Early Art and Design Progression: Understanding the EYFS to KS1 Readiness to Progress

Organisation of Knowledge	Using Materials	Drawing, painting and sculpture	Exploring techniques	Comparing and evaluating work
Relevant ELG	**ELG: Fine motor skills** - Use a range of small tools, including scissors, paint brushes and cutlery **ELG: Fine motor skills** - Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases	**ELG: Creating with materials** - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function **ELG: Self-regulation** - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate **ELG: Managing self** - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge **ELG: Fine motor skills** - Begin to show accuracy and care when drawing		**ELG: Creating with materials** - Share their creations, explaining the process they have used
KS1 Readiness Objective	- Hold tools like pencils, paint brushes, scissors with increasing precision - Experiment with using different every day and art materials to explore colour, texture and form	- To explore their ideas and imagination by creating drawings, paintings and sculptures. - To explore creating designs and art work on a range of scales.	- To explore a range of techniques to draw, paint, print and sculpt to help them create artwork.	- Recognising and exploring the colour, patterns and shapes in other artist's work. - Expressing opinions and feelings in response to their own art work and other artist's work. - Sharing their work with other people, talking about what they have created it.

Art and Design Progression: National Curriculum Programme of Study

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims of the National Curriculum

The national curriculum for history aims to ensure that all pupils:
- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
Schools are not required by law to teach the example content in [square brackets].

Art and Design Progression: Programme of Study Overview

Key Stage 1
Pupils should be taught:
- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

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.

Key Stage 2
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history.

Art and Design Progression: Develop Ideas

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Core Knowledge		- Different types of art include painting, drawing, collage, textiles, sculpture and painting.	- Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. - Aspects of artwork that can be discussed includes subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. - Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).	- A sketch is a quickly produced or unfinished drawing, which helps artists develop their ideas. - Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. - Decide on materials and techniques that are well suited to different tasks (ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting)	- Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. - Suggestions for improving or adapting artwork could include aspects of the subject matter, structure, and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. - Visual elements include colour, line, shape, form, pattern and tone.	- Artists use sketching to develop an idea over time. - Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of then artwork, which will improve the overall piece. - Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create arrange of effects.	- Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece. - Ideas are the new thoughts and messages that artists have put into their work. - Methods and approaches are the techniques used to create art. - Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. - Identify the potential in unexpected results as work progresses.	- A mood board is an arrangement of images, materials, text and pictures that can show ideas and concepts. - A montage is a set of separate images that are related to each other and placed together to create a single image. - Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. - In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.
Skills		- Communicate your ideas as you are creating artwork. - Share your creations with others, explaining your intentions and the techniques and tools you used. - Create art in different ways on a theme, to express your ideas and feelings. - Reflect on your work and identify how to change or improve.	- Communicate your ideas simply before creating artwork. - Say what you like about your own or others' work using simple artistic vocabulary. - Design and make art to express ideas. - Reflect on your work and identify how to change or improve.	- Make simple sketches to explore and develop ideas. - Analyse and evaluate your own and others' work using artistic vocabulary. - Select the best materials and techniques to develop an idea. - Annotate sketchbook to explain and elaborate ideas.	- Use preliminary sketches in a sketchbook to communicate an ideas or experiment with a technique. - Make suggestions for ways to adapt and improve a piece of artwork. - Use and combine a range of visual elements in artwork. - Annotate sketchbook to explain and elaborate ideas.	- Create a series of sketches over time to develop ideas on a theme or mastery of a technique. - Give constructive feedback to others about ways to improve a piece of artwork. - Develop techniques through experimentation to create different types of art. - Annotate sketchbook to explain and elaborate ideas.	- Review and revisit ideas and sketches to improve and develop ideas. - Compare and comment on the ideas, methods and approaches in your own and others' work. - Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. - Annotate sketchbook to explain and elaborate ideas.	- Gather, record and develop information from a range of sources to create a mood board or montage to inform your thinking about a piece of art. - Adapt and refine artwork in light of constructive feedback and reflection. - Create innovative art that has personal, historic or conceptual meaning. - Annotate sketchbook to explain and elaborate ideas.

