



Art and Design Progression



Art and Design Progression				
	EYFS	KS1	LKS2	UKS2
Exploring and Developing Ideas	<ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Choose the right resources to carry out a plan. • Respond to stories and music as a source for their own artwork. • Recreate the work of another artist using their choice of materials • Collect images and objects of personal interest.. • Select materials to record observations and ideas. • Create collaboratively, sharing ideas, resources and skills. • Respond positively to starting points given. • Discuss ideas with a teacher who models a sketch. • Represent their own ideas, thoughts and feelings through art activities. 	<ul style="list-style-type: none"> • Record observations of shapes, colours, patterns and textures in natural forms and the world around them. • Experiment with different media and techniques. • Generate a design similar to one of an artist or style studied. • Collect images and objects around a theme. • Use sketch books to record observations, experiments, developing skills, research and design ideas. • Share and combine ideas to create collaborative art. • Respond positively to support ideas for improvement. 	<ul style="list-style-type: none"> • Record observations through drawings and photography. • Record experimentation with different media and techniques. • Create an original design inspired by an artist or style studied. • Choose images and objects to inspire designs. • Use sketch books to record and revisit observations, experiments, developing skills, research and design ideas. • Share and combine ideas to create collaborative art that meets a design brief. • Use self-assessment to make changes to designs. 	<ul style="list-style-type: none"> • Record more detailed observations through drawings and photography. • Record experimentation with different media and techniques and apply them in their own art. • Explore possibilities of combining different styles and techniques. • Create an original design inspired by the styles and techniques used by artists studied. • Research images, artists and styles to inspire designs. • Annotate thoughts and observations in sketch books. • Use sketch books to record and revisit observations, experiments, developing skills, and research and refine design ideas. • Create collaboratively through developing and discussing ideas through sketches. • Adapt and refine designs to meet a purpose or meaning.
Drawing	<ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. • Include some details in drawings, such as representing a face with a circle and including facial features. • Draw lines and closed shapes to represent objects. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in drawings, like happiness, sadness, fear, etc... 	<ul style="list-style-type: none"> • Draw basic lines and shapes with increasing control to represent an observation or simple design idea. • Draw at an appropriate size and scale. (E.g. a head is drawn the correct size relative to the body and large enough to include detail needed.) • Use different media to draw, including pencils, crayons, chalk and felt tips. • Use pencil pressure to create lighter and darker tone. 	<ul style="list-style-type: none"> • Draw and edit drawings to show observations and design ideas more carefully. • Begin to include more detail in observations and design ideas. • Use different media to draw, including different grades of pencil, charcoal, chalk and felt tips. • Apply media at different pressure to show tone in drawings. 	<ul style="list-style-type: none"> • Draw and edit drawings to show observations and design ideas with accuracy. • Use different media to create a range of effects in drawing, including different grades of pencil, charcoal, chalk and felt tips. • Use different methods of shading, hatching and cross-hatching to show tone. • Depict movement and perspective in drawings.

	<ul style="list-style-type: none"> Use large-muscle movements to make marks. Develop fine motor skills to use a range of drawing tools competently and confidently. Use a comfortable pencil grip with good control when holding pens and pencils, using the tripod grip in almost all cases. 	<ul style="list-style-type: none"> Draw dots and lines to show texture. 	<ul style="list-style-type: none"> Start to draw lines and shapes that show movement in drawings. Use mark making with different media to show texture in drawings. 	<ul style="list-style-type: none"> Use drawing techniques in different media to show texture in drawings.
