

Progression Overview – Art

	Year R		Year 1	Year 2
ELG Creating materials	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; Make use of props and materials when role playing characters in narratives and stories	Skills and Techniques	Creating Ideas Explore ideas materials using a sketch book. Work from known objects. Use imagination to form simple images. Begin to collect ideas in sketchbooks. Work with different materials.	Use a sketchbook to collect and record different methods of working. Work from observation and known objects. Use imagination to form simple images from given starting points or a description. Begin to collect ideas in sketchbooks. Work with different materials. Begin to think what materials best suit the task.
			Mark making Using the tip of the brush creates a different effect to using the edge. Using the tip of the pastel creates a different effect to using the edge. Begin to control line to create simple drawings. Use thick felt tip pens/ chalks/ charcoal/ wax crayon/ pastel. Hold a large paint brush correctly. Make marks using paint with a variety of tools. Colour within the line. Draw on smaller and larger scales.	Colour or tone can be applied to represent shape and space, using tints and shading, and texture. Begin to control lines to create simple drawings from observations. Use thick felt tip pens/ chalks/ charcoal/ wax crayon/ pastel. Hold a large paint brush correctly. Make controlled marks using paint with a variety of tools. Consider consistency when applying paint. Colour within the line. Draw on smaller and larger scales. Begin to add detail to line drawings.
			Working With Colour Red yellow and blue are primary colour. Recognise and name primary colours. Create and experiment with shades of colour and name some of these. Create washes to form backgrounds. Explore the relationship between mood and colour.	Mixing primary colours creates new colours. Recognise and name primary and secondary colours. Mix primary colours to make secondary colours. Share colour charts to compare variations of the same colour. Create and experiment with shades of colour and name some of these. Recognise warm and cold colours. Create washes to form backgrounds. Explore the relationship between mood and colour.
			Printing Finger print, sponge print, block print to form patterns. Begin to control where the printing is placed on a surface. Explore possibilities using different sized matchboxes to create different lines/ shapes/patterns.	Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control. Develop controlled printing against outline /within cut out shapes. Use matchbox to print to explore possibilities - different sized matchboxes create different lines/ shapes/patterns. Experiment with marbling, investigating how ink floats and changes with movement.

			Sculpture	Develop understanding of what 2D and 3D means. Investigate and experiment with a range of different materials. Look at sculptures and discuss them. Begin to form own 3D pieces. Investigate clay - pinching, rolling, twisting, scratching and coiling. Look at sculptures by known artists and natural objects as starting points for own work.	Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures. Investigate a range of different materials and experiment with how they can be connected together to form simple structures. Look at sculptures and try to recreate them using everyday objects/range of materials. Begin to form own 3D pieces. Consider covering these with papier-mâché. Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools. Look at sculptures by known artists and natural objects as starting points for own work.
			Textiles and Collage	Develop collages using papers and materials. Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc). Weave using recycled materials – paper, carrier bags. Weave with wool.	Develop collages, based on a simple drawing, using papers and materials. Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc). Weave using recycled materials – paper, carrier bags. Investigate a range of textures through rubbings. Simple batik work. Develop tearing, cutting and layering paper to create different effects. Dye fabrics using tea, red cabbage, beetroot, onion, spinach. Weave with wool.
		Knowledge About Artists		Describe the artwork of a range of artists. Be able to talk about who the artists are and give basic information about them. Be able to distinguish between different types of art, craft and design.	Describe the artwork of a range of artists from different cultures, settings, backgrounds and times. Be able to talk about who the artists are and give basic information about them. Be able to distinguish between different types of art, craft and design and be able to articulate the difference between 2d and 3d works.