Vocabulary						
draw label comment design explain idea share communicate observation describe discuss adapt create pattern art artwork drawing loom paint paintbrush pastel thread weave weaving yarn wax-resistant painting,	communicate explore colour form pattern shape sketch visual element dislike evaluate like practice success feedback discuss collage		observe design sketch swatch examine improve technique design mosaic pattern shape sketch tesserae form sculp shape	colour combine shade sketch tone compare describe evaluate improve composition landscape line proportion shape sketch	evaluate feedback	discussion experimentation exploration information inspiration montage research evaluate feedback improve adaptation change design reflect sketch composition detail fantasy foreground horizon landscape perspective real scale sketch

Art and Design: Mastering Techniques

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	**Core Knowledge**	- The primary colours are red, yellow and blue.	- The primary colours are red, yellow and blue.	- The secondary colours are green, purple and orange.	- Examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one	- Warm colours include orange, yellow and red. - Cool colours include blue, green and magenta.	- A tint is a colour mixed with white, which increases lightness. - A shade is a colour mixed with black, which increases the darkness.	- Different artistic movements often use colour in a distinctive way. - Expressionist artists use intense, non-naturalistic
	Skills	- Use primary and other coloured paint and a range of methods of application. - Use thick and thin brushes	- Identify and use paints in the primary colours.	- Mix primary colours to make secondary colours. - Identify secondary colours. - Create a colour wheel.	- Identify, mix and use contrasting coloured paints. - Mix colours effectively.	- Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. - Create a colour wheel. - Use different brush techniques using thick and thin brushes to explore shape, texture, patterns and lines. - Experiment with creating mood with colour.	- Mix and use tints and shades of colours using a range of different materials, including paint.	- Use colour palettes and characteristics of an artistic movement or artist in artwork. - Combine colours, tones and tints to enhance the mood of the piece. - Develop a personal style.
	Vocabulary	black colour grey mix paint paintbrush palette shade white mix paint palette blue brown experiment green mixing palette orange paint paintbrush pattern purple red shade shape white yellow decorations mural	blue colour mixing colour wheel green hue orange primary colour purple red secondary colour yellow pattern multicoloured			colour cool ink pigment warm wash watercolour	atmosphere colour theory complementary colour contrasting colour cool expressionist expressive intense mood non-naturalistic primary colour secondary colour shade sombre textural tint tone vibrant warm	atmosphere black colour colour theory darkness effect grey hue impressionist landscape art light lightness mixing palette shade shadow sketchbook tint tone vibrancy white

Collage	**Core Knowledge**	- Papers and fabrics can be used to create art including tearing, cutting and sticking.	- Collage is an art technique where different materials are layered and stuck down to create artwork.		- Visual elements include colour, line, shape, form, pattern and tone. - Making a mosaic involves putting mosaic pieces, or tesserae, onto a base, such as wood, stone, concrete or clay. - Uses grout to fill the spaces, or interstices, around the tesserae.		- Traditional crafting techniques using paper include, casting, decoupage, collage, marbling, origami and paper making.	- Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork.
	Skills	- Cut, tear, fold and stick a range of papers and fabrics. - Sort and arrange materials.	- Use textural materials, including paper and fabric, to create a simple collage.		- Use and combine a range of visual elements in artwork. - Select and arrange materials for a striking effect. - Use ceramic mosaic materials and techniques.		- Make and use paper to explore traditional crafting techniques. - Use coiling, overlapping, tessellation, mosaic and montage.	- Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. - Combine visual and tactile qualities. - Mix textures (rough and smooth, plain and patterned)
	Vocabulary	collage colour edge hole punch pattern side playdough shape 2-D shape glue paper shape stick collage paper scissors stick collage cut glue join Les Bêtes de la Mer by Henri Matisse scissor shapes tear	collage fabric layer paper bumpy rough shiny smooth soft surface texture wrinkly		design mosaic pattern shape sketch tesserae			