Drawing key vocabulary	<ul style="list-style-type: none"> Line, thick, thin, wavy, straight, pencil Finger, stick, chalk, pastel, felt tip 	<ul style="list-style-type: none"> Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker, Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep Shape: oval, long, curvy, bright, 	<ul style="list-style-type: none"> Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression 	<ul style="list-style-type: none"> observation, photographs, visual images Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, tonal contrast, mixed media, shading, hatching, blending, perspective, single focal point, horizon, composition, scale, foreground, middle ground, background
Painting	<ul style="list-style-type: none"> Develop fine motor skills to apply paint using fingers, paintbrushes, sponges, twigs and other tools competently and confidently. Use large-muscle movements to paint and make marks. Explore colour and colour mixing. Investigate adding black and white paint and recognise that adding black makes colours darker and adding white makes colours lighter. Show different emotions in their paintings, like happiness, sadness, fear, etc... 	<ul style="list-style-type: none"> Paint basic lines and shapes with some control to represent an observation. Experiment with applying paint using different brushes and tools, observing the effects they create. Mix paint to create the secondary colours and brown. Create tints and shades to show flat areas of light and dark in paintings. 	<ul style="list-style-type: none"> Paint with increasing control to show observations and detail more carefully. Apply paint using a range of brushes, brush strokes and tools to show different textures. Mix and match paint to create different hues. Create tints and shades to show tone in paintings. Blend paint to create a gradient. Use watercolour to experiment with the intensity of colour. Experiment with pigments in natural products to make different coloured paint. 	<ul style="list-style-type: none"> Apply paint with control to show more detailed and accurate observations. Select paint brushes, brush strokes and tools to create a desired texture. Mix and match paint of different hues, black and white to create a specific colour. Create tints and shades to show tone with a clear light source in paintings. Use watercolour and acrylic paint to experiment with intensity of colour.
Painting key vocabulary	<ul style="list-style-type: none"> Mark making tools, sponges, different brushes, respond, line, colour, texture, shape, 2D, observation, imagination, scale, size, fine motor skills 	<ul style="list-style-type: none"> Brush, size and types, scale Colour; mixing, primary colours, primary shades, tones, techniques, layering, mixing media 	<ul style="list-style-type: none"> mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture, sand, plaster, mood 	<ul style="list-style-type: none"> Sketchbooks, record, observation, review, revisit, improve, design techniques, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours,
Sculpture	<ul style="list-style-type: none"> Begin to construct with construction objects, toys and materials. Stack blocks and objects vertically and horizontally. 	<ul style="list-style-type: none"> Investigate and manipulate clay through a number of movements (pinching, rolling, twisting, coiling, cutting, etc) to create a form. 	<ul style="list-style-type: none"> Use clay modelling tools to add detail, cut, shape and join clay and add parts to a form. Investigate clay, wire, Modroc and recycled materials and experiment 	<ul style="list-style-type: none"> Use clay modelling tools and extruders to create ceramics using clay coils and slabs. Shape, cut and join clay, wire, Modroc and recycled materials using

	<ul style="list-style-type: none"> Develop fine motor skills to use one handed tools (scissors, tape, glue, etc) competently, safely and confidently. Cut and join different materials using scissors, tape and glue. 	<ul style="list-style-type: none"> Use clay modelling tools and other objects to make marks in clay. Use decorative techniques, applying, impressing and etching into clay. Cut, stick, manipulate and join recycled materials to create a form. Use papier-mâché to strengthen and add to a form. 	<p>with how they can be shaped and joined to create simple forms.</p> <ul style="list-style-type: none"> Cut, stick, manipulate and join natural materials to create a form. 	<p>appropriate skills and techniques to create a form.</p> <ul style="list-style-type: none"> Build upon wire forms using other materials to pad out (newspaper) and cover (Modroc or papier-mâché).
Sculpture key vocabulary	<ul style="list-style-type: none"> Experiment, properties of clay, plasticine, dough, explore, mark making, textural effects, materials, model, observation, imagination, demonstrate, modelling tools, control, fine motor 	<ul style="list-style-type: none"> Materials, products, manipulate, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, understand, safety, tools, experiment, create, textural effects Form: experiment, constructing, joining, natural, manmade Texture: surface, malleable material, build textured tile, impressing 	<ul style="list-style-type: none"> Record, observe, review, revisit, improve, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slip, score, dry-stone construction, nature art, environmental. 	<ul style="list-style-type: none"> Record, materials, observations, review, revisit, improve, refine, design techniques, intricate patterns, textures, malleable, outlining, wire, clay, slabs, coils, pottery, form, slip, score, materials, Modroc, papier-mâché, sculpture, relief
Collage	<ul style="list-style-type: none"> Develop fine motor skills to use one handed tools (scissors, tape, glue, etc) competently, safely and confidently. Cut and join different materials using scissors, tape and glue. Explore different textures when joining materials. Select materials to create different textures. 	<ul style="list-style-type: none"> Create collages based on a simple design using papers and materials. Cut a variety of shapes carefully to complete a collage. Create abstract compositions by sorting and arranging materials and shapes. Investigate texture with paper (ripping, scrunching, tearing, cutting, layering, rolling) to create a collage. 	<ul style="list-style-type: none"> Create collages using a variety of media and techniques, including overlapping, mosaic and montage. Cut and arrange shapes with increasing accuracy. Create abstract montages that explore different views and perspectives. Experiment with sorting and arranging shapes and materials with purpose to create effect. 	<ul style="list-style-type: none"> Create collages using a variety of media and techniques including tessellation. Accurately cut and arrange shapes to form patterns. Collage shapes to show figures and forms in movement. Create mixing media collage with colours, shapes and textures chosen with purpose to create effect.
