Art and Design Progression

	Generating Ideas	Evaluating and Analysing	Sketchbooks	Knowledge of Artists	Drawing	Painting	Collage	Sculpture	Printing
Nursery	• 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. • Show different emotions in their drawings – happiness, sadness, fear, etc.								
Reception	• 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								
Year 1	• Explore their own ideas using a range of media.	• Describe and compare features of their own and other's art work.	• Use sketchbooks to explore ideas in an open-ended way.	• Express an opinion on the work of famous, notable artists and designers *(Pablo Picasso & Georgia O'Keefe).* • Use inspiration from famous, notable artists to create their own work *(Pablo Picasso & Georgia O'Keefe).*	• Draw lines of varying thickness; • Use lines to demonstrate pattern and texture; • Draw from direct observation; • Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, drawings, line, bold, tone, size and space.	• Name the primary and secondary colours; • Experiment with different brushes, brush strokes and other painting tools; • Mix primary colours to make secondary colours; • Use key vocabulary to demonstrate knowledge and understanding of this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstrokes.		.	• Copy an original print; • Use a variety of materials; • Demonstrate a range of techniques, e.g. rolling, pressing, stamping; • Use key vocabulary to demonstrate knowledge and understanding of this strand: colour, shape, printing, printmaking, objects collography, texture.

Year 2								
	• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	• Explain their ideas and opinions about their own and other's art work, giving reasons. • Begin to talk about how they could improve their own work.	• Experiment in sketchbooks, using drawing to record ideas. • Use sketchbooks to help make decisions about what to try out next.	• Describe the work of famous, notable artists and designers *(Roger Hargreaves, Paul Klee & Yayoi Kusama).* • Use inspiration from famous, notable artists to create their own work and compare *(Roger Hargreaves, Paul Klee & Yayoi Kusama).*	• Use different materials to draw, for example oil pastels and felt tips; • Draw from direct observation and imagination; • Move towards solid infilling with colour pencils/felt tips. • Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, drawings, line, bold, size, landscape, cityscape, building and space.		• Sort and arrange materials; • Use key vocabulary to demonstrate knowledge and understanding of this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.	• Use a variety of natural, recycled and manufactured materials for sculpting e.g. clay, straw, card; • Use a variety of techniques e.g. rolling, cutting and pinching; • Shape and form from direct observation or imagination; • Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work of art, 3D, sculptor, carving, installation, shapes, and materials.	.

Year 3									
	• Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	• Confidently explain their ideas and opinions about their own and other's art work, giving reasons. • Use sketchbooks as part of the problem-solving process and make changes to improve their work.	• Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	• Reflect upon their work inspired by a famous artist and the development of their art skills *(Leonardo Da Vinci, Nick Rowland, Prehistoric artists).* • Express an opinion on the work of famous notable artists and refer to technique and effect *(Leonardo Da Vinci, Nick Rowland, Prehistoric artists).*	• Experiment with showing line and texture with one pencil; • Use different materials to draw e.g. charcoal. • Show an awareness of space when drawing; • Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, tonal, hatching, cross-hatching, stippling, contouring, fresco and outline.	• Use paint and other materials to build up thicker layers and paint detail. • Use varied brush techniques to create shapes, textures, patterns and lines; • Mix colours effectively with increasing accuracy using the correct language e.g. tint, shade, primary and secondary; • Use key vocabulary to demonstrate knowledge and understanding of this strand: colour, foreground, background, abstract, warm, blend, mix, line, tone, tint.			Create and arrange a composition using printing techniques; Make prints with precision and use of overlapping; Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape.

Year 4									
• Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	• Build a more complex vocabulary when discussing their own and others' art. • Evaluate their work more regularly and independently during the planning and making process.	• Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	• Give detailed observations about notable artists' work. • Offer facts about artists' lives and how it might relate to their work *(Romare Bearden, Hans Holbein, and Anthony Gormley).* • Express an opinion on the work of famous notable artists and refer to technique, effect and meaning *(Romare Bearden, Hans Holbein, and Anthony Gormley).*	• Use shading techniques to create texture, light and dark tones using a variety of pencils (including coloured pencils); • Show an increasing awareness of space when drawing; • Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, circulation, shadow, line, pattern, cross-hatching, texture, form, shape, tone, tonal.	Romare Beardon (textiles unit): • Experiment with colours to portray a mood; • Use key vocabulary to demonstrate knowledge and understanding of this strand: mood, line, shape, colour.	• Select colours to create effect, giving reasons for their choices; • Refine work as they go to ensure precision; • Use a range of mixed media; • Add collage to a painted background; • Use key vocabulary to demonstrate knowledge and understanding of this strand: texture, shape, form, pattern, composition.	• Cut, make and combine shapes to create recognisable forms; • Use malleable materials and practise joining techniques; • Add materials to the sculpture to create detail; • Use key vocabulary to demonstrate knowledge and understanding of this strand: papier-mache, installation, sculpture, malleable, shape, form.	

Year 5									
• Develop ideas more independently from their own research. • Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	• Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	• Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work *(MC Escher, Andy Warhol, Maurits Cornelis Escher)*	• Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; • Depict movement in drawings; • Experiment with a variety of pencil grades and begin to select the most appropriate; • Draw proportionately and accurately e.g. the face. • Experiment with a variety of tools and media to draw/make marks on with and onto e.g. polystyrene, clay. • Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait.	• Create a colour palette, demonstrating mixing techniques; • Use a range of paint (acrylic, water colours) to create visually interesting pieces on a variety of media. • Use key vocabulary to demonstrate knowledge and understanding of this strand: blend, mix, line, shape, abstract, colour, impressionism, impressionists.	• Plan and design a mixed media collage; • Practise a variety of techniques e.g. overlapping, and montage; • Use key vocabulary to demonstrate knowledge and understanding of this strand: shape, form, arrange, overlap.	• Plan and design a sculpture; • Use tools and materials to shape, cut and add pattern; • Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join.	• Design and create detailed printing blocks. • Develop techniques in relief press printing; • Create and arrange accurate patterns; • Use more than one colour to layer on a print. • Key vocab: polystyrene printing tiles, inking rollers.

Year 6									
	• Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	• Give reasoned evaluations of their own and others work which takes account of context and intention. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	• Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	• Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work *(Kathe Kollwitz, Chris Ofili, Pablo Picasso, Hundertwasser).*	• Create depth in a composition through the use of very simple perspective. • Use a variety of pencil grades building further confidence in selecting the most appropriate; • Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait, graffiti and mural.	• Use complementary and contrasting colours. • Select appropriate paints for a variety of purposes and surfaces. • Use key vocabulary to demonstrate knowledge and understanding of this strand: blend, mix, line, tone, tint, shape, abstract, colour, impressionism, impressionists.		• Develop cutting and joining skills; • Use clay to create a 3D sculpture; • Know to keep clay malleable using a drop of water; • Use tools and materials to carve, add shape and texture; • Use key vocabulary to demonstrate knowledge and understanding in this strand: malleable, 3-dimensional, pinch, sculpt, texture.	• Select an appropriate area of own drawing to translate into a mono print; • Compose and create a clear mono print; • Evaluate and alter a mono print; • Use key vocabulary to demonstrate knowledge and understanding in this strand: monoprint, crop, composition.