



# Art and Design Progression Document

Early Years			
Nursery	Physical Development		<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> </ul>
Reception	Physical Development		<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop overall body-strength, balance, coordination and agility.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>

# Working Artistically

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Techniques	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products</li> <li>• use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>		<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• create sketch books to record their observations and use them to review and revisit ideas</li> <li>• improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> </ul>			
Creating Ideas -	<p>Work from observation and known objects <b>Handa's surprise - observational drawings - fruit</b></p> <p>Use imagination to form simple images from given starting points or a description (<b>Picasso</b> surreal face building)</p> <p>Begin to collect ideas in a sketchbook</p> <p>Work with different materials <b>e.g. clay, pastels, felt tips, pencils, paint, collage</b></p>	<p>Work from observation and known objects</p> <p>Use imagination to form more detailed images from given starting points or a description</p> <p>Continue/add to collected ideas in a sketchbook</p> <p>Work with different materials</p> <p>Begin to think what materials best suit the task</p>	<p>Develop sketch books</p> <p>Use a variety of ways to record ideas including iPads</p> <p>Develop artistic/visual vocabulary to discuss work</p> <p>Begin to reflect suggest improvements to own work</p> <p>Experiment with a wider range of materials</p> <p>Present work in a variety of guided ways</p>	<p>Continue to develop sketch books</p> <p>Use a variety of ways to record ideas including digital cameras and iPads</p> <p>Develop artistic/visual vocabulary to discuss work</p> <p>Begin to reflectively suggest improvements to own work and highlight the strengths in others</p> <p>Experiment with a wider range of materials</p> <p>Present work in a variety of ways, moving away from guided suggestions</p>	<p>Select and develop ideas confidently, using suitable materials confidently</p> <p>Improve quality of sketchbook with mixed media work and annotations</p> <p>Select own images and starting points for work</p> <p>Develop artistic/visual vocabulary when talking about own work and that of others</p> <p>Begin to explore possibilities, using and combining different styles and techniques</p>	<p>Select and develop ideas confidently, using suitable materials confidently</p> <p>Improve quality of sketchbook with mixed media work and annotations</p> <p>Select own images and starting points for work</p> <p>Develop artistic/visual vocabulary when talking about own work and that of others</p> <p>Begin to explore possibilities, using and combining different styles and techniques</p>

