

Art and Design Progression



This document builds on the Lancashire Key Learning for Art and Design by introducing suggested Year Group Expectations within each of the separate areas of media that children should work with across Early Years and the Primary phase.

It exemplifies progression in the eight areas covered.

Schools should aim to cover up to 3 different media types each year, and ensure wide coverage of media across each age phase (EYFS/KS1, LKS2 and UKS2). Therefore, the expectations within any given year group should be considered alongside those of the adjacent year group in the same age phase.

This resource is based on an original document written by Alison Kirk – Associate Consultant for Art and Design.

Key Stage 1 Art and Design Key Learning

Advised Curriculum Coverage: Maximum 3 media per year with range over the Key Stage

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Exploring Ideas Developing Ideas Evaluating ideas	Drawing	Painting	Printing	Textiles	3-D	Collage	Digital							
Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities Review what they and others have done and say what they think and feel about it Identify what they might change in their current work or develop in future work	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media Lines and Marks Draw lines/marks from observations Draw on different surfaces with a range of media Shape Observe and draw shapes from observations Draw shapes in between objects Invent new shapes Invent new shapes Tone Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes Texture Investigate textures by describing, naming, rubbing, copying	Use a variety of tools and techniques including different brush sizes, sponges and other tools Mix and match colours to objects Work on different scales Experiment with tools and techniques e.g. layering, mixing media, scrapping Name different types of paint and their properties – readymix, watercolour Colour Identify primary and secondary colours by name Mix primary shades and tones Mix secondary colours Texture Create textured paint by adding sand, plaster	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns Colour Experiment with overprinting motifs and colour Texture Make rubbings to collect textures and patterns	Match and sort fabrics and threads for colour, texture, length, size and shape Change threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc. Colour Apply colour with printing, dipping, fabric crayons Texture Create fabrics by weaving materials i.e. grass through twigs	Manipulate malleable materials in a variety of ways including rolling and kneading Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools Form Experiment with constructing and joining recycled, natural and man- made materials Use simple 2-D shapes to create a 3-D form Texture Change the surface of a malleable material e.g. build a textured tile	Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g. colour, texture Fold, crumple, tear and overlap papers Work on different scales Colour Collect, sort, name, match colours appropriate for an image Shape Create and arrange shapes appropriately Texture Create, select and use textured paper for an image	Explore ideas using digital sources i.e. internet Record visual information using digital cameras Use a simple graphics package to create images and effects with Lines by changing the size of brushes in response to ideas Shapes using eraser, shape and fill tools Colours and Texture using simple filters to manipulate and create images Use basic selection and cropping tools							

Lower Key Stage 2 Art and Design Key Learning

Advised Curriculum Coverage: Maximum 3 media per year with range over Lower Key Stage 2

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Exploring Ideas Developing ideas Evaluating ideas	Drawing	Painting	Printing	Textiles	3-D	Collage	Digital			
Select and record from first hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Annotate work in a journal	Experiment with ways in which surface detail can be added to drawings Use journals to collect and record visual information from different sources Draw for a sustained period of time at an appropriate level Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Experiment with different grades of pencil and other implements to draw different forms and shapes Begin to show an awareness of objects having a third dimension	Experiment with different effects and textures incl. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Colour Mix colours and know which primary colours make secondary colours Use more specific colour language – e.g. names for different blues Mix and use tints and shades	Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining	Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material Use papier mache to create a simple 3-D object	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary	Record and collect visual information using digital equipment Present recorded visual images using software Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision Change the type of brush to an appropriate style Create shapes by making selections to cut, duplicate and repeat Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose			

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Experiment with different grades of pencil and other implements to achieve variations in tone				
Apply tone in a drawing in a simple way				
Create textures with a wide range of drawing implements				
Apply a simple use of pattern and texture in a drawing				

Upper Key Stage 2 Art and Design Key Learning

Advised Curriculum Coverage: Maximum 3 media per year with range over Upper Key Stage 2

