

Art and Design Progression Document

Sketchbooks							
FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6
		Start to record simple media explorations in a sketch book.	Use a sketchbook to plan and develop simple ideas.	Use a sketch book to record media explorations and experimentations as well as try out ideas and plan colours.	Use a sketch book to record media explorations and experimentations as well as try out ideas and plan colours and collect source material.	Use sketch books to collect and record visual information from a wide range of sources and begin to reflect upon ideas.	Engage in open ended research about a focus artist, using a sketchbook to gather ideas and to generate questions to explore. Independently refine technical skills in order to improve their use of materials and techniques.
		Begin to make notes on	Make notes on shape, line and colour used by	Begin to make notes in a sketchbook	Make notes in a sketchbook about the	Begin to make more detailed notes about the	Make detailed notes, including feelings and

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		shape, line and colour.	themselves and other artists.	about the techniques used by artists and themselves.	techniques used by artists and themselves.	drawing techniques used by artists and themselves.	opinions about the work and drawing techniques of famous artists, themselves and their peers' work.
		Experiment with a variety of tools such as pencils, crayons, pastels, felt-tips, charcoal, fine-liner, chalk and other dry media.	Begin to control the types of marks made with a range of media such as: crayons, pastels, felt tips, charcoal, pen and chalk.	Demonstrate control over the types of marks made with a range of media.	Demonstrate increasing control over the types of marks made with a range of media.	Begin to demonstrate a wide variety of ways to make different marks with dry and wet media.	Demonstrate a wide variety of ways to make different marks with dry and wet media.
		Draw on different surfaces.	Draw on different surfaces and experiment with layering media.	Begin to use their sketchbook to collect and record visual information from different sources.	Begin to use their sketchbook to inform and influence their artwork.	Actively use their sketchbook to inform and influence their artwork.	Sketchbooks begin to demonstrate the artistic style of the user.

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Drawing							
FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Begin to explore mark making using a range of drawing materials. Begin to investigate marks and patterns when drawing. Begin to identify similarities and difference between drawing tools. Begin to investigate how to make large and small	Confidently explore mark making using a range of drawing materials. Investigate marks and patterns when drawing. Identify similarities and difference between drawing tools. Investigate how to make large and small movements with control when drawing.	Can use 3 grades of pencil when drawing.		Experiment with different grades of pencil and other implements.	Demonstrate experience in different grades of pencil and other implements.	Can select an appropriate grade of pencil for the chosen task.	
		Begin to explore the use of line, shape, pattern and colour.	Experiment with line, shape, pattern and colour.	Use different media to develop line, shape, pattern, colour and tone.	Use different media, with increasing control, to achieve line, shape, pattern, colour and tone.	Demonstrate a secure understanding of line, shape, pattern, colour, tone and space.	Make artistic choices, regarding the use of line, shape, pattern, colour, tone and space.
		Explore drawing techniques such as: hatching and stippling.	Continue to explore drawing techniques, such as hatching, stippling and	Use a range of drawing techniques within their work with growing confidence.	Confidently use a range of drawing techniques within their work.	Use different techniques for different purposes within their own work.	Use different techniques for different purposes within their own work, understanding

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<p>movements with control when drawing. Begin to practise looking carefully when drawing. To begin to combine materials when drawing.</p>	<p>Practise looking carefully when drawing. Combine materials when drawing.</p>		introduce blending.				which works best and why.
		<p>Begin to explore the use of line, shape, pattern and colour.</p>	<p>Experiment with line, shape, pattern and colour.</p>	<p>Use different media to develop line, shape, pattern, colour and tone.</p>	<p>Use different media, with increasing control, to achieve line, shape, pattern, colour and tone.</p>	<p>Demonstrate a secure understanding of line, shape, pattern, colour, tone and space.</p>	<p>Make artistic choices, regarding the use of line, shape, pattern, colour, tone and space.</p>
						<p>Have opportunities to explore simple perspective in their work using a single focal point and horizon.</p>	<p>Develop further simple perspective in their work using a single focal point and horizon.</p>
						<p>Begin to develop an awareness of composition, scale and proportion in their work.</p>	<p>Develop an awareness of composition, scale and proportion in their work.</p>

