

Subject: Art Progression Plan

Reception	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings, experimenting with texture, form and function. They will return to and build on their previous learning, refining their ideas and developing their ability to represent them. Children will create collaboratively, sharing ideas, resources and skills.					
	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and Developing Ideas (Ongoing)	<ul style="list-style-type: none"> - Record and explore ideas from first-hand observation, experience and imagination. - Ask and answer questions about the starting points for their work and develop their ideas. - Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 		<ul style="list-style-type: none"> - Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 		<ul style="list-style-type: none"> - Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas and processes to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	
Vocabulary	Observe, explore, artist, designer		Record, observe, artist, culture, critical		Record, observe, purpose, role, artist, critical	
Evaluating and Developing Work (Ongoing)	<ul style="list-style-type: none"> - Review what they and others have done and say what they think and feel about it e.g. annotate sketchbook. - Identify what they might change in their current work or develop in their future work. - Annotate work in sketchbook. 		<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Annotate work in sketchbook. 		<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Annotate work in sketchbook. 	
Vocabulary	Review, annotate, develop		Compare, adapt, annotate, develop		Compare, adapt, annotate, describe, develop	
Drawing	<ul style="list-style-type: none"> - Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. 	<ul style="list-style-type: none"> - Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint. - Understand the basic use of a sketchbook and work out ideas 	<ul style="list-style-type: none"> - Experiment with different grades of pencil and other implements. - Plan, refine and alter their drawings as necessary. 	<ul style="list-style-type: none"> - Make informed choices in drawing including paper and media. - Alter and refine drawings and describe changes using art vocabulary. 	<ul style="list-style-type: none"> - Use a variety of source material for their work. - Work in a sustained and independent way from observation, experience and imagination. 	<ul style="list-style-type: none"> - Demonstrate a wide variety of ways to make different marks with dry and wet media. - Identify artists who have worked in a similar way to

Subject: Art Progression Plan

	<ul style="list-style-type: none"> - Use a sketchbook to gather and collect artwork. - Begin to explore the use of line, shape and colour 	<ul style="list-style-type: none"> - for drawings. - Draw for a sustained period of time from the figure and real objects, including single and grouped objects. - Experiment with the visual elements: line, shape, pattern and colour. 	<ul style="list-style-type: none"> - Use their sketchbook to collect and record visual information from different sources. - Draw for a sustained period of time at their own level. - Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> - Collect images and information independently in a sketchbook. - Use research to inspire drawings from memory and imagination. - Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> - Use a sketchbook to develop ideas. - Explore the potential properties of the visual elements: line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> - their own work. - Develop ideas using different or mixed media, using a sketchbook. - Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
Vocabulary	Line, shape, colour, pattern		Plan, refine, alter, texture, tone, colour, shape, pattern, line		Properties, line, tone, pattern, texture, colour, shape, form, space, media	
Painting	<ul style="list-style-type: none"> - Use a variety of tools and techniques including the use of different brush sizes and types. - Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades using 	<ul style="list-style-type: none"> - Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, including layering, mixing media, scraping through etc. - Name different types of paint and their properties. Work on a range 	<ul style="list-style-type: none"> - Mix a variety of colours and know which primary colours make secondary colours. - Use a developed colour vocabulary. - Experiment with different effects and textures including blocking in colour, washes, 	<ul style="list-style-type: none"> - Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. - Choose paints and implements appropriately. - Plan and create different effects and textures with paint according to 	<ul style="list-style-type: none"> - Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. - Work on preliminary studies to test media and materials. - Create imaginative work 	<ul style="list-style-type: none"> - Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. - Carry out preliminary studies, test media and materials and mix appropriate