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Exploring Ideas Developing ideas Evaluating ideas	Drawing	Painting	Printing	Textiles	3-D	Collage	Digital			
Select and record from first hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different	Work from a variety of sources including observation, photographs and digital images Work in a sustained and independent way to create a detailed drawing Develop close observation skills using a variety of view finders Use a journal to collect and develop ideas Identify artists who have worked in a similar way to their	Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music Colour Mix and match colours to create	Create printing blocks by simplifying an initial journal idea Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints	Use different grades of threads and needles Experiment with batik or felt techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects	Shape, form, model and construct from observation or imagination Use recycled, natural and manmade materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay incl. slabs, coils, slips, etc.	Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc. when designing and making pieces of work Use collage as a means of extending work from initial ideas	Record, collect and store visual information using digital cameras Present recorded visual images using software e.g. Photo Story, PowerPoint Use a graphics package to create and manipulate new images Be able to Import an image (scanned, retrieved, taken) into a graphics package			
compare ideas, methods and approaches in their own and others' work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Annotate work in a journal	own work Lines, marks, tone, form & texture Use dry media to make different marks, lines, patterns and shapes within a drawing Experiment with wet media to make different marks, lines, patterns, textures and shapes Explore colour mixing and blending techniques with coloured pencils	atmosphere and light effects Be able to identify and work with complementary and contrasting colours			Produce intricate patterns and textures in a malleable media		Understand that a digital image is created by layering Create layered images from original ideas			
	Use different techniques for different purposes									

i.e. shading, hatching within their own work			
Start to develop their own style using tonal contrast and mixed media			
Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon			
Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and			
background			

