

Art and Design Progression Document

This progression document should be used by school leaders and teachers to:

- Support assessment
- Find out what has previously been taught
- Track back to adapt teaching to the needs of individuals, groups of children or the class based on gaps in knowledge and skills.
- Support with planning

This document should be used alongside the [Art and Design National Curriculum](#) and [EYFS Early Learning Goals](#)

EYFS

Art and Design – Early Years Foundational Knowledge - Expressive Art and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

- *Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five March 2021*

Pupil starting points:

It is important that we make no assumptions about what pupils do or do not know on entry to our settings. The relationships we build with our pupils are fundamental to understanding and developing them as individuals with deep knowledge of their context through positive relationships with parents / carers and robust transition procedures such as home visits and baseline systems. The below is an ‘indicator’ of what we might expect our pupils to know linked to *Birth to 5 Matters* and *Development Matters* and the 2-year-old check.

In Expressive Art and Design, pupils may have experience of: experimenting with ways to enclose a space, creating shapes, playing with colour (for example combining colours), using 3D and 2D structures to explore materials, mark making with a variety of media, exploring paint using body parts as well as brushes and other tools, exploring different materials, making simple models which express their ideas. Through observation and interaction, we can find out what our children already know and can do and can use the below to build on this.

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What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Range of materials	<ul style="list-style-type: none"> Explore different materials, using all of their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Use block play to begin to build and design. 	<ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials beginning to explain choice linked to shape and texture / properties. Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. 	<ul style="list-style-type: none"> Develops their own ideas through experimentation with a diverse range of materials. Increasingly chooses more appropriate materials for the job e.g. cotton reels / lids for wheels, wool / thread for hair. Join different materials explaining why they have chosen a specific fixing. Purposefully chooses construction materials for a specific job.
Essential vocabulary	make, hard, soft, small, big	build, join, plastic, paper, cardboard	material, wood, foil, fabric, fixing

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	Specific Provision			Wider Provision
<ul style="list-style-type: none"> Model naming and describing materials. Teach pupils to stretch, squash, roll, tear, scrunch and join materials. Model imaginative construction. Explain choices of materials and shapes. 	Workshop / junk modelling area: <ul style="list-style-type: none"> Range of materials including paper, fabric, foil Joining equipment including clips, tape, glue Junk modelling equipment Natural materials 	Small and large construction: <ul style="list-style-type: none"> Woodworking tools Small construction sets Small and large loose parts: <ul style="list-style-type: none"> - Blocks - Boxes (including nets) - Crates, planks and blankets - Cotton reels, lids, wooden wheels, natural loose parts 	Mathematics area: <ul style="list-style-type: none"> 3D shapes Paper shapes Cubes and multilink Puzzle pieces 	Pupils will also meet this in other aspects of the provision. For example, when exploring: dough, magnifying glasses, mirrors, magnets, logs, pebbles, sand, soil, slime, foam, water beads, transient art.

Prompting questions for Thinking Hard:	2-3 years	3-4 years	4-5 years
Range of materials	<ul style="list-style-type: none"> ▪ What does it feel like / What can you see? ▪ What shall we make? ▪ Which block might fit on top of that one? Why? 	<ul style="list-style-type: none"> ▪ What did you use? Why? ▪ How did you join them together? ▪ How did you get that to balance / stay up? 	<ul style="list-style-type: none"> ▪ Why did you choose that? Can you explain your thinking? ▪ Why do you think that worked / didn't work? ▪ What could you use instead?

