



Art Progression Framework



EYFS	Key Stage 1 National Curriculum		Lower Key Stage 2 National Curriculum		Upper Key Stage 2 National Curriculum	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Early Learning Goal</p> <p><u>EAD: Creating with materials</u> 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.</p> <p><u>PD: Fine motor skills</u> Use a range of small tools, including scissors and paintbrushes. Begin to show accuracy and care when drawing.</p>	<p>Produce creative work, exploring their ideas and recording their experiences: <i>To use a range of materials creatively to design and make products</i></p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design Techniques: <i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p>Evaluate and analyse creative works using the language of art, craft and design: <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p>To know about great artists, craft makers and designers and understand the historical, cultural and development of the art form: <i>About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines and making links to their work</i></p>		<p>Pupils will be taught to develop their techniques including their control and their use of materials with creativity , experimentation and an increasing awareness of different kinds of art, craft and design</p> <p><i>Create sketchbooks to record their observation and for them to review and revisit their ideas</i></p> <p><i>To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials including pencil, charcoal, paint and clay</i></p> <p><i>About great artists, architects and designers in history</i></p>			

Developing Ideas						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Skills to develop: Develop the use of sketchbooks throughout the school to make observations, explore ideas and develop techniques, discuss artwork and artists, collect ideas for colours and materials, etc.						
<ul style="list-style-type: none"> Look and talk about what they have produced, describing simple techniques and media used 	<ul style="list-style-type: none"> Start to record simple media explorations in a sketch book 	<ul style="list-style-type: none"> Use a sketchbook to plan and develop simple ideas Build information on colour mixing, the colour wheel and colour spectrums Collect textures and patterns to inform other work 	<ul style="list-style-type: none"> Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works Identify interesting aspects of objects as a starting point for work Use a sketchbook to express feelings about a subject Make notes in a sketchbook about techniques used by artists Annotate ideas for improving their work through keeping notes in a sketchbook 	<ul style="list-style-type: none"> Use a sketchbook to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Express likes and dislikes through annotations Use a sketchbook to adapt and improve original ideas Keep notes to indicate their intentions/purpose of a piece of work 	<ul style="list-style-type: none"> Use a sketchbook to plan a sculpture through drawing and other preparatory work Use a sketchbook to plan how to join parts of the sculpture Keep notes which consider how a piece of work may be developed further Use sketchbooks to collect and record visual information from different sources as well a planning, trying out ideas, plan colours and collect source material for future works Adapt work as and when necessary and explain why 	<ul style="list-style-type: none"> Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material Annotate work to show techniques, likes, dislikes, suggestions for improvements/changes to be made Use a sketchbook to plan how to join parts of the sculpture

Suggested Artists for Each Strand						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key skills to develop: Take inspiration from the greats (both classic and modern). Look for similarities and differences.						
Drawing: Someone who was famous for self-portraits? Painting: Jackson Pollock 3D: Mackenzie Thorpe (local artist – sculpts people) Printing: Kandinsky	Drawing: Van Gogh, Seurat Painting: Klimt, Marc, Hockney, Kandinsky 3D: Moore Printing: Warhol	Drawing: De Vinci, Cezanne Painting: Pollock, Riley, Monet, Aboriginal Art 3D: Hepworth, Frink Printing: Hiroshige, Escher (wallpaper)	Drawing: Picasso, Hopper Painting: Rothko, O’Keefe, Andy Warhol, other abstract art 3D: Arp, recycled and found objects (link to flip-flop art) Printing: Morris	Drawing: Sargent, Holbein Painting: Hopper, Rembrandt, 3D: Segal, Gabo, Christo Printing: Hokusai, Kunisada	Drawing: Rosetti, Klee, Cassatt Painting: Lowry, Matisse, 3D: Calder (wire), Balla Printing: Bawden	Drawing: Moore, Calder Painting: Rivera, Leach, Magritte, Dali 3D: Nevelson, Kinetic, Andre, Banksy Printing: Rothenstein