<p>Drawing and Mark Making</p>	<p>To control lines to create simple drawings from observations - fruit</p> <p>Use thick felt tip pens/chalks/charcoal/wax crayon/Pastel - <b>Picasso</b></p> <p>Hold a large paint brush correctly - <b>Picasso</b></p> <p>Make marks using paint with a variety of tools eg. corks, fruit, cotton wool, leaves, sticks - <b>links to printing</b></p> <p>Colour/paint within own drawn lines</p> <p>Draw on smaller and larger scales</p> <p>Use of tracing to learn how to transport own drawn outlines</p>	<p>To control lines to create more detailed drawings from observations - <b>Dinosaurs, Nocturnal Animals</b></p> <p>Use chalks and pastels on darker background papers (highlighting the lighter colours as opposed to adding the dark) - <b>Nocturnal Animals</b></p> <p>Consider consistency when applying paint - <b>dinosaurs</b></p> <p>Colour within the drawn line</p> <p>Draw on smaller and larger scales</p> <p>Begin to add detail to line drawings (Introduce H, HB and B re: graded pencils)</p> <p>Use of tracing - repeat outline drawings and add more details in a variety of ways.</p>	<p>Use sketchbooks to record drawings from observation</p> <p>Experiment with different tones using graded pencils (2H, H, HB, B, 2B)</p> <p>Include increased detail within work</p> <p>Draw using a variety of tools and on a range of surfaces (paint, chalk, charcoal, pastel and pen)</p> <p>Use a variety of brushes and experiment with ways of marking with them</p>	<p>Use sketchbooks to record drawings from observation</p> <p>Experiment with different tones using graded pencils (3H, 2H, H, HB, B, 2B, 3B) Extend where possible.</p> <p>Include increased detail within work</p> <p>To study and draw outlines of 2D forms, ready for 3D representation.</p> <p>Draw in a range of scales</p> <p>Draw using a variety of tools and surfaces (paint, pastel, pen and ink)</p> <p>Use a variety of brushes and experiment with ways of marking with them</p> <p>Develop shadows to create a spherical image</p>	<p>Use first hand observations using different viewpoints, developing more abstract representations</p> <p>Introduce perspective, fore/back and middle ground</p> <p>Use a range of drawing mediums on a range of self-produced backgrounds</p> <p>Work indoors and outdoors</p> <p>Show total qualities using cross hatching and side strokes,</p>	<p>Use first hand observations using different viewpoints, developing more abstract Representations - <b>landmark weaving</b></p> <p>Consciously consider perspective, fore/back and middle ground</p> <p>Investigate proportions (<b>links to facial features</b>)</p> <p>Use a range of mediums on a range of self-produced backgrounds</p> <p>Work indoors and outdoors</p> <p>Show total qualities using cross hatching, pointillism, side strokes, use of rubber to draw/highlight smudged lead - <b>facial expressions</b></p>
<p>Painting and use of colour</p>	<p>Recognise and name primary and secondary Colours (orange, purple and green)</p> <p>Mix primary colours to make secondary colours - <b>Reinforced via Year 2 dinosaur</b></p>	<p>Share colour charts to compare variations of the same colour - e.g. green - <b>Dinosaurs</b></p> <p>Create and experiment with shades of colour and name some of these - <b>Dinosaurs</b></p>	<p>Mix and match colours (create palettes to match images) Links to shadow making.</p> <p>Experiment with watercolour, exploring colour to develop shades</p>	<p>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</p> <p>Experiment with watercolour, exploring intensity of colour to add depth and develop an</p>	<p>Develop/extend watercolour colour exploration techniques (monochromatic approach extending to one warm, one cool colour added for light and dark)</p>	<p>Investigate working on canvas experiment with colour in creating an effect - acrylic paint.</p> <p>Explore using limited colour palettes - build on monochromatic approach extending to</p>