Sculpture							
Core Knowledge	- Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.	- Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough.	- Malleable materials such as clay, plasticine or salt dough, are easy to shape. - Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.	- Malleable materials such as clay, papier-mâché and Modroc, are easy to change into a new shape. - Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shapes and may need to be cut and joined together using a variety of techniques.	- Techniques used to create a 3-D form from clay including coiling, pinching, slab construction and sculpting. - Carving, slip and scoring can be used to attach extra pieces of clay. - Mark making can be used to add detail to 3-D forms.	- Relief sculpture projects from a flat surface, such as stone. - High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background.	- A 3-D form is a sculpture made by carving, modelling, casting or constructing.
Skills	- Manipulate malleable materials into a variety of shapes and forms using your hands and other simple tools.	- Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.	- Press objects into a malleable material to make textures, patterns and imprints. - Use rolled up paper, straws, paper, card and clay as materials.	- Create a 3-D form using malleable or rigid materials, or a combination of materials. - Use clay and other mouldable materials. - Add materials to provide interesting details.	- Use clay to create a detailed or experimental 3-D form. - Include texture that conveys feelings, expression or movement.	- Create a relief form using a range of tools, techniques and materials. Show life-like qualities and real-life proportions. Use different tools to carve and add shapes, texture and patterns. - Combine visual and tactile qualities.	- Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. - Use frameworks (such as wire or moulds) to provide stability and form.
Vocabulary	dough shape weave attach clay draw modelling tool mould plasticine roll sculpture squash firm gloopy mas runny slice squeeze squirt press air dry clay cut kinetic sand pattern print scoop spoon			3D clay coil form roll sculpture slip			3-D form sculpture

Drawing								
Core Knowledge	- Different types of line include bumpy, zigzag, curvy and dotty. - A painting of a place is called a landscape.	- Soft pencils create darker lines and are marked with a B for black. - Hard pencils create lighter lines and are marked with a H for hard. - Different types of line include zigzag, wavy, curved, thick and thin. - Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).	- Textures include rough, smooth, ridged and bumpy. - Tone is the lightness or darkness of a colour. - Pencils can create lines of different thicknesses and tones and can also be smudged. - Ink can be used with a pen or brush to make lines and marks of carrying thicknesses, and can be mixed with water and brushed on paper as a wash. - Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged. - A landscape is a piece of artwork that shows a scenic view.	- Hatching, cross-hatching and shading are techniques artists use to add texture and form. - An urban landscape is a piece of artwork that shows a view of a town or city.	- Pen and ink create dark lines that strongly contrast with white paper. - Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). - Light tones are created when lines or dots are drawn further apart. - Dark tones are created when lines or dots are drawn closer together. - Art can display interesting or unusual perspectives and viewpoints.	- Ink wash is a mixture of India ink and water, which is applied to paper using a brush. - Adding different amounts of water changes the shade of the marks made. - Ink wash can be used to create a tonal perspective, light and shade. - Imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world.	- Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. - Tone is the relative lightness and darkness of a colour. - Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above). - Perspective is the art of representing 3-D objects on a 2-D surface.
Skills	- Select appropriate tools and media to draw with. - Draw or paint a place from observation or imagination. - Draw lines of different sizes and thickness. - Colour (own work) neatly following the lines.	- Use soft and hard pencils to create different types of line and shape. - Draw or paint a place from memory, imagination or observation. - Show different tones by using coloured pencils.	- Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space. - Use different hardness of pencils to show line, tone and texture. - Draw or paint features of landscape from memory, imagination or observation, with some attention to detail - Show pattern and texture by adding dots and lines. - Annotate sketches to explain and elaborate ideas.	- Add tone and texture to a drawing by using linear and cross-hatching, scrumbling and stippling. - Draw, collage, paint or photograph an urban landscape. - Sketch lightly (no need to use a rubber to correct mistakes). - Annotate sketches to explain and elaborate ideas.	- Use the properties of pen, ink and charcoal to create a range of effects in drawing. - Use shading to show light and shadow. - Choose an interesting or unusual perspective or viewpoint for a landscape. - Annotate sketches to explain and elaborate ideas.	- Use pen and ink (ink wash) to add perspective, light and shade to a composition or model. - Use a range of materials to create imaginative and fantasy landscapes. - Use a variety of techniques to add interesting effects (reflections, shadows, direction of the sunlight). - Annotate sketches to explain and elaborate ideas.	- Use line, tone or shape to draw observational detail or perspective. - Draw or paint detailed landscapes that include perspective. - Annotate sketches to explain and elaborate ideas. - Use a choice of techniques to depict movement, perspective, shadows and reflection. - Choose a style of drawing suitable for the work. (realistic or impressionistic).