Responding to Art						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key skills to develop: Write captions and annotations to respond to their own and their partner’s work, and to the work of artists						
<ul style="list-style-type: none"> Share their creations, explaining the process they have used. (Taken from new ELG) 	<ul style="list-style-type: none"> Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes, e.g. describe a picture created by an artist 	<ul style="list-style-type: none"> Express thoughts and feelings about a piece of art. Reflect and explain the successes and challenges in a piece of art created. Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further, e.g. experiment with a technique that an artist uses 	<ul style="list-style-type: none"> Discuss own and others work, expressing thoughts and feelings and using knowledge and understanding of artists and techniques, e.g. describe the work of notable artists, designers and artisans Respond to art from other cultures and periods of time 	<ul style="list-style-type: none"> Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further, e.g. use some of the ideas of artists studied to create pieces 	<ul style="list-style-type: none"> Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further, e.g. give details (including own sketches) about the style of some notable artists, designers and artisans. Identify artists who have worked in a similar way to their own work 	<ul style="list-style-type: none"> Discuss and review own and others work, expressing thoughts and feelings explaining their views, e.g. show how their work was influential in both society and to other artists. Identify artists who have worked in a similar way to their own work, e.g. create original pieces that show a range of influences and style



Knowledge of Artists						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to talk about art and artists, and how it makes them feel, sharing their opinions and respecting different people’s views.	<ul style="list-style-type: none"> Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work 	<ul style="list-style-type: none"> Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work 	<ul style="list-style-type: none"> Begin to explore the work of a range of great artists, architects and designers in history 	<ul style="list-style-type: none"> Recognise the art of key artists and begin to place them in key movements or historical events Explore a range of great artists, architects and designers in history. Compare the style of different styles and approaches. 	<ul style="list-style-type: none"> Explore a range of great Artists, architects and designers in history.



Drawing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key skills to develop: Use pencil, charcoal, ball point pens, felt tips, chalk, wax crayons, pastels, ICT software.						
<ul style="list-style-type: none"> Enjoy using graphic tools, fingers, hands, chalk, pens and pencils to draw Use and begin to control a range of media Draw on different surfaces and coloured paper Produce lines of different thickness and tone using a pencil Start to produce different patterns and textures from illustrations 	<ul style="list-style-type: none"> Use 2 grades of pencils and pastels to draw lines of different shapes and thickness Uses line to draw an idea from their imagination communicating something about themselves (e.g. favourite pet, meal, a hobby, place to visit) Explore different grades of pencil to create moods in their drawing e.g. use colour to show degrees of sadness – light blue through to dark blue Make patterns with lines e.g. – straight, twisty, thick, thin, wavy Draws free hand from observation – copy from a picture 	<ul style="list-style-type: none"> Use 3 grades of pencils (HB, 8B, 4B) crayons and pastels in their drawings Uses line to draw a person Create different tones with pastels and crayons to create shades of light and dark in a picture Puts patterns and textures in to drawing including dots and cross hatch focusing on precision, i.e. size of dots Draws free hand from observation – copy from a stimulus e.g. a plant 	<ul style="list-style-type: none"> Uses B range of pencils, chalks, crayons, charcoal and felt tips to draw Puts patterns and textures in to drawing using arrange of techniques including cross hatch, pointillism and stippling using different media pens, pencils Draw from observation showing facial expressions Draw from imagination using topic as a stimulus e.g. Imagine what a stone age dwelling would look like from the outside Use observational skills to replicate the image drawn from imagination e.g. copy a stone age dwelling image Critically evaluate and suggest improvements to their work, e.g. compare the image drawn from imagination to the replica When drawing from memory or imagination write an explanation of their sketch in notes 	<ul style="list-style-type: none"> Uses H range of pencils, chalks, crayons, charcoal and felt tips to draw Identifies and draws simple objects and uses marks and lines to produce obvious texture, e.g. draw an orange using techniques such as stippling to show dimpled texture of the skin Show facial expressions and body language in their sketches When drawing from memory, imagination or observation, use different media to create tone to show light and dark contrasts Draw from observation focusing on shapes and proportion In writing, explain the thought processes behind the purpose of each piece e.g. linked to design, techniques or media choice. 	<ul style="list-style-type: none"> Use the range of pencils B-H chalks, crayons, charcoal and felt tips to draw Draws objects using marks and lines to show texture and mood, e.g. showing rough textures through cross hatching, transparency through straight, diagonal lines, damage/scuff marks using shading in corners/around edges Graduate tone and shade purposely – merging one tone with another – to avoid creating ‘block effect’ Organise line, tone, shape and colour to represent figures and forms in movement, considering the position of limbs and facial expression in relation to the context e.g. drawing Vikings in mid-battle – figures would indicate clearly the movements being made When drawing from memory, imagination or observation, focus on shapes, proportion and shading to ensure drawings are life-like or appropriately scaled Draw familiar objects from a different viewpoints showing reflections and shadows (link to Science) When creating an observational drawing, scale and detail of the object is reflected, e.g. observational drawing of an insect shows the correct proportion of limbs, and detail of marks on the body and textures are shown using shading techniques Explain why they have chosen specific materials to draw with and their thought processes behind choices made within each piece 	<ul style="list-style-type: none"> Choose from the range of pencils B-H, chalks, crayons, charcoal and felt tips to draw and explain why they have chosen specific drawing techniques, e.g. I have chosen to crosshatch here to represent the texture of the hessian of my basket Explore space and perspective through – observation of scale, foreground, middle ground an background, vanishing points e.g. when drawing a street view of buildings, there is clear definition between foreground and background (represented through shading – darker areas show distance) and houses are positioned in relation to the vanishing point When inventing, planning and modifying their drawings, explain why they have chosen to combine different tools and media Explore and create optical illusions