	<p>Recognise warm and cold colours - <b>Picasso</b></p> <p>To know how to mix and create background colour washing (darker colours re: <b>Picasso</b> background)</p>	<p>Create washes to form backgrounds (conscious colour blending)</p> <p>Explore the relationship between mood and colour</p> <p>Lighten and darken tones using black and white - <b>Dinosaurs</b></p>	<p>Consider complementary and opposing colours in creating patterns</p>	<p>extended palette of secondary shades (saturation levels)</p> <p>Explore complementary and opposing colours in creating patterns</p>	<p>Mark make with paint e.g. dashes, blocks of colour, strokes, points</p> <p>Develop fine brush strokes</p>	<p>one warm, one cool colour added for light and dark - <b>Screen printing preparation</b></p>
Printing	<p>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control - <b>fruit/veg printing repeating patterns</b></p> <p><b>Teacher-led:</b> Experiment with marbling, investigating how ink floats and changes with movement</p>	<p>Develop controlled printing against outline /within cut out shapes -</p> <p>Use boxes to print to explore possibilities - different sized boxes create different lines/shapes/patterns (e.g. matchboxes)-</p>	<p>Use simple block shapes formed/cut by children</p> <p>Make string print, create low relief prints with string on cardboard and form repeated patterns which tessellate (mosaic).</p> <p>Form string roller prints to create continuous patterns</p>	<p>Use oil-based marbling inks for a transfer print.</p> <p>Blend two or more colours when printing - <b>Solar system</b></p> <p>Roller and ink printing.</p> <p>Using roller &amp; inks, take prints from existing objects to create textured papers (leaves, fabric, corrugated card)</p>	<p>Create polystyrene printing blocks to use with roller and ink (relief printing) - extend to monoprint (<b>Rainforest collage</b>)</p> <p>Design and create motifs to be turned into printing block images</p> <p>Investigate techniques from paper printing to work on fabrics</p>	<p>Continue exploring monoprinting, extending colour pallet and range on fabric</p> <p>To know how to screen print</p> <p>Experiment with the process of stencil cutting and colour layering - consideration of positive and negative space</p>
Sculpture	<p>Develop understanding of 2D and 3D in terms of artwork - paintings/ sculptures</p> <p>Investigate a range of different materials and experiment with how they can be connected together to form simple structures</p> <p>Look at sculptures and try to recreate them using everyday objects/range of</p>	<p>Develop understanding of 2D and 3D in terms of artwork - paintings/ sculptures</p> <p>Investigate clay - scratch and slip, coiling and add textures using tools - <b>Dinosaur models</b></p> <p>Look at sculptures by known artists and natural objects as starting points for own work</p>	<p>Develop confidence working with clay adding greater detail and texture</p> <p>Add colour once clay is dried</p> <p>Investigate clay - scratch and slip, layering and add attention to detail using textures and tools</p> <p>Use pipe cleaners/wire to create sculptures of</p>	<p>Create work on a larger scale as a group or as smaller pieces</p> <p>To build an armature using shape from original forms (applying mod-roc in modelling) - <b>Egyptian Canopic jars</b></p>	<p>Design and create sculpture, both small and large scale</p> <p>Use objects around us to form sculptures</p> <p>Use a variety of wires to create malleable forms (e.g. Floristry wire, chicken wire)</p>	<p>Design and create sculpture, both small and large scale</p> <p>Create human forms showing movement (e.g. facial expression), using clay or wire armature</p> <p>Build up 'padded' areas to show muscles or definition to create forms (e.g. on a wire armature with newspaper for muscle and covered with</p>

	<p>materials (e.g. Lego, n rolls, pebbles, boxes, bottles, kitchen rolls playdough/plasticine)</p> <p>Investigate clay - pinching, rolling, twisting, smoothing and add textures using tools</p> <p>To use knowledge of the above to create a clay sculpture in the style of a chosen artist.</p>		<p>human forms (basic armatures)</p> <p>Explore and understand how mod-roc is used with an armature.</p>			<p>mod-roc or using scratch and slip for clay sculpture)</p>
Textile and Collage	<p>Develop collages, based on a simple drawing, using papers and materials (<b>Picasso</b>)</p> <p>Weave using recycled materials – paper, carrier bags, ropes, fabrics - (<i>Seaside theme/items washed up on the shore</i>)</p> <p>Investigate a range of textures through rubbings - <i>rough surface, stones, tree, leaf (coastal textures)</i></p> <p>Develop tearing, cutting and layering paper to create different effects</p>	<p>Collect natural materials to create a temporary collage (an autumnal tree using sticks/rocks/leaves etc)</p> <p>Simple repeat printed block design using a small fabric swatch (for sketchbooks)</p>	<p>Dye fabrics using tea, red cabbage, beetroot, spinach.</p> <p>Investigate tie-dying</p> <p>Create a collage using fabric as a base</p> <p>Develop individual and group collages, working on a range of scales - <b>Stone Age</b></p>	<p>Explore and collect fabric designs and texture combinations.</p> <p>Sew simple stitches using a variety of threads and wool (running, back, blanket and cross)</p> <p>Use a range of stimuli for collage work, considering abstract ways of showing views.</p>	<p>Introduce fabric block printing</p> <p>Investigate ways of changing fabrics - sewing, cutting, tearing, creasing, knotting, felt making etc.</p> <p>Experiment with circular embroidery frames</p>	<p>Weave using painting/drawing/vista as a stimulus - the natural world (<b>landscapes</b>)</p> <p>Create texture when weaving, using a range of materials/fabrics/wools/t hreads</p>
Knowledge about Artists	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• about 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</li> </ul>		<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• about great artists, architects and designers in history</li> </ul>			