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What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Painting	<ul style="list-style-type: none"> Explore paint, using fingers and other parts of their bodies as well as brushes, sponges and rollers. Explore primary paint colours and how these colours can be changed. 	<ul style="list-style-type: none"> Select different tools to paint e.g. brushes, rollers, sponges, body parts. Explore what happens when they mix primary colours. Choose particular colours to use for a purpose. Show different emotions in their paintings, like happiness, sadness, fear, etc. 	<ul style="list-style-type: none"> Continue to develop their colour-mixing techniques to enable them to match the colours they see and want to represent (link to knowledge of colour and vocabulary). Link to knowledge of colour. Self-select different types of paint for a purpose e.g. ready mix, watercolour, powder paint. Self-select different tools for painting linked to purpose e.g. brushes, sponges, rollers. Accurately use a paint brush (appropriate grip).
Essential vocabulary	Brushes, sponges, rollers, red, blue, yellow	choose, tools, mix, try, feeling (and revise colour)	match, technique, watercolour, powder, grip

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	Specific Provision			Wider Provision
<ul style="list-style-type: none"> Finger painting and using other body parts to paint, modelling how to press and lift (not smudge). How to use rollers, sponges, brushes and different types of paint. Correct paint brush grip. How to mix colours (primary to secondary and shades - black and white). Model using colours for different purposes. 	Art / Painting Area <ul style="list-style-type: none"> Ready mix, watercolour, powder paints. Painting tools - brushes, rollers, sponges, cotton wool buds, other materials for print and pattern making e.g. bark / leaves. Primary colour paints plus black and white for shade. Examples of artist's paintings. 	Workshop / junk modelling area <ul style="list-style-type: none"> Using brushes, rollers, sponges - painting models they have made to complete a finished product Experimenting with paint on different surfaces. 	Mathematics Area <ul style="list-style-type: none"> Cotton reels, shapes, fruit / vegetables. Pattern printing e.g. ABA/ABBA patterns, pattern completion / continuation. Shape /Symmetry printing / painting Painting / printing how many... in response to a number 	Pupils will also meet this in other aspects of the provision. For example, using similar tools in the water / mud. Larger scale painting outdoors on large sheets / large vertical paper, painting scenery for the stage area.

Prompting questions for Thinking Hard:	2-3 years	3-4 years	4-5 years
Painting	<ul style="list-style-type: none"> ▪ What picture can you make by just using your fingers to paint? ▪ What different marks can you make with your fingers? ▪ Can you name all of the colours you have used? 	<ul style="list-style-type: none"> ▪ Why have you used that colour? ▪ Which paint brush size do you think you need for this painting? Why? ▪ Which two colours did you mix to make that colour? 	<ul style="list-style-type: none"> ▪ Can you mix a lighter shade of blue? What will you need to do this? ▪ Which type of paint is best to use for this? Why? ▪ Which painting tool would be best to use for this job? Why?

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What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Drawing / line	<ul style="list-style-type: none"> Start to make marks intentionally using a range of media e.g. chalk, paint, water, sand. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. 	<ul style="list-style-type: none"> Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings, like happiness, sadness, fear, etc. 	<ul style="list-style-type: none"> Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. Create different depth of line using the above. When drawing themselves represent all of the different face / body parts. Draw with increasing observation e.g. <i>the banana has black dots.</i>
Essential vocabulary	draw, pencil, chalk, line, felt tip	shape, lines, drawing, wavy, straight	detail, dark, light, thick, thin, observe

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	Specific Provision		Wider Provision	
<ul style="list-style-type: none"> Mark making with different media - chalks, water, pens, pencils, crayons and in different materials e.g. shaving foam, sand, paint, mud. Model conversations about what you are making marks for, drawing to represent ideas / assigning meaning to marks Drawing different lines e.g. straight, wavy, zig zag, How to draw accurately through observation. How to make lines darker / lighter. 	<p>Mark Making Area / Writing / Drawing Area</p> <ul style="list-style-type: none"> Range of media - pencils, coloured pencils, felt tips, crayons, chalks, dry wipe markers. Templates for exploring line e.g. straight, curvy, zigzag. Natural materials and stencils to draw around. Different shapes, sizes, colours and textures of paper and card. Selection of printed papers - lined, squared, dotted. 	<p>Woodwork Area</p> <ul style="list-style-type: none"> Mark making resources including pencils, felt tip pens, paints, paper and clipboards. There should be an expectation that pupils draw in order to plan what they are making. The same could apply to the workshop / junk modelling area. 	<p>Science / Investigation Area:</p> <ul style="list-style-type: none"> Magnifying glasses for observing Mark making materials for observational drawings, annotated diagrams and pictures e.g. paper, pencils, paint, chalk, crayons, paper, card. 	<p>Pupils will also meet this in other aspects of the provision. For example, mark making in dough, drawing pictures for the home corner / themed role play, making cards for a range of purposes / celebrations, making marks outside with paint brushes / and water, paint on car wheels. There should be opportunities for mark making / drawing in each aspect of the provision.</p>