Art Progression Framework – Painting



	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key skills to develop: Include a variety of colour techniques, including: painting, ink, dye, pencils, crayons, pastels Apply colour in different ways (i.e. Brushes, sponges, straws, etc). Use different surfaces as well as paper (e.g. fabric)						
<ul style="list-style-type: none"> Enjoy using a variety of tools including different sized brushes, sponges, fingers and twigs Match colours to those seen in objects, painting the library bus red Explore working with paint on different surfaces and in different ways, e.g. coloured, sized and shaped paper 	<ul style="list-style-type: none"> Use a brush correctly, holding and gripping it, to control a paint brush and create a picture or pattern Knows and can name the primary (red, blue, yellow) and secondary colours (green, purple and orange) Knows which colours to mix and mixes these to create all secondary colours Mix their own brown paint (can be made by mixing a combination of darker colours) 	<ul style="list-style-type: none"> Have an awareness of the colour wheel: contrasting and complimentary colours and know why they are called contrasting and complimentary colours Create a background using a water-colour wash understanding that adding water will give a 'wash' colour and this can be lightened or darkened Using a range of brush sizes to create a desired effect, e.g. on a picture of a clown, children know to use a thicker brush for painting larger spaces such as the body but a smaller brush would be needed to paint the finer details such as facial features Creates moods in their painting using colour e.g. blue for sad, red for angry and label the mood on their painting Explore colour mixing - mix and match colours and predict outcomes 	<ul style="list-style-type: none"> Knows and uses the colour wheel to create painting with desired outcomes, e.g. contrasting colours to create bold, bright and more abstract pieces or using complimentary colours for softer, calmer tones and to focus on blending colour Mixes and is confident when combing primary colours with black and white to create darker and lighter shades of colour Explore some of the tools that can be used to spread paint, e.g. brushes, sponges, straws, old rulers and toothbrushes and understand that textures can be created from this Explore how the texture of paint can be manipulated by adding sand, glue and water and reasons why this may be appropriate e.g. sand will make the paint more durable due to the rougher surface Uses colour to express more abstract moods and emotions, e.g. anxiousness, confusion, surprise Explore how colour is used by famous artists 	<ul style="list-style-type: none"> Revise knowledge of primary and secondary colours, before mixing with black and white to change their tones e.g. creating a colour strip for all primary and secondary colours in a range of shades Uses a range of tools to spread paint (brushes, sponges, straws, old rulers and toothbrushes) and a range of materials (sand, small amount of PVA glue and water) to create specific textures for a purpose e.g. adding sand to paint bricks within a landscape picture Create a painting to reflect a specific mood, drawing upon their knowledge of colours, tones and shapes e.g. a drooping flower to represent sadness Manipulates texture, colour and style of paint to recreate a piece in the style of famous artists 	<ul style="list-style-type: none"> Know the term tertiary colours and experiment mixing primary and secondary colours to make these Revise and refine using tools to spread paint (brushes, sponges, straws, old rulers and toothbrushes) and a range of materials (varying amounts of PVA glue and sawdust) to create specific textures for a purpose e.g. adding sawdust to texture the bark of a tree Create a wash background with more than one colour focusing on either complimentary or contrasting colours Explore marbling firstly in a paint pot (created by not fully mixing two colours together) and then on paper by pouring from the pot Explore brush techniques and the effect they give: <ul style="list-style-type: none"> painting gently with the side of the brush to create a smooth, thick line painting with the tip of the brush to create a more defined thinner line 	<ul style="list-style-type: none"> Revise knowledge of primary, secondary, tertiary and contrasting and complimentary colours Practise creating a range of neutral shades e.g. mixing black and white to mix different shades of grey Using a tonal contrast within a painting e.g. dark colour next to a light colour or dark and light shades of the same colour Apply paint to different surfaces, e.g. paper, cardboard, canvas, to create a final piece Use different materials to apply paint making choices to create artistic individualism, e.g. stippling, combing and blobbing to be used to create different effects and using range of brush techniques: side of the brush, end of the brush, different sizes and shapes to practise control to gain desired outcome Use music and poetry as a stimulus to painting Using knowledge of techniques, colours, tones and mood, paint in the style of famous artists