Subject: Art Progression Plan

	<p>different types of paint.</p> <ul style="list-style-type: none"> - Create different textures e.g. use of sawdust. 	<p>of scales e.g. large brush on large paper etc.</p> <ul style="list-style-type: none"> - Mix and match colours using artefacts and objects. 	<p>thickened paint etc.</p> <ul style="list-style-type: none"> - Work confidently on a range of scales e.g. thin brush on small picture etc. 	<p>what they need for the task.</p> <ul style="list-style-type: none"> - Show increasing independence and creativity with the painting process. 	<p>from a variety of sources.</p>	<p>colours.</p> <ul style="list-style-type: none"> - Work from a variety of sources, including those researched independently. - Show an awareness of how paintings are created (composition).
Vocabulary	Primary colour, secondary colour, shade, tone, texture		Primary colour, secondary colour, blocking, wash, thick, thin		Primary colour, secondary colour, warm, cold, complementary, contrasting, shade, tint, composition	
Printing	<ul style="list-style-type: none"> - Make marks in print with a variety of objects, including natural and made objects. - Carry out different printing techniques. - Make rubbings. - Build a repeating pattern and recognise patterns in the environment. 	<ul style="list-style-type: none"> - Use a variety of techniques. - Design patterns of increasing complexity and repetition. - Print using a variety of materials, objects and techniques. 	<ul style="list-style-type: none"> - Print using a variety of materials, objects and techniques including layering. - Talk about the processes used to produce a simple print. - Explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> - Research, create and refine a print using a variety of techniques. - Select broadly the kinds of material to print with in order to get the effect they want. 	<ul style="list-style-type: none"> - Choose the printing method appropriate to the task. - Build up layers and colours/textures. - Organise their work in terms of pattern, repetition, symmetry or random printing styles. - Choose inks and overlay colours. 	<ul style="list-style-type: none"> - Describe varied techniques. - Be familiar with layering prints. - Be confident with printing on paper and fabric. - Alter and modify work. - Work relatively independently.
Vocabulary	Print, natural, rubbing, pattern		Print, pattern, shape, design, effect, technique		Print, appropriate, layers, texture, pattern, repetition, symmetry, style, overlay	
Textiles/Collage	<ul style="list-style-type: none"> - Use a variety of techniques, e.g. 	<ul style="list-style-type: none"> - Use a variety of techniques, 	<ul style="list-style-type: none"> - Use a variety of techniques, inc. 	<ul style="list-style-type: none"> - Match the tool to the material. 	<ul style="list-style-type: none"> - Join fabrics in different ways, 	<ul style="list-style-type: none"> - Show awareness of the potential

Subject: Art Progression Plan

	<p>weaving, finger knitting, fabric crayons, sewing and binca.</p> <ul style="list-style-type: none"> - How to thread a needle, cut, glue and trim material. - Create images from imagination, experience or observation. - Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	<p>including weaving, French knitting, tie dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <ul style="list-style-type: none"> - Create textured collages from a variety of media. - Make a simple mosaic. - Stitch, knot and use other manipulative skills. 	<p>printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <ul style="list-style-type: none"> - Name the tools and materials they have used. - Develop skills in stitching. Cutting and joining. - Experiment with a range of media e.g. overlapping, layering etc. 	<ul style="list-style-type: none"> - Combine skills more readily. - Choose collage or textiles as a means of extending work already achieved. - Refine and alter ideas and explain choices using an art vocabulary. - Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. - Experiment with paste resist. 	<p>including stitching.</p> <ul style="list-style-type: none"> - Use different grades and uses of threads and needles. - Extend their work within a specified technique. - Use a range of media to create collage. - Experiment with using batik safely. 	<p>of the uses of material.</p> <ul style="list-style-type: none"> - Use different techniques, colours and textures etc. when designing and making pieces of work. - Be expressive and analytical to adapt, extend and justify their work.
Vocabulary	Weaving, finger knitting, sewing, needle, tie dye, embroidery, media, mosaic, stitch		Printing, dying, quilting, weaving, embroidery, applique, join, overlap, layer		Join, stitch, thread, media, batik, collage, texture, design adapt, extend, justify	
3D Form	<ul style="list-style-type: none"> - Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. - Explore sculpture with a range of malleable media, especially clay. 	<ul style="list-style-type: none"> - Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. - Build a textured relief tile. - Understand the safety and basic 	<ul style="list-style-type: none"> - Join clay adequately and work reasonably independently. - Construct a simple clay base for extending and modelling other shapes. 	<ul style="list-style-type: none"> - Make informed choices about the 3D technique chosen. - Show an understanding of shape, space and form. - Plan, design, make and adapt 	<ul style="list-style-type: none"> - Describe the different qualities involved in modelling, sculpture and construction. - Use recycled, natural and manmade 	<ul style="list-style-type: none"> - Develop skills in using clay including slabs, coils, slips, etc. - Make a mould and use plaster safely. - Create sculpture and constructions with increasing

