

Progression Art						
EYFS	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.					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> <li>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>Begin to explore the use of line, shape and colour</li> <li>Draw an observational drawing of a natural object.</li> <li>Draw a portrait.</li> <li>Sketch to make quick records of something</li> </ul> <p><b>GD CHALLENGE:</b> Begin to draw for a sustained period of time.</p>	<p><b>As Year 1 plus:</b></p> <ul style="list-style-type: none"> <li>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>Experiment with the visual elements; line, shape, pattern and colour.</li> <li>Look at drawings and comment thoughtfully, begin to discuss the use of shadows and use of light/dark.</li> <li>Sketch to make quick records of something</li> <li>Work out ideas through drawing.</li> <li>Use perspective</li> </ul> <p><b>GD CHALLENGE:</b> Begin to independently apply use of shadows and light and dark in their own drawings</p>	<p><b>As Year 2 plus:</b></p> <ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements.</li> <li>Plan, refine and alter their drawings as necessary.</li> <li>Draw for a sustained period of time at their own level.</li> <li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>Make initial sketches as a preparation for painting.</li> <li>Demonstrate improved accuracy when drawing.</li> <li>use a rubber softly and heavily to make light and dark (tone).</li> <li>Use symbols in their artwork</li> <li>Identify different ways of representing</li> </ul>	<p><b>As year 3 plus:</b></p> <ul style="list-style-type: none"> <li>Make informed choices in drawing inc. paper and media.</li> <li>Alter and refine drawings and describe changes using art vocabulary.</li> <li>Use research to inspire drawings from memory and imagination.</li> <li>Explore relationships between line and tone, pattern and shape, line and texture.</li> <li>Identify and draw the effect of light (shadows) on a surface, on objects and people.</li> <li>Begin to create technical drawings.</li> <li>To be able to create patterns using rotation, symmetry and reflection.</li> <li>To be able to create a pattern using stencils.</li> <li>Explore the potential properties of the</li> </ul>	<p><b>As year 4 plus:</b></p> <ul style="list-style-type: none"> <li>use pencils and felts as instructed to create stylised text</li> <li>Sketch ideas and include technical aspects in their work,</li> <li>Use a variety of source material for their work.</li> <li>Work in a sustained and independent way from observation, experience and imagination.</li> </ul> <p><b>GD CHALLENGE:</b> Consistently and independently apply the techniques learnt to</p>	<p><b>As year 5 plus:</b></p> <ul style="list-style-type: none"> <li>Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> <li>Observe and use a variety of techniques to show the effect of light on objects and people. E.g use rubbers to lighten, use pencils to show tone, use tones of the same colour.</li> <li>Introduce the concept of perspective.</li> <li>use vanishing points and horizon lines in their artwork to create perspective</li> </ul>