Prompting questions for Thinking Hard:	2-3 years	3-4 years	4-5 years
Drawing / line	<ul style="list-style-type: none"> ▪ Tell me about your drawing / picture. / Can you tell me about what you have done? ▪ What did you use to draw xxx? ▪ Can you show me how to do that? 	<ul style="list-style-type: none"> ▪ What do you need to put on the person you have drawn? What could you use to help you? ▪ I like xxx what idea are you trying to show? ▪ How were you feeling when you drew that? How is the person / animal in your drawing feeling? Why? 	<ul style="list-style-type: none"> ▪ Show me how you drew the xxx? How did you draw it accurately? ▪ How can we make the line darker / lighter? ▪ What can you see on the xxx that we need to make sure we include in our drawing? How will we draw this?

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What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Sculpting	<ul style="list-style-type: none"> Begin to sculpt using playdough (link to fine motor). Talk about what they have made with playdough using simple language e.g. cake, sausages. 	<ul style="list-style-type: none"> Use playdough and plasticine to sculpt specific ideas. Begin to use key vocabulary to describe what they have created e.g. squashed, squeezed, pulled. 	<ul style="list-style-type: none"> Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea. Use correct vocabulary to describe process e.g., twisted, rolled, stretched.
Essential vocabulary	dough / playdough, roll, ball, pat	plasticine, squash, squeeze, pull, push	clay, papier mâché, twist, stretch, flatten

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	<i>Specific Provision</i>			<i>Wider Provision</i>
<ul style="list-style-type: none"> How to sculpt different shapes modelling vocabulary e.g. roll like a ball, roll out like a sausage, stretch, twist, flatten, pull, squeeze, stick together. Model making simple items describing what you have made and the process. 	Dough Area <ul style="list-style-type: none"> Selection of dough with different scents / textures. Rolling pins - plain and patterned. Muffin cases / cake tins large and small. Dough cutters / extruders / stampers (different shapes and patterns). 	Art Area <ul style="list-style-type: none"> Plasticine and tools Clay and clay tools Papier mâché - opportunities to make papier mâché and sculpt around objects e.g. balloons. 	Role Play Area <ul style="list-style-type: none"> Dough Plasticine High quality images of food from a range of cultures / family meals. 	Pupils will also meet this in other aspects of the provision. For example, sculpting wet sand and mud, experimenting with jelly. Sculpture is not limited to malleable materials - pupils may also make sculptures with woodwork, large and small loose parts and reclaimed materials.

Prompting questions for Thinking Hard:	2-3 years	3-4 years	4-5 years
Sculpting	<ul style="list-style-type: none"> ▪ Can you make an xxx with the dough? What shape will it be? What will it have on it? ▪ What have you made? I like the way you have xxx how did you do this? ▪ What does the dough feel like? 	<ul style="list-style-type: none"> ▪ How is dough different to plasticine? Which is easier to make things with? ▪ Can you tell me how you created that xxx? What did you need to do with the plasticine / dough? ▪ How can I make a xxx what will I need to do with the dough / plasticine? 	<ul style="list-style-type: none"> ▪ Which material would be best to make an xxx dough, plasticine or clay? Why? ▪ What difference does it make to the clay if I use water? ▪ Which word describes what I am doing with the clay / plasticine /dough?