	Exploring and Developing ideas Evaluating and Developing Work								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Represent their own ideas, thoughts and	Record and explore ideas from first hand	Record and explore ideas from first hand	Annotate work in a journal	Annotate work in a journal	Annotate work in a journal	Annotate work in a journal			
feelings through art and	observation of real	observation of real	,	, , , , , , , , , , , , , , , , , , , ,	, , , , , , , , , , , , , , , , , , , ,	,			
design	objects through	objects through	Select and record from	Select and record from	Select and record from	Select and record from			
	drawing, painting and 3-	drawing, painting and 3-	first hand observation,	first hand observation,	first hand observation,	first hand observation,			
Express themselves	D	D	experience and	experience and	experience and	experience and			
effectively	Talk about their ideas	Talk about their ideas	imagination, and explore ideas for	imagination, and explore ideas for	imagination, and explore ideas for	imagination, and explore ideas for			
Use what they have	and makes choices e.g.	and makes choices e.g.	different purposes	different purposes	different purposes with	different purposes with			
learnt about media and	chosen tools, materials	chosen tools, materials	diliciciii purposes	different purposes	increasing control	increasing control			
materials in original	l constant to the first term of the first term o		Question and make	Question and make	l	l			
ways thinking about	Begin to work creatively	Work creatively with a	thoughtful observations	thoughtful observations	Question and make	Question and make			
uses and purposes	with a range of media	range of media and on	about starting points	about starting points	thoughtful observations	thoughtful observations			
F	and on different scales	different scales.	and select ideas to use	and select ideas to use	about starting points	about starting points			
Express and respond to feelings, ideas and	Identify what they might	Identify what they might	in their work	in their work	and select ideas to use in their work	and select ideas to use in their work			
experiences	change in their current	change in their current	Explore the roles and	Explore the roles and	III tileli work	I III tileli work			
Схропопосо	work or develop in	work or develop in	purposes of artists,	purposes of artists,	Explore the roles and	Explore the roles and			
Know about similarities	future work	future work	craftspeople, architects	craftspeople, architects,	purposes of artists,	purposes of artists,			
and differences among			and designers working	and designers working	craftspeople, architects	craftspeople, architects			
materials and types of	Describe what they	Describe what they	in different times and	in different times and	and designers working	and designers working			
art e.g. painting,	think about the work of	think about the work of	cultures	cultures	in different times and	in different times and			
drawing, sculpture, model	an artist or craft-maker.	an artist or craft-maker	Compare ideas,	Compare ideas,	cultures	cultures			
model	Why do they like/dislike it?	and how it can give them ideas	methods and	methods and	Compare ideas,	Compare ideas,			
Understands 'who'.		them ideas	approaches in their own	approaches in their own	methods and	methods and			
'what', 'where' in simple	Develop the language	Develop the language	and others' work and	and others' work and	approaches in their own	approaches in their own			
questions e.g. When	of art - begin to ask	of art - ask questions	say what they think and	say what they think and	and others' work and	and others' work and			
looking at a	questions about a piece	about a piece of art –	feel about them	feel about them	say what they think and	say what they think and			
painting/sculpture	of art – have ideas	have ideas about what	A 1 (1) 1		feel about them with	feel about them with			
Identify what they might	about what it is about,	it is about, identify how it has been made	Adapt their work	Adapt their work	greater insight	greater insight			
Identify what they might change in their current	identify how it has been made.	Compare and state	according to their views and describe how they	according to their views and describe how they	Adapt their work according to their views	Adapt their work according to their views			
work or develop in	made.	preferences and why	might develop it further	might develop it further	and describe how they	and describe how they			
future work	Vocabulary; artist,		ingin do roiop it idiano.	lg uevelepae.	might develop it further.	might develop it further.			
	sculptor, colour,	Review what they and	Compare the work of	Experiment using the	Experiment using the	Experiment using the			
Vocabulary: artist,	pattern, shape, texture	others have done and	different artists	ideas and styles of	ideas and styles of	ideas and styles of			
sculptor, colour,		say what they think and		different artists.	different artists	different artists			
pattern, like, dislike		feel about it	Make links with an	Dovolon further what	Maka linka with an	Maka linka with an			
		Make links with an	artist's work and their own	Develop further what an artist is trying to	Make links with an artist's work and their	Make links with an artist's work and their			
		artist's work and their	OWII	express in their work	own	own			
		own	Additional	S.proco III aron Work					
			Vocabulary: history of	Make links with an	Understand the impact	Understand the impact			
		Vocabulary: artist,	art, periods of art,	artist's work and their	of art on a nation's	of art on a nation's			
		sculptor, textile artist,		own	culture or identity	culture or identity			

	3-D, colour, pattern, shape, texture	methods, portrait, landscape	Additional Vocabulary: history/periods of art, mood, emotion, express/ion,	Additional Vocabulary: develop that language of art in terms of techniques, how techniques or materials enhance an artist's message, interpret/ion, composition, foreground, background	Additional Vocabulary: develop that language of art in terms of techniques, how techniques or materials enhance an artist's message, interpret/ion, composition, foreground, background, perspective
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Drawing All year groups from Years 1 to 6 will use a sketchbook to promote drawing skills