Collage key vocabulary	<ul style="list-style-type: none"> Experiment, media, understand, glue, sticking, paper, fabric, natural materials, textural effects, observation, imagination 	<ul style="list-style-type: none"> Create, variety, images, media, materials, fabric, crepe paper, magazines, sort, group, different purposes, colour, textures, fold, crumple, tear, overlap edges 	<ul style="list-style-type: none"> Abstract, montage, perspective, texture, overlapping, media, collect, variety, mosaic, arrange, mixed media, automatism, surreal, foreground, background 	<ul style="list-style-type: none"> One point perspective, layering, texture, overlapping, mixed media, contrast, manipulate, effect, photography, kinetic, emphasis, foreground, background, landscape,
Printing	<ul style="list-style-type: none"> Develop fine motor skills to print using fingers and everyday and found materials competently and confidently. Print through stamping and folding paper to create symmetrical patterns. 	<ul style="list-style-type: none"> Investigate how different objects can be used as stamps to create a repeating pattern in print. Create a foam printing block to print a repeating pattern using rotation. Investigate the amount of paint and pressure applied in creating a monoprint. Experiment with a range of techniques (rolling, pressing, stamping and rubbing) in printing. 	<ul style="list-style-type: none"> Create and adapt a foam printing block to print a design in two layers and colours. Create a stencil that shows a clear image and use it to create a print. Create low relief prints with string on cardboard to replicate repeated patterns from observations. 	<ul style="list-style-type: none"> Create and adapt a foam printing block to print a detailed design in more than two layers and colours. Investigate how different materials transfer ink in a collagraph print. Create a layered monoprint to build up a textured and detailed background. Combine and overwork prints with biro, coloured pencils or paint to create a mixed media composition.

		<ul style="list-style-type: none"> Record texture through rubbing using wax crayon. 			
Printing key vocabulary	<ul style="list-style-type: none"> Experiment, printing, media, understand, techniques, stamping, pattern. 	<ul style="list-style-type: none"> Repeating pattern, foam block, rotation, monoprint, rolling, pressing, rubbing, techniques, pressure. 	<ul style="list-style-type: none"> Stencil, replicate, repeating pattern, layers, low relief, observation, block print, photorealism 	<ul style="list-style-type: none"> Overwork, composition, mixed media, layers, detailed design, adapt, design, photography 	
Formal Elements	Colour	<ul style="list-style-type: none"> Explore colour and colour mixing. Use colour to represent objects. 	<ul style="list-style-type: none"> Mix paint to create the secondary colours and brown. Create tints by adding white and shades by adding black using paint. Recognise warm and cold colours. Explore the relationship between colour and feelings. 	<ul style="list-style-type: none"> Mix and match paint to create different hues. Create tints by adding white and shade by adding black using paint and oil pastel. Create a gradient using different media. Use watercolour to experiment with the intensity of colour. Experiment with pigments in natural products to make different coloured paint. 	<ul style="list-style-type: none"> Mix and match paint of different hues, black and white to create a specific colour. Use colour to reflect atmosphere, mood and emotion. Use watercolour and acrylic paint to experiment with intensity of colour.