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What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Colour / pattern / texture / shape	<ul style="list-style-type: none"> Recognise and name the primary colours, black and white and some secondary colours. Begin to be interested in and describe the texture of things. 	<ul style="list-style-type: none"> Recognise and name a wider range of colours including black, white, grey, silver, gold and the secondary colours (green, orange, purple) Experiment to create different textures e.g. mixing different materials into paint / glue. Begin to use simple objects and paint to print simple ABA patterns e.g. cotton reels / vegetables (link to mathematics) 	<ul style="list-style-type: none"> Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours. Know how to make colours lighter and darker using black and white. Know the names of some other colours mixed this way e.g. pink and grey. Select specific textures to represent different things e.g. glitter /sequins for fireworks / Christmas, mixing sand into paint / glue to represent the beach. Recognise and create different patterns (up to AABC patterns) using loose parts and shapes. Describe patterns using correct vocabulary.
Essential vocabulary	feel, hard, soft, sticky, primary colours, black and white	mix, lumpy, smooth, rough, gloopy, pattern (including above named colours)	texture, lighter, darker, shade, AB/ABC Pattern (plus most common colours)

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	Specific Provision			Wider Provision
<ul style="list-style-type: none"> The names for a range of different colours. The names of textures through modelling using senses and using the correct vocabulary. How to create texture by mixing things with paint and glue. Explain why different textures could be used for different purposes. How to make patterns with colour and shape. 	Mathematics Area <ul style="list-style-type: none"> Opportunities to build AB patterns but also patterns with core units such as AAB, ABC, and AABC using shape and pattern. 2D Shapes, paper shapes Cubes and multilink Different coloured objects / loose parts / small world and hoops for colour sorting. 	Painting / Art Area <ul style="list-style-type: none"> Sponges, brushes rollers Printing materials e.g. fruit / veg, cotton reels, cotton buds Natural materials e.g. leaves Sawdust, sand, glitter, sequins PVA Ready mixed paint 	Dough Area <ul style="list-style-type: none"> Selection of dough with different scents / textures. Rolling pins - plain and patterned. Muffin cases / cake tins large and small. Dough cutters / extruders / stampers (different shapes and patterns). 	Pupils will also meet this in other aspects of the provision. For example, exploring texture in wet and dry sand and wet and dry mud in the mud, exploring pattern and texture in transient art.

Prompting questions for Thinking Hard:	2-3 years	3-4 years	4-5 years
Colour / pattern / texture / shape	<ul style="list-style-type: none"> ▪ What colour is that? Can you name the different colours in the picture / pattern? ▪ What does it feel like? ▪ Show me something hard / soft / sticky... 	<ul style="list-style-type: none"> ▪ Tell me why you have used that colour? How does that colour make you feel? ▪ What do you think will happen if we put xxx in the paint or glue? ▪ Talk to me about your pattern? What have you used to create it? 	<ul style="list-style-type: none"> ▪ Tell me, how do you make colours lighter or darker? ▪ Which colours do we need to mix to make xxx? ▪ What texture do we need to make so that it looks / feels like? What texture is xxx? ▪ What is the missing shape and colour in this pattern? How do you know?

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What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Artists / Wider concepts	<ul style="list-style-type: none"> Know what an artist is. Express simple likes and dislikes about different paintings / designs / sculptures. Talk about colours in different pieces of art. 	<ul style="list-style-type: none"> Know what an art show is. Name at least one artist. Know that illustrators are artists. Talk about colours and shapes in different pieces of art. Express simple likes and dislikes about different paintings / designs / sculptures saying why they think /feel this. 	<ul style="list-style-type: none"> Know what an art gallery is. Name at least two different artists. Express clear opinions about different paintings / designs / sculptures justifying their opinions. Talk about colours, shapes, patterns and texture in different pieces of art.
Essential vocabulary	like, don't like, artist, colour (know the primary colours, black and white and some others)	dislike, art show, illustrator, simple shape names (and names of colours)	art gallery, opinion, because, texture, pattern, shape (and all common colours)