Subject: Art Progression Plan

	<ul style="list-style-type: none"> - Experiment with, construct and join recycled, natural and man-made materials. - Explore shape and form. 	<ul style="list-style-type: none"> - care of materials and tools. - Experiment with, construct and join recycled, natural and manmade materials more confidently. 	<ul style="list-style-type: none"> - Cut and join wood safely and effectively. - Make a simple papier mache object. - Plan, design and make models. 	<ul style="list-style-type: none"> - models. - Talk about their work understanding that it has been sculpted, modelled or constructed. - Use a variety of materials. 	<ul style="list-style-type: none"> - materials to create sculpture. - Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> - independence.
Vocabulary	Clay, roll, knead, shape, sculpt, construct, join		Clay, cut, join, plan, design, shape, space, form, adapt		Sculpt, construct, prepare, mould, create, slab, coil, slip	
Digital Media	Explore ideas using digital media. Record visual information using cameras and video recorders. Use a simple graphics package to create images and effects.		Record visual information using cameras and video recorders, presenting visual images with software. Use a graphics package to create images and effects e.g. Scratch.		Record visual information using cameras and video recorders, presenting visual images with software such as Photostory or Powerpoint	
Knowledge: Artists Explored	Learn 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.		Learn about great artists, architects and designers in history.		Learn about great artists, architects and designers in history.	
Knowledge: Simple Chronology of Art	Pablo Picasso (Spanish Artist) 1881-1973 Vincent Van Gogh (Dutch Artist) (1853–1890) Clarice Cliffe (English Ceramic Artist) 1922 to 1963 Henri Rousseau (French Artist) 1844-1910 Katsushika Hokusai (Japanese Artist) 1760-1849 L.S. Lowry (British Artist) 1887-1976		Leonardo da Vinci (Italian Artist, Engineer, Scientist) 1452 – 1519 Claude Monet (French Artist) 1840-1926 Alberto Giacometti (Swiss Sculptor) 1901-1966 Andy Warhol (American Artist) 1928-1987 Georges Seurat (French Artist) 1859 - 1891		Ancient Maya Culture (South America) 1800 B.C. to A.D. 250 Shaun Tan (Australian Artist) 1974-present Paul Klee (Swiss-born German Artist) 1879 - 1940	
Vocabulary Elements of Art	<ul style="list-style-type: none"> ➤ Colour – (hue, intensity, value, shade, tint) ➤ Form (2D, 3D, sculpture, perspective) ➤ Line (lines, curves, length, width, strokes, direction) ➤ Shape (shape names) ➤ Space (background, foreground, middle ground, distance, in between, around, within) ➤ Texture (feel, look, smooth, bumpy, hard, soft, clear, rough) ➤ Value (lightness, darkness, contrast, shades, tints) 					



Subject: Art Progression Plan

Year 1

A Year 1 Artist should:

- know how to show how people feel in paintings and drawings
- know how to create moods in artwork
- know how to use pencils to create lines of different thickness in drawings
- be able to name the primary and secondary colours
- know how to create a repeating pattern in print
- know how to cut, roll and coil materials
- know how to use IT to create a picture
- be able to describe what they can see and give an opinion about the work of an artist
- be able to ask questions about a piece of art

Year 2

A Year 2 Artist should:

- choose and use three different grades of pencil when drawing
- know how to use charcoal, pencil and pastel to create art
- know how to use a viewfinder to focus on a specific part of an artefact before drawing it
- know how to mix paint to create all the secondary colours
- know how to create brown with paint
- know how to create tints with paint by adding white
- know how to create tones with paint by adding black
- know how to create a printed piece of art by pressing, rolling, rubbing and stamping
- know how to make a clay pot
- know how to join two clay finger pots together
- know how to use different effects within an IT paint package
- suggest how artists have used colour, pattern and shape
- know how to create a piece of art in response to the work of another artist



Subject: Art Progression Plan

Year 3

A Year 3 Artist should:

- know how to show facial expressions in their art
- know how to use sketches to produce a final piece of art
- know how to use different grades of pencil to shade and to show different tones and textures
- know how to create a background using a wash
- know how to use a range of brushes to create different effects in painting
- know how to identify the techniques used by different artists
- know how to use digital images and combine with other media in their art
- know how to use IT to create art which includes their own work and that of others
- know how to compare the work of different artists
- recognise when art is from different cultures
- recognise when art is from different historical periods

Year 4

A Year 4 Artist should:

- know how to show facial expressions and body language in sketches and paintings
- know how to use marks and lines to show texture in their art
- know how to use line, tone, shape and colour to represent figures and forms in movement
- know how to show reflections in their art
- know how to print onto different materials using at least four colours
- know how to sculpt clay and other mouldable materials
- know how to integrate digital images into their art
- experiment with the styles used by other artists
- explain some of the features of art from historical periods



Subject: Art Progression Plan

Year 5

A Year 5 Artist should:

- be able to identify and draw objects and use marks and lines to produce texture
- know how to successfully use shading to create mood and feeling
- know how to organise line, tone, shape and colour to represent figures and forms in movement
- know how to use shading to create mood and feeling
- know how to express emotion in their art
- know how to create an accurate print design
- know how to use images which they have created, scanned and found; altering them where necessary to create art
- be able to research the work of an artist and use their work to replicate a style

Year 6

A Year 6 Artist should:

- be able to explain why they have used different tools to create art
- be able to explain why they have chosen specific techniques to create their art
- be able to explain their style of work and how it has been influenced by a famous artist
- know how to overprint to create different patterns
- know how to use feedback to make amendments and improvement to their art
- know how to use a range of e-resources to create art