

Art and Design Progression Document



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

	Year 1 objectives	Year 2 objectives
Generating ideas Skills of Designing and Developing ideas	<ul style="list-style-type: none"> • Recognise that ideas can be expressed in artwork • Explore different methods and materials as ideas develop • compare and/or describe what can be seen and say what they like dislike about the work of an artist • Ask and answer simple questions about a piece of artwork • Record from first hand evidence, experience and imagination 	<ul style="list-style-type: none"> • Explore artwork ideas and collect visual information • Experiment with and explore materials as ideas develop and give an opinion about work produced • Record from first hand evidence, experience and imagination • Ask and answer questions about a piece of pieces of art describing similarities and differences • Use drawings and sketch books to record ideas and experiences
Making Mastering techniques	Drawing <ul style="list-style-type: none"> • Able to make lines of different size, shape and thickness • Begin to make observational drawings considering shape • Begin to colour neatly following lines 	Drawing <ul style="list-style-type: none"> • Use 3 different grades of pencil when drawing • Explore a range of media such as charcoal, different grade pencils, graphite sticks, coloured pencils, chalk pastels etc. • Begin to show pattern, texture, dots and lines. • Colour neatly following lines with greater pencil control. • Begin to make observational drawings beginning to consider proportion and position • know how to use a viewfinder to focus on a specific part of an

	<p>Vocabulary: <i>thin, round, straight, curvy, spiral, broad, narrow, fine, pattern, line, shape, detail, mirror image, nature, made environment look, see, observe.</i></p>	<p>artefact before drawing it</p> <p>Vocabulary: <i>Positional language (in-front, behind, hidden etc), grades, soft, hard, sharp, blunt, view finder, blend</i> <i>Comparison, still life</i></p>
	<p>Painting</p> <ul style="list-style-type: none"> • Able to use thick and thin brushes appropriately • Name and mix primary colours to make secondary colours • Create a colour wheel (<i>primary and secondary colours</i>) • Know how to use a range of mediums to: <ul style="list-style-type: none"> ○ explore line (<i>e.g. thickness, density, straight curvy</i>) ○ explore texture (<i>e.g. adding sand, glue, seeds etc</i>) ○ explore pattern printing (<i>e.g. pressing, rolling, rubbing and stamping</i>) • know how to use IT to create a picture <p>Vocabulary: <i>Primary colours (red, blue, yellow), secondary colours (orange, purple, green)</i> <i>thick/thin, light/dark, hard/soft, straight/curvy</i> <i>cut, paste, digital camera, mouse, programme, clone, enlarge, scale, stamp</i></p>	<p>Painting</p> <ul style="list-style-type: none"> • Select the appropriate brush for the task. • know how to mix paint to create all the secondary colours referring to a colour wheel and the colour spectrum (red, orange, yellow, green, blue, indigo, violet) • know how to create tints with paint by adding white and know how to create tones with paint by adding black • know how to create a printed piece of art using at least two colours (<i>e.g. tile/block printing</i>) <p>know how to use different effects within an IT paint package</p> <p>Vocabulary: • <i>extend colour vocabulary (e.g. greeny-blue, reddy-orange)</i></p> <ul style="list-style-type: none"> • <i>light/lighter/lightest, dark/darker/darkest</i> • <i>print, rubbing, smudge, image, reverse, shapes, surface, pressure, decoration, repeat, rotate, mono-print, two-tone print</i>
	<p>Sculpture</p> <ul style="list-style-type: none"> • Use materials to make known objects for a purpose • Use either a range of rolled paper, card etc...to make a manmade sculpture or natural resources such as sticks, leaves etc... to create a nature sculpture • Pinch and roll coils and slabs using a modelling media (<i>plasticine, clay etc...</i>) • Make simple joins • Use equipment safely (<i>scissors, clay tools etc.</i>) 	<p>Sculpture</p> <ul style="list-style-type: none"> • Explore man-made and natural sculptures • Look at examples of sculpture and begin to identify the work involved • Experiment by combining man-made and natural resources • Express personal experiences and ideas in relation to sculptures • Shape and form from direct observation (malleable and rigid materials) to make recognisable forms • Experiment with sculpting tools and reflect on effects / results