	Pattern	<ul style="list-style-type: none"> Make patterns through repetitions of movement. Explore and start to notice patterns in their environments. 	<ul style="list-style-type: none"> Use objects as stamps to create a repeating pattern in print. Use block printing to create a repeating pattern using rotation. 	<ul style="list-style-type: none"> Create patterns to add details to shapes. 	<ul style="list-style-type: none"> Create pattern that creates contrast between shapes.
	Texture	<ul style="list-style-type: none"> Explore different textures when joining materials. Select materials to create different textures. Begin to be interested in and describe texture. 	<ul style="list-style-type: none"> Use dots and lines to show texture. Record texture through rubbing using wax crayon. Investigate texture with paper (ripping, scrunching, tearing, cutting, layering, rolling) to create a collage. 	<ul style="list-style-type: none"> Use mark making with different media to show texture in my art Use a range of brushes and brush strokes to show different textures in painting. 	<ul style="list-style-type: none"> Use a range of tools and objects to show texture in different media.
	Line	<ul style="list-style-type: none"> Use lines to represent objects and the world around them. Create closed shapes with continuous lines. 	<ul style="list-style-type: none"> Use and edit lines to show my observations and simple design ideas. Draw lines with control to represent observations. Draw lines of varying thickness. 	<ul style="list-style-type: none"> Use line to show more detail in observations and design ideas. Use a range of tools to create lines of different thickness. Use line to show movement. 	<ul style="list-style-type: none"> Use lines of different thicknesses for emphasis. Use line to show movement in a range of different ways.
	Shape	<ul style="list-style-type: none"> Use shapes to represent objects. Explore and start to notice shapes in their environment. Create closed shapes with continuous lines. 	<ul style="list-style-type: none"> Sketch and edit basic shapes to represent observations and design ideas. Create abstract compositions using shapes. 	<ul style="list-style-type: none"> Sketch and edit shapes to show observations and design ideas more carefully. Use a repeating shape to show figures and forms in movement. Select and arrange shapes carefully to create design ideas. 	<ul style="list-style-type: none"> Sketch and edit shapes to show observations and design ideas with accuracy. Use different shapes to show figures and forms in movement.

	Form	<ul style="list-style-type: none"> Begin to construct with construction objects, toys and materials. Stack blocks and objects vertically and horizontally. Cut and join different materials using scissors, tape and glue. 	<ul style="list-style-type: none"> Investigate and manipulate clay through a number of movements (pinching, rolling, twisting, coiling, cutting, etc) to create a form. Use clay modelling tools and other objects to make marks in clay. Use decorative techniques, applying, impressing and etching into clay. Cut, stick, manipulate and join recycled materials to create a form. Use papier-mâché to strengthen and add to a form. 	<ul style="list-style-type: none"> Use clay modelling tools to add detail, cut, shape and join clay and add parts to a form. Investigate clay, wire, Modroc and recycled materials and experiment with how they can be shaped and joined to create simple forms. Cut, stick, manipulate and join natural materials to create a form. 	<ul style="list-style-type: none"> Use clay modelling tools and extruders to create ceramics using clay coils and slabs. Shape, cut and join clay, wire, Modroc and recycled materials using appropriate skills and techniques to create a form. Build upon wire forms using other materials to pad out (newspaper) and cover (Modroc or papier-mâché).
	Space	<ul style="list-style-type: none"> Create spaces and enclosures using construction objects, toys and materials. 	<ul style="list-style-type: none"> Create an appropriately sized drawing to show observations and design ideas clearly. Create a landscape with a background and foreground. 	<ul style="list-style-type: none"> Use a viewfinder to focus on a specific part of an object or image before drawing it. Create a landscape with a background, middle ground and foreground. 	<ul style="list-style-type: none"> Create a landscape using one-point perspective to create the appearance of space.
	Tone	<ul style="list-style-type: none"> Notice shadows cast by 3D objects. When exploring colour mixing, investigate adding black and white and recognise that adding black makes colours darker and adding white makes colours lighter. 	<ul style="list-style-type: none"> Show flat areas of light and dark using pencil and paint. Use pencil pressure to create lighter and darker tone. 	<ul style="list-style-type: none"> Show change between light and shadow using paint, different grades of pencil, oil pastel and charcoal. 	<ul style="list-style-type: none"> Consider the light source when showing change between light and shadow using paint, different grades of pencil, oil pastel and charcoal.