Print Making						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key skills to develop: Use a variety of tools, brushes, found materials, natural and made objects, fruit/veg, wooden blocks with string patterns attached, sponges, cotton buds, clay, card, press print, lino, string and fingers.						
<ul style="list-style-type: none"> Enjoys taking rubbings: leaf, brick, coin, Creates simple pictures by printing from objects Uses a stencil to create a picture 	<ul style="list-style-type: none"> Creates basic prints with their hands and fingers using a range of colours and pressures Print a repeating pattern using two or more shapes Make prints using random objects they discover e.g. a stick or a block Create a picture or pattern by printing with two shapes and colours 	<ul style="list-style-type: none"> Design their own printing block e.g. use a vegetable such as a potato to cut the shape Make their own printing block, informed by their design Create a press print which is neat and clearly shows the intended pattern Experiment with overprinting motifs and colour 	<ul style="list-style-type: none"> Print with their hands and fingers focusing on precision and making sure that sizes are consistent, e.g. understanding that a firm print may leave excess paint round the edge and not enough paint may lead to uneven coverage Explore printing techniques, e.g. the edge of a ruler, sponges or junk materials Make a simple printing block e.g. glued string onto card Experiment with textures e.g. adding washing up liquid or glue to the paints Print a pattern: repeating, random or organised 	<ul style="list-style-type: none"> Make a block print using wood and string Create a monotype print by tracing a picture (with pencil, pen or paint) and pressing onto another surface. Understand that the images created will become less clear or similar to the initial print the more they are used Use fruit and vegetables to create a more complex print e.g. a star, a hexagon, a series of shapes together Print to create a repeating pattern as their background for a collage 	<ul style="list-style-type: none"> Make a block print using wood and string. Create their own design with at least three turns of the string Make a simple stencil using cardboard Print with junk and materials that have been found e.g. leaves, sticks, flowers Explore printing in everyday items e.g. carrier bags. Can they make a repeating pattern? Produce a repeating pattern to be used on wrapping paper 	<ul style="list-style-type: none"> Create a screen print Look at printing styles from different cultures and compare similarities and differences Print with string, polystyrene, leaves, sponges and fruit focussing on precision, accuracy and choice of colours for a repeating pattern Prints onto fabric Create a string print, using a block of wood and string. Can they make it join? Design prints for a purpose e.g. a book cover or wall paper