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	Specific Provision			Wider Provision
<ul style="list-style-type: none"> What an artist, an art show and an art gallery are (through structured story times). Model expressing opinions about different pieces of art. Teach pupils stem sentences and the correct vocabulary to express opinions e.g. I like/ dislike because... Model how to talk about shape, colour, pattern and texture in art. The names of different artists. 	Themed Role Play <ul style="list-style-type: none"> Opportunities for creating own art show / art gallery / to pretend to be an artist Paintings, designs, drawings and sculptures (pupils and artists) Frames / frame making materials Places to display paintings / drawings / designs / sculptures 	Painting / Art Area <ul style="list-style-type: none"> Range of paintings, drawings, designs and sculptures / photos of sculptures Examples of shapes, colours, patterns, textures to explore and name. 	Book Area <ul style="list-style-type: none"> Books with images of different artist's work Floor books made with the children's artwork for discussion 	Pupils will also meet this in other aspects of the provision. For example, woodwork and workshop / reclaimed materials - pupils could evaluate and emulate artists sculptures / creations. Wherever possible pupils should have a visit from a local artist who can live model and work with pupils.

Prompting questions for Thinking Hard:	2-3 years	3-4 years	4-5 years
Artists / Wider concepts	<ul style="list-style-type: none"> ▪ What do you like about this painting / design / model? Why? ▪ What is an artist? What do they do? ▪ Tell me, which colours do you like in this painting? 	<ul style="list-style-type: none"> ▪ What is the name of the artist that painted this? How do you know? What is special about their art? Do you like their art? Why / why not? ▪ Tell me, what is an illustrator? ▪ What colours and shapes can you see in this painting? 	<ul style="list-style-type: none"> ▪ Tell me, what is an art gallery? ▪ Which artists you know about? What can you tell me about them and their art? ▪ Tell me what do you like / dislike about this xxx? Why is that your opinion? ▪ Talk to me about the colour, shapes and textures in this painting.

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What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Discussion and evaluation	<ul style="list-style-type: none"> Say what they have made. Use key words to assign meaning to their creations e.g. dog, mummy, head, tail, face. Begin to talk about the colours they have used and why. Begin to name what they have used to create e.g. box, paper, tape 	<ul style="list-style-type: none"> Say what they like about their creations. Say what was hard and easy about their creations. Talk about the colours they have used and why. Use increasingly accurate vocabulary to name what they have used to create e.g. egg box, cereal box, juice bottle, plastic, cardboard. Begin to talk to others about and share their creations showing increasingly more interest in what others have done. I like xxx because.... 	<ul style="list-style-type: none"> Share their creations explaining the process they have used e.g. colours, fixings and materials using mostly accurate vocabulary. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Say what works well / why they are proud / pleased about their creation and what they might do to make it even better. Create collaboratively, sharing ideas, resources and skills.
Essential vocabulary	made, used, paper, box, tape / glue (plus colour language see painting section)	hard, easy, because, enjoyed, favourite (plus colour language - see painting section)	materials, fixings, better, proud, idea,

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)		
	<i>Specific Provision</i>		<i>Wider Provision</i>
<ul style="list-style-type: none"> Model explaining what you have made, what you used and why, including colours. Vocabulary to enable pupils to name different materials and fixings. How to share what they have created with others using precise language. I have made a xxx by xxx. How to give their peers feedback on what they have done using stem sentences e.g. I like xxx because. 	Workshop / Junk modelling area: <ul style="list-style-type: none"> Range of materials including paper, fabric, foil Joining / fixing materials and equipment including clips, tape, glue Reclaimed materials e.g. boxes, cartons, bottles Natural materials 	Transient Art <ul style="list-style-type: none"> Natural resources such as moss, flowers, petals, grass, stones, seeds, fir cones, twigs, small pieces of wood, shells, feathers... the list goes on... Seasonal resources such as pumpkin seeds, conkers, horse chestnuts, acorns, autumn leaves. Mini pom poms , cotton wool, plain or coloured pasta, beads, buttons, pieces of cut up drinking straws, coloured aquarium gravel, cotton reels, craft sticks, corks and other small loose parts. 	Woodwork area (and small and large construction): <ul style="list-style-type: none"> Woodworking tools and fixings Wood and small loose parts Meccano, Lego, or similar construction kits <p>Pupils will also meet this in other aspects of the provision. For example, in the art / painting area they can discuss and evaluate their paintings and drawings, when building in the large loose parts they can evaluate their structure / design</p>