Observe, Analyse and Evaluate		<ul style="list-style-type: none"> Observe and describe features of subjects and their positions. Share their creations, explaining the process they have used. Describe what they think about the work of others. Respond to ideas and feelings expressed in a artwork. 	<ul style="list-style-type: none"> Give an opinion about the work of artists. Say what they like about their work and the work of others Suggest ways of improving their own work. Identify similarities and differences between the work of different artists. Recognise when art is from different cultures and historical periods. Explain how a design is similar to an artist or style studied. Describe how the work of an artist makes them feel and explain why. 	<ul style="list-style-type: none"> Give and explain opinions about the work of artists. Evaluate the success of their art based on success criteria. Describe similarities and differences between the work of different artists. Explain how they know that art is from different cultures and historical periods. Explain how a design has been inspired by an artist or style. Identify the techniques used by an artist to create different effects. 	<ul style="list-style-type: none"> Give and explain opinions about the styles and techniques used in the work of artists. Evaluate the success of their art and that of their peers based on its purpose and the styles and techniques that have been studied. Compare the style, technique and impact of the work of different artists. Explain some of the features of art from historical periods or cultures. Explain how the style of their own work has been influenced by other artists and research. Explain why certain tools and techniques were chosen to create art.
Artists, Craft Makers,			Abstract Art <ul style="list-style-type: none"> Jackson Pollock Wassily Kandinsky 	Stone Age Art <ul style="list-style-type: none"> Altamira cave paintings Lascaux caves 	Impressionism <ul style="list-style-type: none"> Claude Monet Vincent Van Gogh

<p>Designers and Architects Studied</p>		<ul style="list-style-type: none"> • Robert and Sonia Delaunay <p>Animal Art</p> <ul style="list-style-type: none"> • Henri Rousseau • Henri Matisse <p>3D Art and Sculpture – Clay Tiles</p> <ul style="list-style-type: none"> • Amy Meya • Elaine Pinkernell <p>Portraiture</p> <ul style="list-style-type: none"> • Frida Kahlo • Jami ni Roy • Chris Ofili • Paul Klee <p>Landscapes</p> <ul style="list-style-type: none"> • Etel Adnan • Scott Na ismith • Clair Bremner <p>3D Art and Sculpture – Recycled Materials</p> <ul style="list-style-type: none"> • Dale Chihuly • Veronika Richterova 	<ul style="list-style-type: none"> • Cuevas de las manos <p>Surrealism</p> <ul style="list-style-type: none"> • Sa lva dor Dali • Pa blo Picasso • Joan Miro • Rene Magritte <p>Egyptian Art</p> <ul style="list-style-type: none"> • Tutankhamun tomb paintings • Nefatari tomb paintings <p>3D Art and Sculpture – Human Forms</p> <ul style="list-style-type: none"> • Alberto Giacometti • Henry Moore <p>Photorealism</p> <ul style="list-style-type: none"> • David Hockney • Ieva Baklane <p>Nature Art</p> <ul style="list-style-type: none"> • Andy Goldsworthy • Nancy Holt • Agnes Denes 	<ul style="list-style-type: none"> • John Constable • J.M.W Turner <p>Photography</p> <ul style="list-style-type: none"> • Hannah Höch • Edward Weston <p>Pop Art</p> <ul style="list-style-type: none"> • Andy Warhol • Roy Lichtenstein • Yayoi Kusama <p>3D Art and Sculpture – Ceramics</p> <ul style="list-style-type: none"> • Phidias • Geometric pottery (e.g. Dipylon Master) • Black-figure pottery (e.g. Exekias) • Red-figure pottery (e.g. Euphronios) <p>Space</p> <ul style="list-style-type: none"> • Peter Thorpe • David Wightman • Jenna Douglass <p>Graffiti</p> <ul style="list-style-type: none"> • Banksy • Eduardo Kobra <p>3D Art and Sculpture – Kinetic Art</p> <ul style="list-style-type: none"> • Alexander Calder • Jean Tinguel
--	--	---	--	---