		Year 3	Year 4	Year 5	Year 6
Skills and Techniques	Creating Ideas	Use sketches to show they have collected ideas and techniques and adapted them for use in their own work. Develop sketch books. Use a variety of ways to record ideas. Develop artistic/visual vocabulary to discuss work. Experiment with a range of materials. Present work in a variety of ways.	Comment and reflect in a sketchbook, refine own ideas and the ideas of others for use in their own work. Develop sketch books. Use a variety of ways to record ideas including digital cameras and iPads. Develop artistic/visual vocabulary to discuss work. Begin to suggest improvements to own work. Experiment with a wider range of materials.	Generate multiple ideas and present a clear process that leads to a finished piece of work using a sketchbook. Select and develop ideas using suitable materials. Improve quality of sketchbook with mixed media work. Select own images and starting points for work. Develop artistic/visual vocabulary when talking about own work.	Show an ability to give and receive constructive criticism and adapt their own work accordingly. Select and develop ideas confidently, using suitable materials confidently. Improve quality of sketchbook with mixed media work and annotations. Select own images and starting points for work. Develop artistic/visual vocabulary when talking about own work and that of others.

			Present work in a variety of ways.	Begin to explore possibilities, using and combining different techniques.	Begin to explore possibilities, using and combining different styles and techniques.
	Mark Making	Understand what proportion means and show perspective in your own work. Use sketchbooks to record drawings from observation. Experiment with different tones using graded pencils. Include detail within work. Draw on a range of scales. Begin to draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink). Use a variety of brushes and begin to experiment with ways of marking with them. Begin to develop shadows.	Begin to use paint effectively to create mood and atmosphere replicating the style of an established artist. Begin to use pastel/chalk/charcoal effectively to create mood and atmosphere replicating the style of an established artist. Use sketchbooks to record drawings from observation. Experiment with different tones using graded pencils. Include increased detail within work. Draw on a range of scales. Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink). Use a variety of brushes and experiment with ways of marking with them. Develop shadows. Use of tracing.	Use colour, shape and texture to provoke a response or feeling when painting. Use first hand observations using different viewpoints. Introduce perspective, fore/back and middle ground. Begin to investigate proportions. Use different mediums on a range of backgrounds. Work indoors and outdoors. Begin to use cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight.	Analyse and evaluate the effectiveness of their work making changes to improve it. Use first hand observations using different viewpoints, developing more abstract representations. Introduce perspective, fore/back and middle ground. Investigate proportions. Use a range of mediums on a range of backgrounds. Work indoors and outdoors. Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight.
	Working With Colour	Artists can use different colours to create foregrounds and backgrounds. Mix and match colours. Lighten and darken tones using black and white. Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves). Experiment with watercolour to develop different shades. Begin to explore complementary and opposing colours in creating patterns.	Colours, texture and shape can be used to create mood and atmosphere. Mix and match colours (create palettes to match images). Lighten and darken tones using black and white. Experiment with colour to create more abstract colour palettes (e.g. blues for leaves). Experiment with watercolour, exploring intensity of colour to develop shades. Explore complementary and opposing colours in creating patterns.	Artists often develop a particular style and use particular tools, such as a pallet knife, to enhance their work. Build on previous work with colour. Introduce acrylic paint. Develop watercolour techniques. Explore using limited colour palettes. Investigate working on canvas. Mark make with paint (dashes, blocks of colour, strokes, points). Develop fine brush strokes.	Artists use ideas of others, evaluate, change and improve their work to achieve the maximum impact. Build on previous work with colour by exploring intensity. Further explore the use of acrylic paint. Develop watercolour techniques. Explore using limited colour palettes. Investigate working on canvas experiment with colour in creating an effect. Mark make with paint (dashes, blocks of colour, strokes, points). Develop and refine fine brush strokes.
	Printing	Use roller and ink printing. Use simple block shapes. Blend two colours when printing. Using roller & inks, take prints from other objects (leaves, fabric, corrugated card). To show texture make string print, create low relief prints with string on cardboard and form repeated patterns. Form string roller prints to create continuous patterns.	Use roller and ink printing. Use simple block shapes formed by children. Blend two or more colours when printing. Using roller & inks, take prints from other objects (leaves, fabric, corrugated card). To show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays. Form string roller prints to create continuous patterns.	Create polystyrene printing blocks to use with roller and ink. Explore monoprinting. Experiment with screen printing. Design and create motifs to be turned into printing block images. Investigate techniques from paper printing to work on fabrics.	Create a range pf printing blocks using different materials to use with roller and ink. Explore monoprinting. Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point. Experiment with screen printing. Design and create motifs to be turned into printing block images. Investigate techniques from paper printing to work on fabrics.