3D Work						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key skills to develop: use rigid and malleable materials (e.g. clay, dough, boxes, wire, newspaper, sculpture, mod roc, rolled up paper straws, card, junk) to create sculptures and other 3D pieces of work						
<ul style="list-style-type: none"> • Can impress when working with a variety of malleable media such as clay, salt dough and play doh • Cuts clay/play doh/salt dough in half using scissors • Builds a construction using recycled, natural or man-made materials 	<ul style="list-style-type: none"> • Textures clay with fingers and tools e.g. creating holes, finger prints and a smooth surface • Makes clays models by squeezing and pinching e.g. create a cuboid, a sphere and a small cylinder • Explore how wire can be manipulated by bending and twisting to create different shapes 	<ul style="list-style-type: none"> • Shape the clay appropriately to make a clay pot using their hands • Add patterns and detail to their clay work to create texture and shapes using tools • Manipulates a range of materials to makes 3D structures e.g. twisting and scrunching paper, pressing and tearing tin foil and sculpting mod roc with their hands 	<ul style="list-style-type: none"> • Use clay, mod rock and plasticine to make a simple vessel (bowl, plate or cup) and compare between materials. Which is easier? • Begin to explore how modelling materials can be combined to create an artefacts • Explore different methods of combining junk materials to create a sturdy structure • Make a 2D mask, headdress, helmet using paper or card • Make a simple puppet using paper or card and split pins (could be linked to textiles) 	<ul style="list-style-type: none"> • Use clay, mod rock and plasticine to make a simple vessel (bowl, plate or cup) and compare between materials. Which is easier? • Recreate a 2D image in 3D using plasticine e.g. a character from a story using their understanding of manipulating and combining modelling materials • Manipulate mod rock or papier mache to create a model using a balloon as a former 	<ul style="list-style-type: none"> • Use modelling materials and tools of their choice to make a detailed product e.g. a Greek pot • Recreate 2D images in 3D e.g. a character from a story, focussing on capturing body language e.g. a Viking in battle • Manipulate paper e.g. curled, rolled, pleated to create a 3D headdress or costume • Create a model using a wire as a former to support a mod roc or papier mache model 	<ul style="list-style-type: none"> • Recreate a 3D model from a 2D picture of their choice, choosing an appropriate medium e.g. powerful women • Create a sculpture and link sculptures to local history • Using their skills of manipulation and combining different materials together, create an artefact from the past using the material of their choice • Use papier mache or mod roc to sculpt e.g. create a Shakespearian mask



Textiles and Textures						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key skills to develop: Include collage, weaving, sewing, textiles, threads.						
Use a variety of media (e.g. collage, weaving, sewing, textiles and threads) and different textures (e.g. fabric, tissue paper, crepe paper)						
<ul style="list-style-type: none"> • Uses appropriate language to describe colours, media, equipment and materials • Plays with and uses a variety of textiles and fabric • Decorates a piece of fabric 	<ul style="list-style-type: none"> • Handles and manipulates materials such as threads, cottons and wool. Knows some of the uses of these materials • Sorts, collects and pulls apart cloths and threads • Cut and tear simple patterns from paper and card for their collages taking care with precision and scissor control e.g. square, triangle • Gather and sort the materials they need 	<ul style="list-style-type: none"> • Weaves paper of two contrasting colours • Plaits with wool and string • Cuts patterns out of paper taking care with precision and scissor control e.g. circles, pentagons 	<ul style="list-style-type: none"> • Weave with paper of one colour focussing on closing gaps and keeping lines parallel and perpendicular to one another • Explore wool wrapping around cardboard using different colours for effect • Create a book mark using a simple cross stitch • Use different materials to create a collage 	<ul style="list-style-type: none"> • Weave using wool • Sew using the basting stitch and the whip stitch • Use wool to finger knit • Create a collage using different materials. Explore why some materials are more appropriate than others for a range of purposes 	<ul style="list-style-type: none"> • Weave with wool on a large frame • Explore and experiment with straight stitches and back stitches and explain their differences • Sew a simple picture choosing at least one type of stitch to use 	<ul style="list-style-type: none"> • Using the natural environment as a stimulus, create a collage • Create a 3D collage using a variety of materials such as buttons, cloth, fur • Revisit sewing and stitching techniques taught in Y4 and Y5. Use at least two of these stitches to create a picture of their choice • Use a variety of stitches, deliberately selecting these based on their understanding of their different uses



Art Through Technology						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key skills to develop: Use and implement digital art such as graphic drawing programs and photography.						
<ul style="list-style-type: none"> • Take a self-portrait or a photograph. • Use a simple computer paint program to create a picture 	<ul style="list-style-type: none"> • Take a self-portrait or a photograph. • Use a simple computer paint program to create a picture 	<ul style="list-style-type: none"> • Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it 	<ul style="list-style-type: none"> • Use printed images taken with a digital camera and combine them with other media to create a piece of artwork • Use IT programs to create a piece of work that includes their own work and that of others (from the internet) • Take photographs and explain their vision 	<ul style="list-style-type: none"> • Create a piece of artwork which includes integrating a digital image they have taken • Take a photo from an unusual or thought-provoking viewpoint 	<ul style="list-style-type: none"> • Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning. • Compose a photo with thought for textural qualities, light and shade 	<ul style="list-style-type: none"> • Have opportunity to explore modern and traditional artists using ICT and other resources. • Combine a selection of images using digital technology considering colour, size and rotation.