	<p><i>Vocabulary: modelling, shape, pattern, spiral, structure, mould, pinch, coil, slab, shaping tool, design, sculptor, join,</i></p>	<p>created</p> <ul style="list-style-type: none"> • Begin to use decorative techniques • Replicate patterns and textures in a 3D forms – e.g., use subtraction by carving soft materials (plasticine, clay) <p><i>Vocabulary: man-made, natural, colour, line, shape, pattern, imprint, symmetry, squash, stretch, creative, sculpture, malleable, manipulate.</i></p>
	<p>Other crafts or techniques</p> <ul style="list-style-type: none"> • Try out a range of materials and processes and recognise that they have different qualities • Join materials in more than one way • Mix materials to create texture (Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.) • Use materials purposefully to achieve particular characteristics or qualities (<i>Weaving, collage, printing etc.</i>) 	<p>Other crafts or techniques</p> <ul style="list-style-type: none"> • Develop and exercise some care and control over the range of materials they use. • Mix materials within their work to create texture and form • Printing - using a variety of materials, objects and techniques including layering. • Talk about the processes used to produce a simple print. to explore pattern and shape, creating designs for printing.
<p>Evaluating</p> <p>Discussion of own and others artworks</p>	<ul style="list-style-type: none"> • Show interest in, compare and/or describe what can be seen and say what they like / dislike about the work of an artist • Discuss how artwork makes them feel • Ask questions about a piece of art 	<ul style="list-style-type: none"> • When looking at creative work express clear preferences and give some reasons for these • Suggest how artists have used colour pattern and shape • Create a piece of artwork in response to the work of another artist, craft maker or designer. • Talk about the materials, techniques and processes they have used, using appropriate vocabulary. (<i>They know the names of the colours and the tools they have used</i>).

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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

	Year 3 objectives	Year 4 objectives
Generating ideas Skills of Designing and Developing ideas	<ul style="list-style-type: none"> • Gather and review information, references and resources related to their ideas and intentions. • Use sketchbooks for different purposes, including recording observations, planning and shaping ideas. 	<ul style="list-style-type: none"> • Select and use relevant resources and references to develop their ideas. • Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. <i>(e.g. sketchbooks will show several different versions of an idea and how research has led to improvements)</i> • Experiment with techniques used by other artists
Making Mastering techniques	Drawing <ul style="list-style-type: none"> • Use pencils of varying hardness to show line, tone and texture (<i>hatching and crosshatching</i>) • Annotate to explain ideas • Sketch lightly (<i>modify work without using a rubber</i>) • Use shading to show light and dark <p><i>Vocabulary:</i> Hatching, crosshatching, fine, broad</p>	Drawing <ul style="list-style-type: none"> • Confidently choose appropriate grade pencils to show line, tone and texture. (6H – 6B) • Annotate to explain and elaborate ideas • Show facial expressions and body language in sketches (angry, relaxed, shocked) <p><i>Vocabulary:</i></p>

<p><i>grades, soft, hard, sharp, blunt, shade</i></p>	<p><i>Positional language foreground, middle ground, background, depth, perspective proportion still life, realistic, impressionistic</i></p>
<p>Painting</p> <ul style="list-style-type: none"> • Mix colours effectively for purpose • Explain complimentary and contracting colours • Begin to explore a range of brushes to create different effects (impasto, scratching, stippling, dribbling) • Create background washes • explore shape, form and space (<i>e.g. looking at the background, as well as the shape/object</i>) <p><i>Vocabulary: complimentary, contrasting, harmonious, deep, vibrant, soft, hue</i> <i>Brush types – round, fan, flat, angled</i> <i>Impasto, scratching, stippling, dribbling</i></p>	<p>Painting</p> <ul style="list-style-type: none"> • Effectively use a range of brushes to create different effects (impasto, scratching, stippling, dribbling) • Begin to use brush techniques and qualities of paint to create texture • Name different types of paint and their properties (Oil paint, Water colours, poster paint, acrylic paint) • Explore texture through adding – sawdust, salt, PVA glue etc. <p><i>Vocabulary: Silky, shiny, oily, grainy, matt, transparency</i></p>
<p>Sculpture</p> <ul style="list-style-type: none"> • Combine and create shapes to make recognisable forms (<i>using card, paper, wood, wire, papier Mache</i>) • Explore modelling using a range of materials (<i>modelling clay, salt dough</i>) <p><i>Vocabulary: malleable, manipulate, solid, hollow, Pliers, rollers, palette knives, spatulas</i></p>	<p>Sculpture</p> <ul style="list-style-type: none"> • Select appropriate materials to combine and create shapes to make recognisable forms (<i>using card, paper, wood, wire, papier Mache</i>) • Explore Reduction and subtraction: carving soft materials including e.g. soap, cast plaster, soft stone or wood; • Casting: using plaster of Paris <p><i>Vocabulary: reduction, subtraction, three dimensions</i></p>
<p>Other crafts or techniques</p> <ul style="list-style-type: none"> • Select, arrange and join a range of materials to create an end product. • Experiment with layering two or more colours or materials. 	<p>Other crafts or techniques</p> <ul style="list-style-type: none"> • Select, arrange and join a range of materials to create striking effects • Create patterns or motifs (<i>sewing, printing</i>)

	<p><i>(weaving, plaiting, collage, printing, textiles)</i></p> <ul style="list-style-type: none"> • Create textured collages using a variety of different media (recycled materials, natural materials, plastics, newspaper, fabrics) 	<ul style="list-style-type: none"> • Creative craft exploring diverse processes that include e.g. paper weaving, basket making, beadwork, mosaic, (using materials such as willow, papers, plastics, wire, leather, clay, textiles or recycled materials)
<p>Evaluating</p> <p>Discussion of own and others artworks</p>	<ul style="list-style-type: none"> • Reflect upon what they like and dislike about their work and suggest ways to improve. • Identify the different techniques, materials, colours used by different artists • Recognise when art is from different historical periods • Create a piece of art that is influenced by the study of others. 	<ul style="list-style-type: none"> • Regularly reflect upon their own work, and use comparisons with the work of others to identify how to improve. • Explain some of the features of art from historical periods (<i>e.g. pop art, impressionism, renaissance</i>) • <i>Know how different artists develop their techniques.</i> • Create an original piece of art that is influenced by the study of others.

