

West Green Primary Art and Design Progression

Exploring and developing ideas (on going)									
Sketch books									
Early Years Skills	Reception	KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
		<p>Use drawing to develop and share ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space</p>	<p>Teacher led idea modelling through discussion</p> <p>Sketch books may be used voluntarily to record thoughts and ideas, develop skills and experiment with materials</p>	<p>Teacher led idea modelling through discussion and sketching</p> <p>Sketch books may be used voluntarily to record thoughts and ideas, develop skills and experiment with materials</p>	<p>To create sketch books to record their observations and use them to review and revisit idea</p>	<p>Using sketchbooks to generate ideas and observations</p> <p>Expressing thoughts and observations in sketchbooks</p> <p>Making records of experiments with various materials</p>	<p>Using sketchbooks for planning and refining ideas</p> <p>Recording ideas for materials and composition</p> <p>Developing skill and technique using various media in sketchbooks</p>	<p>Working collaboratively to explore ideas for meeting a design brief</p> <p>Developing and discuss ideas through sketches</p> <p>Enhancing knowledge of skill and technique using various media in sketchbooks</p>	<p>Developing and discuss ideas through sketches</p> <p>Make personal investigations of interests and record observations in sketchbooks</p> <p>Record experiments with various media and try out techniques and processes in sketchbooks before applying them</p>
Inspiration from others									
<p>Throughout the EYFS curriculum.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Look at the work of other artists across different times and cultures, helping children to notice where features of artists' work overlap with their work.</p> <p>Recreate artists' work and begin to make their own</p>	<p>Know 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 their own work.</p>	<p>Generating original ideas by looking at other artists' work</p>	<p>Developing original artwork from other sources</p> <p>Studying natural forms in the world around them and relating it to their own artwork</p>	<p>Know about great artists, architects and designers in history</p> <p>Explore the roles and purposes of artist, craftspeople and designers working in different times and cultures</p>	<p>Expressing original thoughts and ideas about the art of others</p>	<p>Using literary sources to convey ideas through art</p>	<p>Using the work of artists to explore own ideas</p> <p>Expressing ideas and feelings about familiar products</p>	<p>Learning ways that artists represent their ideas through painting</p> <p>Developing personal, imaginative responses to a theme</p>

Creating original art work									
<p>Think and plan about how they will explore or create, making independent choices.</p> <p>Know more, so feel confident coming up with their own ideas.</p> <p>Explore different materials freely, to develop ideas about how to use them and what to make. Develop own ideas to decide which materials to use.</p> <p>Return and build on previous work, refining ideas and developing their ability to represent them.</p>	<p>Explore the ideas of adults, other artists and children, using a range of materials.</p> <p>Explore materials and media to make simple choices of what/how to create their own work.</p>	<p>Use a range of materials creatively to design and make products</p>	<p>Exploring ideas through practical activities</p> <p>Creating original patterns and designs</p>	<p>Working instinctively with clay to create unique designs</p> <p>Representing themselves through art</p> <p>Creating art on themes of personal interest</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Representing themselves and their family through their art</p> <p>Controlling materials to achieve a desired effect</p>	<p>Expressing thoughts and feelings through tactile creation of own work</p> <p>Manipulating composition and materials to achieve a desired effect</p> <p>Representing ideas from multiple viewpoints and perspectives</p>	<p>Designing new architectural forms to satisfy their own ideas and intentions</p> <p>Designing and inventing new products</p> <p>Linking artwork to literary sources</p> <p>Creating ideas for inventions for a purpose</p>	<p>Expressing ideas about art through messages, graphics, text and images</p> <p>Producing personal interpretations of cherished objects</p> <p>Expressing their own ideas and feelings through pattern</p> <p>Creating imaginative and expressive 3D forms to convey meaning</p>
Making									
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)									
<p>Use one handed tools and equipment, with a comfortable</p>	<p>Begin to use a variety of drawing tools</p> <p>Use drawings to tell a story</p>	<p>To use drawing to develop and share their ideas, experiences</p>	<p>Exploring mark making</p> <p>Extend the variety of drawing tools</p>	<p>Experiment with tools and surfaces</p> <p>Developing skills and control with</p>	<p>Improve mastery of art and design techniques, including drawing, with</p>	<p>Drawing with charcoal</p> <p>Experiment with different grades of pencil to</p>	<p>Identify and draw the effect of light</p> <p>Creating geometric and</p>	<p>Look at the effect of light on objects and people from different directions</p>	<p>Creating detailed portraits</p> <p>Developing the continuous line technique</p>