	Sculpture	Working with clay adding greater detail and texture. Add colour once clay is dried. Investigate ways of joining clay - scratch and slip. Introduce 'modroc'. Create work on a larger scale as a group. Use pipe cleaners/wire to create sculptures to show different forms.	Develop confidence working with clay adding greater detail and texture. Add colour once clay is dried. Practice and refine ways of joining clay - scratch and slip. Introduce 'modroc'. Create work on a larger scale as a group. Use pipe cleaners/wire to create sculptures of human forms.	Design and create sculpture, both small and large scale. Make masks from a range of cultures and traditions. Use objects around us to form sculptures. Use wires to create malleable forms. Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc). Create a variety of forms, including human forms.	Design and create sculpture, both small and large scale. Make masks from a range of cultures and traditions, building a collage element into the sculptural process. Use objects around us to form sculptures. Use wires to create malleable forms. Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc). Create a variety of forms, including human forms, showing movement.
	Textiles and Collage	Research embroidery designs from around the world, create own designs based on these. Sew simple stitches using wool. Create a collage using fabric as a base. Develop collages, working on a range of scales.	Research embroidery designs from around the world, create own designs based on these. Sew simple stitches using a variety of threads and wool. Investigate tie-dyeing. Create a collage using fabric as a base. Make felt. Develop individual and group collages, working on a range of scales. Use a range of stimulus for collage work, trying to think of more abstract ways of showing views.	Introduce fabric block printing. Create tie dye pieces combining two colours. Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc. Weave using stimulus from the natural world. Create simple designs which can be developed into batik pieces.	Further develop the use of fabric block printing. Create tie dye pieces combining two of more colours. Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc. Weave using paintings as a stimulus / the natural world. Experiment with circular embroidery frames. Create detailed designs which can be developed into batik pieces.
Knowledge About Artists		Describe the artwork of a range of artists from different cultures, settings, backgrounds and times. Be able to talk about who the artists are and give information about them. Pupils should be able to work on their own and collaborate with others to produce art work. They should also be able to distinguish between different types of art, craft and design and be able to articulate the difference between 2d and 3d works.	Describe the artwork of a range of artists from different cultures, settings, backgrounds and times. They should have an awareness of how location and period of time effects the art work created. Be able to talk about who the artists are and give several bits of information about them. Pupils should be able to work on their own and collaborate with others to produce art work. They should also be able to distinguish between different types of art, craft and design and be able to articulate the difference between 2d and 3d works. Pupils should also be able to make connections between the way works are created and impact the work has on the viewer.	Describe the artwork of a range of artists from different cultures, settings, backgrounds and times. They should have an awareness of how location and period of time effects the art work created and explain why. Children should be able to talk about who the artists are and give several bits of information about them and where they came from. Pupils should be able to work on their own and collaborate with others to produce art work. Children should also be able to critically evaluate the work of others. They should also be able to distinguish between different types of art, craft and design and be able to articulate the difference between 2d and 3d works. Pupils should make connections between the way works are created and impact the work has on the viewer and begin to draw comparisons with the work of other artists.	Describe the artwork of a range of artists from different cultures, settings, backgrounds and times. They should have an awareness of how location and period of time effects the art work created and explain why. Children should be able to talk about who the artists are and give several bits of information about them and where they came from. Pupils should be able to work on their own and collaborate with others to produce art work. Children should also be able to critically evaluate the work of others. They should also be able to distinguish between different types of art, craft and design and be able to articulate the difference between 2d and 3d works. Pupils should make connections between the way works are created and impact the work has on the viewer and begin to draw comparisons and comment critically on the work of other artists, their own work and the work of their peers.