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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

	Year 5 objectives	Year 6 objectives
Generating ideas Skills of Designing and Developing ideas	<ul style="list-style-type: none"> • Engage in open ended research and exploration in the process of initiating and developing their own personal ideas • Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. 	<ul style="list-style-type: none"> • Independently develop a range of ideas that show curiosity, imagination and originality. • Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(sketchbooks will show an advance how work will be produced and how the qualities of materials will be used)</i>
Making Mastering techniques	<p>Drawing</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (<i>e.g. reflection, shadows, perspective</i>) • Use line tone and shape to represent figures and forms in movement. • Use drawings as a way of expressing their ideas. <p><i>Vocabulary:</i> <i>Reflection, shadow, perspective,</i></p>	<p>Drawing</p> <ul style="list-style-type: none"> • Use a variety of taught techniques to create life like and impressionistic drawings. (Hatching, crosshatching, blending, shading, reflection, shadows, perspective) • Select appropriate technique to depict movement, perspective, shadow and reflection • Choose the style of drawing suitable for the work • Can combine different materials to good effect, (e.g., sketching)

	<p><i>Fluid,</i></p>	<p>with watercolours, pen and ink on paint, etching into pastels.) <i>Vocabulary:</i> <i>Positional language foreground, middle ground, background, depth, perspective</i> <i>still life, realistic, impressionistic</i></p>
	<p>Painting</p> <ul style="list-style-type: none"> • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Create colour palettes based upon observed colours • Combine colours, tones, tints and shades to enhance their work • Use light and shadow in paintings to add depth • Use brush techniques and qualities of paint to create texture • Experiment painting on different surfaces including- torn/pasted paper, cardboard and combined pen and pencil <p><i>Vocabulary:</i> <i>Complementary, contrasting, tones, tints, shades</i></p>	<p>Painting</p> <ul style="list-style-type: none"> • Sketch lightly before painting to combine line and colour • Use the qualities of paint to create visually interesting pieces • Paintings show visual and tactile qualities to match intentions(ranging from appealing to repulsive, being pleasant or unpleasant to touch) • Develop a personal style of painting. • Show an awareness of how paintings are created (composition). • Choose from a range of mediums to paint on to create imaginative and interesting work (glass, fabric, cardboard) <p><i>Vocabulary:</i> <i>Composition, tactile qualities</i></p>
	<p>Sculpture</p> <ul style="list-style-type: none"> • Show life like proportions and qualities • Combine visual and tactile qualities • Describe the different qualities involved in modelling, sculpture and construction. • Use recycled, natural and manmade materials to create sculpture. <p><i>Vocabulary: Scale, proportion</i></p>	<p>Sculpture</p> <ul style="list-style-type: none"> • Create sculpture and constructions with increasing independence. • Show life like proportions and qualities; if more abstract, provoke different interpretations • Combine visual and tactile qualities(ranging from appealing to repulsive, being pleasant or unpleasant to touch) • Effectively use paper techniques for making 3D shapes and forms. (e.g., pop up books, origami etc.)
	<p>Other crafts or techniques</p> <ul style="list-style-type: none"> • Explore mixing media 	<p>Other crafts or techniques</p> <ul style="list-style-type: none"> • Use prior knowledge to mix media effectively to create maximum

	<ul style="list-style-type: none"> • Combine visual and tactile qualities • Printing <ul style="list-style-type: none"> ➤ Explain a few techniques, inc the use of poly-blocks, relief, mono and resist printing. ➤ Choose the printing method appropriate to 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. 	<p>impact of their design.</p> <ul style="list-style-type: none"> • Combine visual and tactile qualities with an enhanced degree of skill. (combine sensory aspects of work) • Join fabrics in different ways, including stitching. • Use different grades and uses of threads and needles. • Extend their work within a specified technique.
<p>Evaluating</p> <p>Discussion of own and others artworks</p>	<ul style="list-style-type: none"> • Regularly analyse and reflect on their progress taking account of what they hoped to achieve. • Research and discuss the ideas and approaches of various artists, craftspeople, designers, taking account of their particular cultural context and intentions. • Describe the processes they are using and how they hope to achieve high quality outcomes. 	<ul style="list-style-type: none"> • Provide a reasoned evaluation of both their own and others' work which takes account of the starting points, intentions and context behind the work. • Describe interpret and explain the work ideas and working practices of some significant artists, craftspeople, designers taking account of the influence of the different historical, cultural, and social contexts they worked in. • Describe and use technical vocabulary and techniques to modify different materials and processes.