<p>grip and good control.</p> <p>Develop their small motor skills, so they can use a range of tools competently, safely and confidently.</p> <p>Create enclosed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail.</p> <p>Using drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings.</p> <p>Return and build on their previous work, refining ideas and developing their ability to represent them.</p>	<p>Investigate different lines and create enclosed spaces</p> <p>Encourage accurate drawings of people</p>	<p>and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Using 2D mathematical shapes to draw</p> <p>Experimenting with line</p> <p>Observe and draw landscapes</p> <p>Observe anatomy (faces, limbs)</p>	<p>art materials including blending pastels</p> <p>Layer different media e.g. crayons, pastels, felt tips and ball point.</p> <p>Applying tone to create form-discuss the use of shadows, use of light and dark</p> <p>Sketch to make quick records of figure and real objects</p>	<p>a range of materials</p>	<p>create tonal shading</p> <p>Close observation drawings</p> <p>Accurate drawings of people-particularly faces.</p>	<p>mathematical drawings</p> <p>Still life drawing with tone</p> <p>Accurate drawings of whole people including proportion and placement</p> <p>Computer generated drawings</p>	<p>Drawing using mathematical processes</p> <p>Drawing using the continuous line method</p> <p>Produce increasingly accurate drawings of people</p> <p>Using 2D drawings to develop ideas for 3D work</p> <p>Drawing from different perspectives creating detailed drawings</p>	<p>Still life using charcoal</p> <p>Drawing for expression</p> <p>Drawing using a negative medium, identifying areas of light and dark</p> <p>Produce increasingly accurate drawings of people</p>
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Line (linked to drawing)									
As above	Use lines to create a range of drawings Explore different media and the how marks/lines change with them Explore the thickness of lines	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Using and expressing line to represent a landscape and water Learning the vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy Experimenting with line	Creating portraits by controlling and defining their use of line for expression Drawing lines with increased skill, awareness and control	Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	Expressing line in different ways to express geometric and organic forms	Analysing and describing the use of line in an artists' work Using knowledge of lines of symmetry to help draw accurate shapes	Extending and expressing drawings using a developing understanding of line	Articulating their deepening knowledge of line to create portraits Developing continuous line drawing, developing control, expression, shape, form and detail Adapting the techniques of other artists to create abstract drawings
Colour									
Explore colour and colour mixing	Experimenting with and using primary colours Explore the mixing of primary colours Learn and know colours Learn the names of different tools that bring colour	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Name all of the colours Mixing primary colours to create secondary colours	Mixing, refining and applying more sophisticated colours Make as tones of one colour as possible (using white) Darken colours without using black	Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	Making own paint from natural pigments Creating tints and shades Make colour wheels	Colour mixing and matching; tint, tone, shade Colour to reflect mood	Hue, tint, tones, shades and mood Colour for purposes Explore the use of texture in colour	Hue, tint, tones, shades and mood Colour for purposes Colour to express feelings Painting in an impressionist style
Painting									
Explore colour and colour mixing Create enclosed shapes with continuous lines and begin	Experimenting with and using primary colours Join lines and shapes to make enclosed spaces Being to develop skills in	To develop a wide range of art and design techniques in using colour, pattern, texture, line,	Developing skills and control with painting	Improving painting skills, developing control and skills when painting (As above with colour)	Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	Developing the ability to control the tonal quality of paint Introduce different types of brushes	Developing technical mastery of painting skills Use a range of different strokes and shades (As above with colour)	Further improving skill and control when painting (As above with colour)	Further improving skills when painting Creating tonal paintings (As above with colour)

<p>to use these shapes to represent objects.</p> <p>Paint with increasing complexity and detail, using paint to represent ideas like movement or loud noises.</p> <p>Show different emotions in their paintings. Return and build on their previous work.</p>	<p>representing objects</p>	<p>shape, form and space</p>				<p>(As above with colour)</p>			
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Texture (textiles, clay, sand, plaster, stone)