Print	**Vocabulary**	crayon curl horizontal line line mark spiral vertical line zigzag art software brushstroke brush tool colour observe pattern colour colouring pencil draw hand lens pastel pattern shape texture feature observational drawing fantasy world house imaginary world place street Arctic desert forest landscape meadow polar landscape rainforest Savannah scenery land landscape scene sea seashore seaside sky			cross-hatch hatch line shade stipple tone atmospheric perspective landscape scenery		cityscape coastal landscape colour depth fantasy landscape horizon landscape light middle ground mid-space outline perspective real landscape scale shade sky tint tone
	Core Knowledge		- A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.	- A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. - The block can be repeatedly used, creating a repeating pattern.		- Some artists use text or printed images toad interest or meaning to a photograph.	- Printmakers create artwork by transferring paint, ink or other art materials from one surface to another.

Skills	- Make simple prints using a variety of tools, including print blocks and rollers. - Use objects to create prints (fruit, vegetables or sponges). - Press, roll, rub and stamp to make prints.	- Make simple prints and patterns using a range of liquids including ink and paint. - Use repeating or overlapping shapes.	- Use the properties of various materials, such as clay or polystyrene, to develop a block print. - Use layers of two or more colours. - Replicate patterns observed in natural or built environments. - Make precise repeating patterns.		- Add text or printed materials to a photographic background. - Build up layers of colours. - Create accurate patterns, showing fine detail.	- Use the work of a significant printmaker to influence artwork. - Use a range of visual elements to reflect the purpose of the work.
Vocabulary	colour mix paint paint roller pattern shape 2D shape print printing sponge repeating stamp design effect pattern press rubbing spot stripe	paint palette print printmaking roller			overlay text	

Art and Design Progression: Significant People, Artwork and Movements

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Core Knowledge		- Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.	- Works of art are important for many reasons: > they were created by famous or highly skilled artists	- The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and	- Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.	- Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract.	- Works of art can be significant for many reasons: ➢ they are created by key artists of an artistic movement
	Skills	- Explore artwork by famous artists and talk about your likes and dislikes. - Describe the work of notable artists, artisans and designers.	- Describe and explore the work of a significant artist. - Describe the work of notable artists, artisans and designers.	- Explain why a painting, piece of artwork, body of work or artist is important. - Describe the work of notable artists, artisans and designers. - Use some of the ideas of artists studies to create pieces.	- Work in the style of a significant artists, architect, culture or designer. - Replicate some of the techniques used by notable artists, artisans and designers.	- Explain the significance of art, architecture or design from history and create work inspired by it. - Create original pieces that are influenced by studies of others.	- Investigate and develop artwork using the characteristics of an artistic movement. - Give details (including own sketches) about the style of some notable artists, artisans and designers.	- Explain the significance of different artworks from a range of times and cultures and use elements of these to create your own artworks. - Show how the work of those studies was influential in both society and to other artists. - Create original pieces that show a range of influences and styles.
	Vocabulary	art artist dri Jackson Pollock splash style artwork sculptor sculpture famous painter painting The Fruit Basket by Giuseppe Arcimboldo Beach Scene by Edgar Degas Laura Wall Rhyl Sands by David Cox The Beach at Trouville by Claude Monet View of Collioure (The Tower) by Henri Matisse	Blue Marilyn by Andy Warhol My Grandparents; My Parents and Me by Frida Kahlo Portrait of Dora Maar by Pablo Picasso Portrait of Gerda by Ernst Ludwig Kirchner Self-Portrait as a Tehuana by Frida Kahlo		mosaic Roman mosaic Beaker culture	A Meadow in the Mountains: Le Mas de Saint-Paul by Vincent van Gogh Landscape Mountains at Collioure by Andre Derain Road before the Mountains; Sainte-Victoire by Paul Cezanne Tahitian Mountains by Paul Gaugin View of Toledo by El Greco Wanderer above the Sea of Fog by Caspar David Friedrich		Antony Gormley Chris Jordan Edith Meusnier John Akomfrah Olafur Eliasson

What will our pupils go on to learn?

Art and Design Progression: Programme of Study KS3

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims of the National Curriculum

The national curriculum for art and design aims to ensure that all pupils:
-     produce creative work, exploring their ideas and recording their experiences
-     become proficient in drawing, painting, sculpture and other art, craft and design techniques
-     evaluate and analyse creative works using the language of art, craft and design
-     know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Art and Design Progression: Subject Content KS3

Key Stage 3

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:
-     to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
-     to use a range of techniques and media, including painting
-     to increase their proficiency in the handling of different materials
-     to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
-     about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.