Prompting questions for Thinking Hard:	2-3 years	3-4 years	4-5 years
Discussion and evaluation	<ul style="list-style-type: none"> ▪ What have you made? Can you tell me about it? ▪ Why did you choose those colours? ▪ What did you use to make your chair? Link to Goldilocks) Can you name the different things you used? 	<ul style="list-style-type: none"> ▪ What did you find easy / hard when you made your xxx? ▪ What do you like best about your Dot Painting? (linked to The Dot) Why? ▪ Tell me, what have you used to make your House? (Link to Three Pigs) Why did you choose that? ▪ What do you like about xxx's model? Why? 	<ul style="list-style-type: none"> ▪ Tell me about how you fixed xxx to xxx? Can you tell me about the materials you chose to use for your vehicle (linked to William Bee) and why? ▪ What are you pleased about? What could you make even better? Why?

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Year 1

Art and Design taught in Autumn 1, Autumn 2, Spring1, Spring 2, Summer 1 and Summer 2

Developing ideas	Drawing	Painting	3D	Printmaking	Texture, pattern, colour, line and tone	Art through technology	Responding to art
<p>Start to record simple media explorations in a sketch book.</p> <p>Introduce “sketchbook” as being a place to record individual response to art.</p> <p>Understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting).</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p>	<p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p> <p>Explore techniques such as lightening and darkening paint without the use of black or white.</p> <p>Begin to show control over the types of marks made.</p> <p>Paint on different surfaces with a range of media.</p> <p>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.</p> <p>Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques, including painting.</p> <p>Use tools and equipment safely and in the correct way</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Experience impressed printing: e.g. printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: e.g. String and card.</p> <p>Use printmaking to create a repeating pattern.</p>	<p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Produce an expanding range of patterns and textures.</p>	<p>Take a self-portrait or a photograph.</p> <p>Use a simple computer paint program to create a picture</p>	<p>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and making links their own work.</p>

Year 2

Art and Design taught in Autumn 2, Spring 1, Spring 2, Summer 1 and Summer 2

Developing ideas	Drawing	Painting	3D	Printmaking	Texture, pattern, colour, line and tone	Art through technology	Responding to art
<p>Use a sketchbook to plan and develop simple ideas. Develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.</p> <p>Build information on colour mixing, the colour wheel and colour spectrums.</p> <p>Collect textures and patterns to inform other work.</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing notes.</p>	<p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Draw lines/marks from observations.</p> <p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p>	<p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Understand how to make tints using white and tones by adding black to make darker and lighter shades.</p> <p>Build confidence in mixing colour shades and tones.</p> <p>Understand the colour wheel and colour spectrums.</p> <p>Be able to mix all the secondary colours using primary colours confidently.</p> <p>Continue to control the types of marks made with the range of media.</p> <p>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</p>	<p>Use equipment and media with increasing confidence to create a 3D model</p> <p>Use materials to create an imaginary or realistic form – e.g. clay pot, figure, structure, model of aviation etc.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Make simple marks on rollers and printing palettes</p> <p>Experiment with overprinting motifs and colour.</p>	<p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Investigate textures and produce an expanding range of patterns.</p> <p>Use line and tone in different media to consider shape, shade, pattern and texture.</p> <p>Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)</p> <p>Express links between colour and emotion.</p>	<p>Understand how to use ‘zoom’ to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it</p>	<p>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</p> <p>Express thoughts and feelings about a piece of art.</p> <p>Reflect and explain the likes and dislikes in a piece of art created.</p> <p>Explain how a piece of art makes them feel – link to emotions.</p> <p>Identify changes they might make or how their work could be developed further.</p>

