of pencil grades. Consider the placement and composition when drawing. Make more detailed observational drawings, beginning to capture facial expression. Record their work and add it to their sketchbook, annotating with simple analysis and evaluation. Use sketchbooks to practise techniques and skills.
Painting	<ul style="list-style-type: none"> Use different brushes and marks to gain a desired effect (e.g. large brush for large area). Mix with purpose and accuracy an increasing range of colours from primary and secondary colours. Use poster paints and watercolours with confidence to blend. Use more resist techniques (e.g. tape and ink). 	<ul style="list-style-type: none"> Mix shades and tints. Begin to be able to match colours effectively to portray their subject or mimic an artist. Use poster paints and watercolours with confidence to blend, wash, and create a range of effects. Use cold and warm colours. Use a range of IT programmes to explore digital painting.
Printing	<ul style="list-style-type: none"> Create simple mono prints (marbling, shaving foam, drawing on plastic/acetate). Find and copy complex patterns from nature and architecture. 	<ul style="list-style-type: none"> Make and use simple stencils to print (e.g. using card or paper) using 2 colours. Find and copy complex patterns from nature and architecture.

St Gregory's Catholic Academy - Art and Design Progression



Sculpture & collage

- Mould, carve and cut clay or other soft materials using appropriate tools.
 - Build texture and shape using collage to create relief.
 - Use a range of techniques to attach and fix shapes together.
- Mould, carve and cut clay or other soft materials using appropriate tools.
 - Build 3-dimensional shapes from 2-dimensional materials (e.g. papier mache).
 - Use collage (eg. mosaic) to create images, patterns and backgrounds.

	Upper Key Stage 2	
	Year 5	Year 6
Artists & Artworks (Evaluation & Analysis)	<ul style="list-style-type: none"> • Can discuss a range of key artists and artworks with increasing confidence, expressing an opinion about an artwork. • Make clear links between their work and the work of others. • Explain how key artworks contributed to cultural development or historical events. • Use a question matrix to develop an increasingly complex range of questions about the artworks they study. • Describe and discuss with confidence their own artworks. 	<ul style="list-style-type: none"> • Can discuss a range of key artists and artworks with increasing confidence, expressing an opinion about an artwork, support with reasons. • Compare multiple artworks and recognise patterns and key concepts between art movements. • Make clear links between their work and the work of others, noting specific influences and techniques. • Explain how key artworks contributed to cultural development or historical events. • Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) and comparing with other artworks. • Describe and discuss with confidence their own artworks, justifying their choices with appropriate vocabulary.
Drawing	<ul style="list-style-type: none"> • Draw with precision. • Select an appropriate drawing media showing some awareness of purpose (e.g. pencil, chalk pastel). • Use appropriate software to draw and design digitally. • Create texture using a single medium. • Shade, blend and add highlights to describe light and dark. • Make increasingly accurate observational drawings. • Draw human bodies, showing movement. • Record their work and add it to a sketchbook, annotating with analysis and evaluation. 	<ul style="list-style-type: none"> • Draw with precision and control. • Select an appropriate drawing media, which is fit for purpose (e.g. pencil, chalk pastel). • Use appropriate software to draw and design digitally. • Shade, blend and add highlights to describe light and dark, contrast and shadow. • Make increasingly accurate observational drawings, using formal elements. • Explore and begin to understand perspective. • Draw human bodies, showing movement and emotion. • Record their work and add it to a sketchbook, annotating with detailed analysis and evaluation, using it to demonstrate their development of key skills.
Painting	<ul style="list-style-type: none"> • Choose the appropriate medium and tools to paint for purpose (e.g. watercolour for washes and a soft brush, palette knives for texture, sponges for mottled effect). • Mix with increasing purpose and accuracy a wide range of colours. • Use a wider range of paints, such as acrylic to layer, build texture and re-work ideas. • Use resist techniques (e.g. batik, silk painting, masking fluid and paint). 	<ul style="list-style-type: none"> • Choose the appropriate medium and tools to paint for purpose (e.g. watercolour for washes and a soft brush, palette knives for texture, sponges for mottled effect). • Increasingly confident with matching colours effectively to portray their subject or mimic an artist. • Use a wider range of paints, such as acrylic to layer, build texture and re-work ideas.

		<ul style="list-style-type: none"> • Paint on non-conventional surfaces. • Use mixed media to make collages including paint. • Explore the use of a limited colour palette and the effect of this.
Printing	<ul style="list-style-type: none"> • Create relief prints (e.g. Lino, polystyrene or collagraph print) • Print onto a range of materials to explore texture and layers. • Use colour and print to create simple non-repeating patterns. 	<ul style="list-style-type: none"> • Make increasingly complex stencils (e.g. screen printing) and use them to print in multiple layers and colours. • Print onto a range of materials to explore texture and layers. • Use colour and print to create simple repeating and non-repeating patterns (eg wallpaper)
Sculpture & collage	<ul style="list-style-type: none"> • Sculpt clay and other materials with precision. • Combine techniques and materials to create sculptures (e.g. wire or Modroc). • Work on a large scale, ensuring their work is balanced and secure. • Build texture and shape using a wide range of collage materials to create a desired effect. 	<ul style="list-style-type: none"> • Sculpt clay and other materials with precision, including joining clay parts. • Combine techniques and materials to create sculptures (e.g. wire or Modroc). • Work on a small scale with precision. • Build texture and shape using a wide range of collage materials to create a desired effect.