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EYFS	Year 1 Line, Shape, Pattern, Texture	Year 2 Line, Shape, Pattern, Texture	Year 3	Year 4	Year 5	Year 6
representations of events, people and objects Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Look closely at similarities, differences, patterns and change Draw on different scales Experiment with mark making in different materials – sand, mud, soil, flour Draw on different surfaces with a range of media	Begin to explore different mark-making with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Draw lines of different shapes and thickness and select from 2 different grades of pencil Draw on different scales Observe and draw shapes Identify light and dark marks/shapes. Investigate textures by making rubbings Use simple vocabulary for texture e.g. rough, smooth	Experiment with confidence in different mark-making with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Show better control and draw for longer period of time Draw lines of different shapes and thickness and select from 3 different grades of pencil Draw on different scales Explore hatching and cross- hatching Observe and draw shapes with greater detail Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes Investigate textures by describing, rubbing, copying Use vocabulary to compare textures, patterns	Use journals to collect and record ideas and include analysis of materials and artists' methods Experiment with greater control how surface detail can be added to drawings Draw on different scales Draw for a sustained period of time Observe greater detail in portraits. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements. Combine 2 or more in work. Begin to show an awareness of objects having a third dimension Use media to achieve variations in tone and shading	Use journals to refine and alter drawings. Include analysis of materials and artists' methods. Experiment with greater control how surface detail can be added to drawings Draw on different scales Bring more independence to choice of media and subjects in sketchbooks Draw for a sustained period of time. Master detail in portraits, capture an expression or mood. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements Choose and combine media for a desired effect	Use a journal to collect and develop ideas which feed into a main piece of work Journals to include analysis of artists' methods as well as personal interactions with artists' work Work from a variety of sources and continue to be experimental Draw on different scales Be confident to learn from mistakes Work in a sustained and independent way to create a detailed drawing Identify artists who have worked in a similar way and try out their methods Start to develop their own style using tonal contrast and hatching Develop close observation skills using a variety of view finders Continue to improve on observational details	Use a journal to collect and develop ideas which feed into a main piece of work Journals to include analysis of artists' methods as well as personal interactions with artists' work Work from a variety of sources and continue to be experimental Draw on different scales Be confident to learn from mistakes Work in a sustained and independent way to create a detailed drawing Identify artists who have worked in a similar way and try out their methods Start to develop their own style using tonal contrast and hatching. Be able to explain their desired intentions and effects Combine dry and wet media

Create textures with a	Improve the awareness	Begin to develop an	Continue to master
wide range of drawing	of 3-D and proportion in	awareness of	observational details
implements	shapes	composition, scale and	
		proportion in their	Begin to use simple
Apply a simple use of	Use media to achieve	paintings e.g.	perspective in their
pattern and texture in a	improved variations in	foreground, middle	work using a single
drawing	tone and shading	ground and background	focal point and horizon
	Create more detailed	Show an awareness of	Continue to develop an
	textures with a wide	how paintings are	awareness of
	range of drawing	created i.e. composition	composition, scale and
	implements and		proportion in their
	experiment layering		paintings e.g.
	media		foreground, middle
			ground and background
	Apply pattern and		
	texture in a drawing by		Show an awareness of
	layering media e.g.		how paintings are
	pencil, pen and pencil,		created i.e. composition
	charcoal		