<p>Explore different textures.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return and build on their previous work, refining ideas and developing their ability to represent them.</p>	<p>Handling, manipulating and enjoying using materials</p> <p>Learn vocabulary to describe texture</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>With guidance know when and which materials or textures to use to enhance their work</p> <p>With guidance, look at how to combine media</p> <p>Explore a range of materials, manipulating them to achieve a planned outcome, with some guidance</p> <p>Describe texture</p>	<p>Explore overlapping and overlaying material to create effects</p> <p>Use learnt knowledge to look at how to combine media</p> <p>With increased independence, explore a range of materials, manipulating them to achieve a planned outcome</p> <p>Use a wider vocabulary to describe texture</p>	<p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Explore a range of materials and media with increasing independence and making own decisions.</p> <p>Begin to experiment with creating mood, feeling and movement</p>	<p>Explore a range of materials and media with increasing independence and making own decisions.</p> <p>Use smaller eyed needles and finer threads, using a wider variety of stitches</p> <p>Use their knowledge to create mood, feeling and movement</p> <p>Compare different fabrics</p>	<p>Select and use materials/media for a given purpose with increasing independence</p> <p>Explore the skills of embellishing</p> <p>Build on their skills and knowledge of creating mood, feeling and movement</p>	<p>Independently select and use materials/media for a given purpose, drawing on a range of knowledge and skills</p> <p>Refine skills in embellishing</p> <p>Applies knowledge of different techniques to express feelings</p>
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Form (3D work, clay, dough, boxes, wire, paper, sculpture, mod roc)									
Explore different materials freely.	Handling, feeling, enjoying and manipulating materials	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Use materials to make known objects for a purpose	Awareness of natural and man-made forms	Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	Developing ability to describe and model form in 3D using a range of materials.	Further extending their ability to describe and model form and space in 3D using a range of materials.	Plan and develop ideas	Discuss own work and work of other sculptures
Join different materials.	Building and destroying Shape and model Explore what to use to join materials or objects		To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Pinch and roll coils and slabs using modelling media Make simple joins		Replicate patterns and textures in 3D form Shape and form from direct observation (malleable and rigid materials) Create 3D drawings	Understand different adhesives and methods of construction	Experience surface patterns and textures Discuss own work and work of other sculptures Analyse and interpret natural and man-made forms of construction	Make progress in their ability to shape, form, model and join Observation or imagination Properties of media Discuss own work and work of other sculptures
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)									
Explore different textures.	Explore and print with a variety of natural and man-made objects	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	With guidance, select the objects more appropriate for what they are doing	Print with a growing range of objects with increased independence	Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	Increase their range of objects for printing with, beginning to think about the best ones to select	Use an increased range of objects and tools for printing, making more independent choices about which ones to use	Use a range of objects for printing, beginning to evaluate which will be more effective	Use and select a range of objects for printing, evaluating which will be more effective
Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Explore printing with block colours Begin to become more accurate in their printing, e.g. trying not to push the object over paper etc.		To use a range of materials creatively to design and make products	Be more accurate in their printing, using what they have learnt to make prints clearer Begin to create a range of patterns		Identify the different forms printing takes, making a range of patterns Show increased accuracy when printing	Explore colour mixing and the effect of overlapping colours	Begin to modify and adapt print	Combine prints Design own prints and make connections Discuss and evaluate own work and that of others
Return and build on their previous work, refining ideas and developing their ability to represent them.									
Collaboration and evaluation									
Create collaboratively,	Work with others, talking through	Use learnt skills to work	With guidance, work with others	With some independence,	Use a range of learnt skills to	With increasing independence,	With increasing independence,	With increasing independence,	Independently work with others

<p>sharing ideas, resources and skills.</p>	<p>their ideas and what materials/media would be a good selection, with support.</p> <p>With guidance, discuss which role they could play in their creations.</p>	<p>collaboratively, working creatively to design and make products.</p>	<p>to create shared projects.</p> <p>With guidance, talk about what went well and how they may work differently next time.</p>	<p>work with others to create shared projects, deciding who will do what. With some independence about what went well and how they may work differently next time.</p>	<p>work collaboratively to design, make and evaluate theirs and others work.</p>	<p>work with others to create shared projects, deciding who will do what.</p> <p>Begin to evaluate as they go, changing role or approach as needed.</p>	<p>work with others to create shared projects, deciding who will do what.</p> <p>Becoming increasingly independent in evaluating as they go, changing role or approach as needed.</p>	<p>work with others to create shared projects, deciding who will do what.</p> <p>Begin to evaluate what went well and how they might work differently next times, as well as making suggestions for others.</p>	<p>to create shared projects, changing plans or approaches as needed.</p> <p>Evaluate in detail what went well and how they might work differently next time, as well as making suggestions for others.</p>
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