	<p>their own work</p> <p><b>Describe the work of artwork of artists such as:</b></p> <p><b><u>Sculptors:</u></b>  <b>Henry Moore</b>  *Comparison:  -Jon Arp  -Barbara Hepworth  -Liz Leyh (Concrete Cows)</p> <p><b><u>Painters:</u></b>  <b>Giuseppe Arcimboldo:</b>  vegetable and fruit formation studies and positioning for portraits. (Links to Handa's Surprise)</p> <p><b>Pablo Picasso</b>  *Comparison:  -Georges Braque  -Paul Klee</p> <p><b><u>Block Printing:</u></b>  <b>Richard Long</b>  -Paul Klee (inspiration for block printing)  -Traditional Chinese block printing (consideration of works from other cultures)</p> <p><b><u>Weaving:</u></b>  -A range of craft makers</p>	<p><b>Describe the work of artwork of artists such as:</b></p> <p><b><u>Sculptors:</u></b>  <b>Benjamin Waterhouse Hawkins</b> (Crystal Palace Dinosaurs)</p> <p><b><u>Painters:</u></b>  <b>Sergey Krasovskiy</b> (Dinosaurs)  -Vladimir Nikolov  -H. Kyoht Luterman</p> <p><b>Pablo Picasso Owl</b></p>	<p><b>Use the work of artists to replicate ideas or inspire own work e.g.</b></p> <p><b><u>Sculptors:</u></b>  <b>Antony Gormley</b></p> <p><b><u>Painters:</u></b>  <b>Van Gogh</b>  -Matisse (Fauvism - plants)  -Georgia O'Keeffe  -Monet</p> <p><b>-Bridget Riley</b> (illusions and tessellations)</p>	<p><b>Use the work of artists to replicate ideas or inspire own work e.g.</b></p> <p><b><u>Sculptors:</u></b>  <b>Traditional craft/work</b> and artefacts from Ancient Egypt (canopic jars)  <b>Ai Weiwei:</b> Circle of Animals/Zodiac Heads (canopic jars)  -Liz Leyh (Concrete Cows)  <b>Damien Hirst;</b> Away from the Flock (Animal sewing)</p> <p><b><u>Painters:</u></b>  <b>Wassily Kandinsky</b> (Several Circles) Space art links  -George Melies  -Roy Lichtenstein re: abstract colour use  -Gaudi - colour use (print, paint and mosaic with links to architecture)</p> <p><b><u>Printing/Marbling:</u></b>  * <b>Suminagashi</b> - method of marbling developed in Japan.  * <b>Ebru</b> paper marbling, developed in the Middle Ages in Turkey</p>	<p><b>Use the work of artists to replicate ideas or inspire own work e.g.</b></p> <p><b><u>Sculptors:</u></b></p> <p><b><u>Painters:</u></b>  <b>-Ruth Daniels</b>  -Henri Rousseau (Rainforest)</p> <p><b>-L.S Lowry</b> (transfer to monoprint re: bleak, Victorian landscapes)  -In the Bleak Midwinter (Victorian art with links to Charles Dickens)</p> <p><b><u>Sculptors:</u></b>  <b>Rupert Till</b>  - Ivan Lovatt  - Sophie Ryder</p> <p><b><u>Textile Artist:</u></b>  <b>Patricia Greaves</b> (textiles - making felt)</p>	<p><b>Use the work of artists to replicate ideas or inspire own work e.g.</b></p> <p><b><u>Sculptors:</u></b></p> <p><b><u>Painters:</u></b>  <b>David Hockney (Landscapes)</b>  -Andy Warhol (painting and print)  -Roy Lichtenstein (painting and print)</p> <p>-Frida Kahlo (self portraits)</p> <p>- Cezanne (landscapes)  - Derain (landscapes)</p> <p><b><u>Sculptors:</u></b>  <b>Franz Xaver Messerschmidt</b></p> <p><b><u>Printing:</u></b>  <b>Keith Haring</b> (painting and print)  -Berenice Sydney</p>
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