Year 3

Art and Design taught in Autumn 2, Spring 2, Summer 1 and Summer 2

Developing ideas	Drawing	Painting	3D	Printmaking	Texture, pattern, colour, line and tone	Art through technology	Responding to art
<p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Identify interesting aspects of objects as a starting point for work.</p> <p>Use a sketch book to express feelings about a subject.</p> <p>Make notes in a sketch book about techniques used by artists.</p> <p>Annotate ideas for improving their work through keeping notes in a sketch book.</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around.</p> <p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.</p>	<p>Develop intricate patterns/ marks with a variety of media</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to indicate facial expressions in drawings.</p> <p>Begin to show consideration in the choice of pencil grade they use.</p>	<p>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thievalckened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complementary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Become increasingly confident in creating different effects and textures with paint according to what they need for the task.</p> <p>Understand how to create a background using a wash.</p>	<p>Use equipment and media with confidence.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface designs</p>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both monoprinting and relief printing.</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p>	<p>Create textures and patterns with a wide range of drawing implements.</p> <p>Create art works from natural materials to show an awareness of different viewpoints of the same object.</p>	<p>Use printed images taken with a digital camera and combine them with other media to produce artwork.</p> <p>Take photographs and explain their creative vision.</p>	<p>Continue to explore 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>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Respond to art from other cultures and other periods of time.</p>

GLF CURRICULUM ART AND DESIGN PROGRESSION



Year 4

Art and Design taught in Autumn 1, Autumn 2, Spring 2, Summer 1 and Summer 2

Developing ideas	Drawing	Painting	3D	Printmaking	Texture, pattern, colour, line and tone	Art through technology	Responding to art
<p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Express likes and dislikes through annotations.</p> <p>Use a sketch book to adapt and improve original ideas.</p> <p>Keep notes to indicate their intentions/purpose of a piece of work.</p> <p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>Further develop drawing a range of tones and lines.</p> <p>Include in their drawing a range of techniques and begin to understand why they best suit.</p> <p>Begin to show awareness of representing texture through the choice of marks and lines made e.g. cross hatching, stippling.</p> <p>Attempt to show reflections in a drawing.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complementary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Work in the style of an artist (not copying).</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Make a slip to join two pieces of clay.</p> <p>Decorate, coil, and produce maquettes confidently when necessary.</p> <p>Model over an armature: newspaper frame for modroc.</p> <p>Adapt work as and when necessary and explain why.</p>	<p>Increase awareness of mono and relief printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece.</p>	<p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Use complementary and contrasting colours for effect.</p>	<p>Create a piece of art which includes integrating a digital image.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p>

Year 5

Art and Design taught in Autumn 1, Spring 1, Spring 2 and Summer 2

Developing ideas	Drawing	Painting	3D	Printmaking	Texture, pattern, colour, line and tone	Art through technology	Responding to art
<p>Use sketchbooks to plan a sculpture through drawing and other preparatory work.</p> <p>Keep notes which consider how a piece of work may be developed further</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works</p> <p>Adapt work as and when necessary and explain why.</p> <p>Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.</p> <p>Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures in c. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Gain experience in modelling over an armature: newspaper frame for modroc.</p>	<p>Use tools in a safe way. Continue to gain experience in overlaying colours.</p> <p>Create repeating patterns.</p>	<p>Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops.</p>	<p>Use/scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning (e.g. logo).</p> <p>Compose a photo with thought for textural qualities, light and shade.</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Compare the style of different styles and approaches.</p>

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Year 6

Art and Design taught in Autumn 1, Spring 2, Summer 1 and Summer 2

Developing ideas	Drawing	Painting	3D	Printmaking	Texture, pattern, colour, line and tone	Art through technology	Responding to art
<p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Annotate work in sketchbook.</p> <p>Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.</p> <p>Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links.</p>	<p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge, understanding which works well in their work and why.</p> <p>Possible artists: Have opportunity to explore modern and traditional arts.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Describe techniques and processes.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p>	N/A	<p>Consider the use of colour for mood and atmosphere.</p>	<p>Have opportunity to explore modern and traditional artists using ICT and other resources.</p> <p>Combine a selection of images using digital technology considering colour, size and rotation.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great Artists, architects and designers in history.</p>