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Painting

	Year 1	Year 2				
EYFS	Colour, Texture, Pattern	Colour, Texture, Pattern	Year 3	Year 4	Year 5	Year 6
Explore colour and how	Use a variety of tools	Use a variety of tools	Experiment with	Experiment with	Develop a painting from	Develop a painting from
colour can be changed	and techniques	and techniques	different effects and	different effects and	a drawing	a drawing
	including different brush	including different brush	textures incl. blocking in	textures incl. blocking in		
Explore what happens	sizes and types of paint	sizes and types of paint	colour, washes,	colour, washes,	Use acrylic paint	Use acrylic paint
when colours are mixed			thickened paint creating	thickened paint creating		
	Mix and match colours	Mix and match colours	textural effects	textural effects	Carry out preliminary	Carry out preliminary
Mix colours using red,	to artefacts and objects	to artefacts and objects			studies, trying out	studies, trying out
blue and yellow to		1,47	Work on a range of	Work on a range of	different media and	different media and
make green, purple,	Work on different scales	Work on different	scales e.g. thin brush	scales e.g. thin brush	materials and mixing	materials and mixing
orange, pink and brown	Form a visco a substitute de a la	scales	on small picture etc.	on small picture etc.	appropriate colours	appropriate colours
Give names to colours	Experiment with tools	Expression and with to all	Create different effects	Create different effects	Cus sta ima s sim stive vocalle	Consists incoming atives weards
Experiment with adding	and techniques e.g.	Experiment with tools	•	•	Create imaginative work	Create imaginative work
Experiment with adding materials to paint to	layering, mixing media, scrapping through	and techniques e.g. layering, mixing media,	and textures with paint according to what they	and textures with paint according to what they	from a variety of	from a variety of
create texture	Scrapping unough	scrapping through	need for the task	need for the task	sources e.g. observational drawing,	sources e.g. observational drawing,
Mix different media to	Name different types of		lieed for the task	lieed for the task	themes, poetry, music	themes, poetry, music
create new effects	paint and their	Name different types of	Mix colours and know	Mix colours and know	l trieffies, poetry, music	l trieffies, poetry, music
create new chects	properties	paint and their	which primary colours	which primary colours	Mix and match colours	Mix and match colours
Uses simple tools and	proportion	properties	make secondary	make secondary	to create atmosphere	to create atmosphere
techniques competently	Mix primary shades and	proportion	colours	colours	and light effects	and light effects
	tones and name	Explore primary and				
Children to express		secondary colours on a	Use more specific	Use more specific	Be able to identify and	Be able to identify and
opinions about colours	Mix secondary colours	colour wheel	colour language	colour language	work with	work with
they like and why they	and name				complementary and	complementary and
like them		Add white and black to	Mix and use tints and	Mix and use tints and	contrasting colours	contrasting colours
	Add white and black to	make tones	shades with accuracy	shades to create moods		
Use a range of brush	make tones			and expression		Explain their choices
sizes and work on		Add background	Create washes with			
different coloured,	Create textured paint by	colours with a wash	watercolours for			
sized, shaped papers	adding sand, plaster		backgrounds			
		Create textured paint by				
Create marks with a		adding sand, plaster				
variety of tools –						
fingers, twigs etc.						

Printing

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EYFS	Year 1 Line, Pattern, Shape	Year 2 Line, Pattern, Shape	Year 3	Year 4	Year 5	Year 6
Experiment with printing using hands, feet and fingers Print with a range of hard and soft materials	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Take simple prints i.e.	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Take simple prints i.e.	Create printing blocks using a relief or impressed method e.g. texture from block made with coiled string	Create printing blocks using a relief or impressed method developed from a drawing	Create printing blocks by simplifying an initial journal idea Use relief or impressed method	Create printing blocks by simplifying an initial journal idea Use relief or impressed method
e.g. corks, pen barrels, sponge Roll printing ink over	mono-printing Roll printing ink over found objects to create	mono-printing Roll printing ink over found objects to create	Create repeating patterns with planned translation or rotation	Create repeating patterns with planned translation or rotation	Build up layers of prints for a desired effect	Build up layers of prints for a desired effect
found objects to create patterns e.g. leaves, stones, packaging	patterns e.g. plastic mesh, stencils	patterns e.g. plastic mesh, stencils	Print with two colour overlays	Print with two colour overlays	Work into prints with a range of media e.g. pens, colour pens and	Work into prints with a range of media e.g. pens, colour pens and
Make rubbings to collect textures and patterns	Build repeating patterns and recognise pattern in the environment	Build repeating patterns and recognise pattern in the environment			paints	paints
Recreate texture using wallpaper, string, polystyrene	Create simple printing blocks with press print and plasticine	Create simple printing blocks with press print Design more repetitive				
Use tools competently and appropriately	Make rubbings to collect textures and patterns	patterns Experiment with				
,	Draw patterns on carbon paper	overprinting motifs and colour on carbon paper				