			<p>an object through symbols</p> <ul style="list-style-type: none"> <li>• Use colours and patterns to create effect</li> </ul> <p><b>GD CHALLENGE:</b> Independently select and apply different media to achieve variations in line, texture, tone, colour shape and pattern.</p>	<p>visual elements, line, tone, pattern, texture, colour and shape (cross hatch, pointillism etc).</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>GD CHALLENGE:</b> Begin to independently use a variety of techniques to show the effect of light on objects or people. E.G rubbers to lighten, tones of the same colour.</p>		<ul style="list-style-type: none"> <li>• Produce increasingly detailed preparatory sketches for painting and other work.</li> </ul> <p>Use line and colour to create illusions Create their own illusions using blivets Use foreshortening in their own work to create perspective</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>GD CHALLENGE:</b> Successfully apply the concept of perspective in own drawings.</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting/ Printing	<ul style="list-style-type: none"> <li>• Create moods in their paintings by using a lighter and darker shade.</li> <li>• Decide if something is warm or cool.</li> <li>• Choose to use thick and thin brushes as appropriate.</li> <li>• Paint a picture of something they can see.</li> <li>• Name and mix the primary colours to create secondary colours.</li> <li>• Use watercolour to create a background</li> </ul> <p><b>GD CHALLENGE:</b> Use watercolours to create a background</p>	<p><b>As in Year 1 plus:</b></p> <ul style="list-style-type: none"> <li>• Mix paint to create all the secondary colours.</li> <li>• Mix and match colours, predict outcomes.</li> <li>• Mix their own brown.</li> <li>• Make tints by adding white.</li> <li>• Make tones by adding black.</li> <li>• Create a print using pressing, rolling, rubbing and stamping.</li> <li>• use paint to create a layered background</li> <li>• create repeating patterns</li> <li>• use different shapes and colours in their patterns</li> <li>•</li> </ul> <p><b>GD CHALLENGE:</b> Independently and consistently predict, mix and use their own colours when painting.</p>	<p><b>As in Year 2 plus:</b></p> <ul style="list-style-type: none"> <li>• Predict with accuracy the colours that they mix.</li> <li>• know how to mix different tints, shades and tones of colour, and create the illusion of depth within a picture.</li> <li>• Know where each of the primary and secondary colours sits on the colour wheel.</li> <li>• Use a range of brushes to create different effects.</li> <li>•</li> </ul> <p><b>GD CHALLENGE:</b> Begin to consider use of different effects to introduce mood and feeling to their paintings.</p>	<p><b>As in Year 3 plus:</b></p> <ul style="list-style-type: none"> <li>• Create all the colours they need.</li> <li>• Create mood in their paintings.</li> <li>• Successfully use shading, tone and brushstrokes to create mood and feeling.</li> <li>• To be able to design a pattern for a particular purpose.</li> <li>• To know about optical mixing, primary, secondary and tertiary colours in the colour wheel and identify pairs of complementary colours. To know how to mix colours using Pointillism.</li> <li>•</li> </ul>	<p><b>As in Year 4 plus:</b></p> <ul style="list-style-type: none"> <li>• Create all the colours they need.</li> <li>• Consistently create mood in their paintings.</li> <li>• Express their emotions accurately through their painting and sketches.</li> </ul>	<p><b>As in Year 5 plus:</b></p> <ul style="list-style-type: none"> <li>• Experiment with colour, tone and texture to convey different meanings.</li> <li>• Use a wide range of techniques in their work.</li> <li>• Assign meaning to objects and colours.</li> <li>• Confidently and independently mix colours</li> </ul> <p><b>GD CHALLENGE -</b> Create a still life painting where objects are arranged into visually interesting compositions and the painting reflects it's meaning accurately.</p>

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3D / Textiles / sculpture	<ul style="list-style-type: none"> <li>• Cut and tear paper and card for their collages.</li> <li>• Gather and sort the materials they will need.</li> <li>• Make a sculpture using natural resources</li> <li>• Use clay to produce a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>• use craft materials to design their own jewellery</li> <li>• Assemble a collage</li> <li>• Use different materials to make a useful object</li> <li>• add artistic features to masks makes them look more elaborate.</li> <li>• Use clay to produce a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a mosaic</li> <li>• Begin to sculpt clay and other mouldable materials.</li> <li>• Add onto their work to create texture and shape.</li> <li>• Make a 3d sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with and combine materials and processes to design and make 3D form.</li> <li>• Use clay to produce a piece of art, adding layers and artistic features.</li> <li>• Combine visual and tactile qualities.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to create a montage to portray movement using photography</li> <li>• To use a press print to create movement art</li> <li>• design and make their own stencils.</li> </ul>	