Textiles

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EYFS	Year 1 Texture, Pattern	Year 2 Texture, Pattern	Year 3	Year 4	Year 5	Year 6
Manipulate materials for a planned effect	Match and sort fabrics and threads for colour, texture, length, size and	Match and sort fabrics and threads for colour, texture, length, size and	Use a variety of techniques, e.g. printing, dyeing,	Use a variety of techniques, e.g. printing, dyeing,	Use different grades of threads and needles	Use different grades of threads and needles
Match and sort fabrics and threads to colour, texture, length, size and	shape Change and modify	shape Change and modify	weaving and stitching to create different textural effects	weaving and stitching to create different textural effects	Experiment with batik or felt techniques	Experiment with batik or felt techniques
shape Handle and manipulate	threads and fabrics, knotting, fraying, fringing, pulling threads,	threads and fabrics, knotting, fraying, fringing, pulling threads,	Match the tool to the material	Match the tool to the material	Experiment with a range of media to overlap and layer	Experiment with a range of media to overlap and layer
materials such as threads, cottons, wool, raffia, grass	twisting, plaiting Cut and shape fabric	twisting, plaiting Cut and shape fabric	Develop skills in stitching, cutting and	Develop skills in stitching, cutting and	creating interesting colours and textures and effects	creating interesting colours and textures and effects
Deconstruct cloths and threads	using scissors/snips Apply shapes with glue	using scissors/snips Apply shapes with glue	joining Colour fabrics	joining July Joining July Joining July July July July July July July July		
Safely use and explore a variety of materials,	or by stitching Create fabrics by	or by stitching Apply decoration using		techniques Colour fabrics		
tools and techniques experimenting with colour, design, texture,	weaving materials i.e. grass through twigs	beads, buttons, feathers etc.		Colour labiles		
form and function		Apply colour with printing, dip dyeing, fabric crayons				
		Create fabrics by weaving materials i.e. grass through twigs				

3-D

EYFS	Year 1 Shape and Form	Year 2 Shape and Form	Year 3	Year 4	Year 5	Year 6		
Manipulate materials for	Manipulate malleable	Manipulate malleable	Plan, design and make	Plan, design and make	Shape, form, model and	Shape, form, model and		
a planned effect	materials in a variety of	materials in a variety of	models from	models from	construct from	construct from		
	ways including rolling	ways including rolling	observation or	observation or	observation or	observation or		
Construct with a	and kneading for a	and kneading for a	imagination	imagination	imagination	imagination		
purpose in mind using a	purpose e.g. tile, animal	purpose e.g. tile,						
variety of resources		animal, thumb pot	Join clay adequately	Join clay adequately	Use recycled, natural	Use recycled, natural		
• • • • •	Understand the safety		and construct a simple	and construct a simple	and man-made	and man-made		
Select tools and	and basic care of	Understand the safety	base for extending and	base for extending and	materials to create	materials to create		
techniques needed to	materials and tools	and basic care of	modelling other shapes	modelling other shapes	sculptures	sculptures		
shape, assemble and		materials and tools			DI L	D		
join materials they are	Experiment with	From a wine a set verible	Create surface patterns	Create surface patterns	Plan a sculpture	Plan a sculpture		
using	constructing and joining	Experiment with	and textures in a	and textures in a	through drawing and	through drawing and		
Regin to construct	recycled, natural and man-made materials	constructing and joining	malleable material	malleable material	other preparatory work	other preparatory work		
Begin to construct, stacking blocks	man-made materials	recycled, natural and man-made materials	Use papier mache to	Use papier mache to	Develop skills in using	Develop skills in using		
vertically and	Change the surface of a	man-made materials	create a simple 3-D	create a simple 3-D	clay incl. slabs, coils,	clay incl. slabs, coils,		
horizontally, making	malleable material e.g.	Change the surface of a	object	object	slips, etc.	slips, etc.		
enclosures and creating	build a textured tile	malleable material e.g.	Object		311p3, cto.	311p3, cto.		
spaces		build a textured tile			Produce intricate	Produce intricate		
spaces		bana a toxtarea ine			patterns and textures in	patterns and textures in		
Experiment with		Use simple 2-D shapes			a malleable media	a malleable media		
malleable materials e.g.		to create a						
plasticine, dough, clay,		3-D form			Explain how an artist	Follow and refine their		
mod roc, pipe cleaners					might influence their	own plans		
7					own work	·		
Roll a ball shape and a						Explain how an artist		
sausage shape using						might influence their		
hands, pinch and roll						own work		
coils								
Join simple found forms								
together								