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<p>(Knowledge and understanding)</p> <p>Sketchbooks / research/evaluate</p>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Describe what they can see and like in the work of another artist.</li> <li>Ask sensible questions about a piece of art.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Show interest in and describe what they think about the work of others.</li> <li>Say what they like about their own work.</li> </ul>	<p><b>As year 1 plus;</b></p> <ul style="list-style-type: none"> <li>Say how other artists have used colour, pattern and shape.</li> <li>To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, in the context of learning about Claude Monet, Vincent van Gogh and Jean Metzinger</li> <li>Compare two of LS Lowry's paintings</li> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Annotate work in sketchbook.</li> </ul> <p><b>Evaluate</b></p>	<p><b>As year 2 plus:</b></p> <ul style="list-style-type: none"> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Make notes in their sketch books about techniques used by artists.</li> <li>Compare the work of different artists.</li> <li>Explore work from other cultures.</li> <li>Explore work from other periods of time.</li> <li>Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Suggest improvements to their work by keeping notes in their sketch books.</li> <li>Use their sketch books to express feelings about a subject and to describe likes and dislikes.</li> </ul>	<p><b>As year 3 plus:</b></p> <ul style="list-style-type: none"> <li>Collect images and information independently in a sketchbook.</li> <li>Experiment with different styles which artists have used.</li> <li>Explain art from other periods of history.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Use their sketch books to adapt and improve their original ideas.</li> <li>Keep notes about the purpose of their work in their sketch books.</li> </ul>	<p><b>As year 4 plus:</b></p> <ul style="list-style-type: none"> <li>To comment on how artists use form and figures in movement art</li> <li>To study facial expressions relating to movement.</li> <li>To study the techniques of artists when portraying movement.</li> <li>express their own ideas, and explain the views of others, about graffiti</li> <li>identify and discuss the meaning of satirical works of art</li> <li>To learn about the roles and purposes of artists, craftsmen and designers working in different cultures and times.</li> <li>Know how designers use colour, shape and texture to create effects.</li> </ul> <p><b>Evaluate</b></p>	<p><b>As year 5 plus:</b></p> <ul style="list-style-type: none"> <li>To explore and discuss the work of WWI artists</li> <li>To understand the power and use of propaganda art</li> <li>Know and comment on the work of still life artists</li> <li>To explore how artists create illusions by playing with perspective.</li> <li>To explore how artists use trompe l'oeil to create illusions.</li> <li>To explore how artists use foreshortening to give perspective.</li> <li>Make a record about the styles and qualities in their work.</li> <li>Sketchbooks contain detailed notes, and quotes explaining about items.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Say what their work is influenced by.</li> <li>Explain what their own style is.</li> <li>Explain why they have chosen specific painting techniques. Compare their methods to those of others and keep notes in their sketch books.</li> </ul>

					<ul style="list-style-type: none"> <li>• Keep notes in their sketch books as to how they might develop their work further.</li> <li>• Use their sketch books to compare and discuss ideas with others.</li> <li>• regularly analyse and reflect on their progress taking account of what they hoped to achieve.</li> <li>• Compare their work with others as part of the process of evaluation</li> <li>• Evaluate the work of a partner fairly. Suggest further design ideas for if they were to do something again</li> </ul>	<p>Express their own thoughts and opinions about different artworks</p> <ul style="list-style-type: none"> <li>• Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.</li> </ul>
Suggested artists	<p><b>Colours</b> Piet Mondrian Mark Rothko Paul Klee Jackson Pollock Robert Delaunay Wassily Kandinsky</p> <p><b>Nature</b> Andy Goldsworthy William Morris Henri Rousseau and George Stubbs (animals in nature)</p> <p><b>Portraits</b></p>	<p><b>African art</b> Ibrahim El Salahi Tracy Rose Abdoulaye Konate Dilomprizulike Sokari Douglas Camp</p> <p><b>Landscapes and cityscapes</b> Claude Monet Vincent van Gogh Jean Metzinger</p> <p><b>LS Lowry</b></p>	<p><b>Plant/insect artists</b> Louise Bourgeois. Jennifer Angus.</p> <p><b>European artists</b> Anselm Kiefer /Michelangelo / architect Le Corbusier / Rembrandt / designer Coco Chanel / Salvador Dali</p> <p><b>Journeys</b> Paul Klee</p>	<p><b>Pointillism</b> George Seurat Signac Angrand Luce.</p> <p><b>Patterns</b> William Morris Gustav Klimt, Anni Albers Damien Hirst Sarah Morris</p>	<p><b>People in action</b> Muybridge, Boccioni and Delaunay,</p> <p><b>Street art</b> Banksy Vhils Tavar Zawacki Roa Spy</p> <p><b>Stories</b> Leon Bakst</p>	<p><b>WW1</b> Paul Nash Edward Hanley read Louis weirter George F Caroline</p> <p><b>Objects</b> Chardin Paul Cezanne Van Gogh Giorgio Morandi Tom Wesselmann</p> <p><b>Op art</b> Trompe l'oeil Escher</p>

	Paul Klee Any Warhol Pablo Picasso Paul Cezanne Leonardo Davinci Henri Matisse Gustav Klimt Vincent Van Gough					Dalí Duchamp
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