Collage

Advised Curriculum Coverage. Maximum 3 media per year with range over each age phase (ETFS/NST, ENSZ)							
EYFS	Year 1 Texture, Colour	Year 2 Texture, Colour	Year 3	Year 4	Year 5	Year 6	
Manipulates materials for a planned effect	Create images from a variety of media e.g. photocopied material,	Create images from a variety of media e.g. photocopied material,	Experiment with a range of collage techniques such as	Experiment with a range of collage techniques such as	Add collage to a painted, printed or drawn background	Add collage to a painted, printed or drawn background	
Collage a range of fabrics Sort materials according to specific qualities, e.g. warm, cold, shiny, smooth Combine materials to create new effects e.g. string, tissue paper and glue	fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds Collect, sort, match colours appropriate for an image Create and arrange	fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds Collect, sort, match colours appropriate for an image Create and arrange shapes appropriately	tearing, overlapping and layering to create images and represent textures Cut with precision Use collage as a means of collecting ideas and information and building a visual vocabulary	tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary Mix collage with other media	Use a range of media to create collages Use different techniques, colours and textures etc. when designing and making pieces of work Use collage as a means of extending work from	Use a range of media to create collages Use different techniques, colours and textures etc. when designing and making pieces of work Use collage as a means of extending work from	
Fold, crumple and tear papers Explore different methods of attaching materials – glue, tape Experience different types of glue (stick and wet)	shapes appropriately Fold, crumple, tear and overlap papers Work on different scales	Sort and group materials for different purposes e.g. colour, texture Fold, crumple, tear and overlap papers Work on different scales Create select and use textured paper for an image			initial ideas Use ceramic mosaic	initial ideas Use ceramic mosaic Adapt, extend and justify their work	

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
xplore ideas using igital sources i.e. iternet	Explore ideas using digital sources i.e. internet	Explore ideas using digital sources i.e. internet	Record and collect visual information using digital cameras	Record and collect visual information using digital cameras	Record, collect and store visual information using digital cameras	Record, collect and store visual informatic using digital cameras
Record visual information using iPads, iameras Use a simple graphics iackage to create mages and effects by ihanging brush size and colours Vork on different icales – computer and interactive whiteboard	Record visual information using digital cameras, iPads Use a simple graphics package to create images and effects with: Lines by changing the size of brushes in response to ideas Shapes using eraser, shape and fill tools	Record visual information using digital cameras, iPads Use a simple graphics package to create images and effects with: Lines by changing the size of brushes in response to ideas Shapes using eraser, shape and fill tools	Present recorded visual images using software Use a graphics package e.g. BeFunky to create images and effects with; Lines by controlling the brush tool with increased precision Change the type of brush to an appropriate style	Present recorded visual images using software Use a graphics package e.g. BeFunky to create images and effects with; Lines by controlling the brush tool with increased precision Change the type of brush to an appropriate style	Present recorded visual images using software e.g. PowerPoint, Keynote, Brushes Use a graphics package to create and manipulate new images Be able to Import an image (scanned, retrieved, taken) into a graphics package Understand that a	Present recorded visus images using software.g. PowerPoint, Keynote, Brushes Use a graphics package to create and manipulate new image. Be able to Import an image (scanned, retrieved, taken) into a graphics package. Understand that a
us m in	Colours and Texture using simple filters to manipulate and create images Use basic selection and cropping tools	Colours and Texture using simple filters to manipulate and create images Use basic selection and cropping tools	Create shapes by making selections to cut, duplicate and repeat Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose	Create shapes by making selections to cut, duplicate and repeat Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose	digital image is created by layering Create layered images from original ideas	digital image is create by layering Create layered image from original ideas

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