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Drawing Knowledge							
FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6
		<p>Know a line is used to create an outline.</p> <p>Know and can recognise different line shapes (open, closed).</p> <p>Know that I can use a pencil to create lines (straight, wavy and zig zag) and dots for texture.</p> <p>Know and can create lines of</p>	<p>Know that a line is used to create an outline.</p> <p>Know the different between a straight and curved line.</p> <p>Know and remember lines can be open or closed.</p> <p>Know that a line is used to create a sketch or outline.</p>	<p>Know that different grade of pencils can be used to create different tones and textures to make surfaces appear rough or smooth.</p> <p>Know that pressure on a coloured pencil creates a more intensive colour (tone).</p> <p>Know using a sketch helps</p>	<p>Know that different grade of pencils can be used to create different tones and textures to make surfaces appear rough or smooth.</p> <p>Know that different grades of pencil work better for fine detail.</p> <p>Know H pencils are hard and B</p>	<p>Know that a different grade of pencil can be used for the effect, shade or tone I am trying to achieve.</p> <p>Know that pressure on a coloured pencil creates a more intensive colour and can be used to create a 3-D effect (tone).</p>	<p>Know that artwork is made up of different elements, often used to make a final piece of work (line, colour, form, shape, space, texture, value, pattern, tone).</p> <p>Know that lines can be used to depict movement and shadow.</p> <p>Know that value can be</p>

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		different thickness.	<p>Know that different grades of pencil create different shades (value).</p> <p>Know that different tones can be created with coloured pencils by applying different pressure.</p> <p>Know that different textures can be used to add detail to drawings (hatch, cross-</p>	<p>me develop and refine my art skills before producing a final piece of art.</p> <p>Know that the feeling of movement can be created from using curved lines.</p> <p>Know that lines and shapes can be used to create repeating patterns in a design.</p> <p>Know that lines and</p>	<p>pencils are soft.</p> <p>Know that different grades of pencil work better for shading.</p> <p>Know that shading, hatching, cross hatching, stippling and stumbling can be used to create different tones and textures.</p> <p>Know that using sketches can help me to</p>	<p>Know using sketches can help me to develop, improve and refine my art skills before producing a final piece of work.</p> <p>Know using sketches can help me to develop, improve and refine my art skills before producing a final piece of work.</p> <p>Know that distance and perspective can be conveyed</p>	<p>added to a drawing through the use of light and shade.</p> <p>Know using sketches can help me to develop, improve and refine my art skills before producing a final piece of work.</p> <p>Know that hatching and cross hatching can be used to add shadows or reflection.</p> <p>Know that pencil crayons</p>
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			hatch and stipple).	shapes can be used to represent different figures and forms.	develop and refine my art skills before producing a final piece of work.	through the element of space, scale and proportion.	<p>can be used to create varying levels of colour intensity (tone) and understand how colours can be blended.</p> <p>Know that movement and perspective can be shown through the element of space, scale and proportion.</p>
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Painting							
FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6
<p>Begin to explore paint, using hands as a tool. Begin to describe colours and textures as they paint. Begin to explore what happens when paint colours mix. Begin to make natural painting tools. Begin to investigate natural materials eg</p>	<p>Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what happens when paint colours mix. Make natural painting tools. Investigate natural materials eg paint, water for painting. Explore paint textures, for example</p>	<p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, rollers and pads.</p>	<p>Experiment with tools and techniques, such as layering and mixing media.</p>	<p>Experiment with different effects and textures such as: blocking in colour, washes, thickened paint etc.</p>	<p>Choose paints and implements appropriately.</p>	<p>Plan and create different effects and textures with paint according to what they need for the task.</p>	<p>Choose appropriate paint, paper and implements to adapt and extend their work.</p>
		<p>Begin to show control over the types of marks made by making shapes.</p>	<p>Continue to control the types of marks made.</p>	<p>Become increasingly confident using paint brushes to create different effects and textures.</p>	<p>Become increasingly confident using paint brushes to create different effects and textures.</p>	<p>Control the types of marks made and the effects and textures produced.</p>	<p>Purposefully control the types of marks made and the effects and textures produced.</p>
							<p>Work on preliminary studies to test</p>

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<p>paint, water for painting. Begin to explore paint textures, for example mixing in other materials or adding water. Begin to respond to a range of stimuli when painting. Begin to use paint to express ideas and feelings. Begin to explore colours, patterns and compositions when combining materials in collage.</p>	<p>mixing in other materials or adding water. Respond to a range of stimuli when painting. Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in collage.</p>					media and materials.	media and materials and mix appropriate colours.
		Work on a range of scales and surfaces with a range of media.	Gain confidence when working on different scales and surfaces.	Work confidently, beginning to make appropriate choices regarding paper and scale.	Work confidently, with ability to justify their choices regarding paper and scale.	Experiment with choice of paper and with scale of work. Be adventurous with choice of paper and with scale of work.	
		Can name primary colours and is beginning to mix secondary colours.	Mix a range of secondary colours and create shades and tints with black and white.	Mix a variety of colours and know which primary colours make which secondary colours.	Mix and match colours with increasing accuracy.	Demonstrate an understanding of colours including primary and secondary, warm and cold, complementary and harmonious. Make artistic choices regarding the use of colour.	
		Begin to reproduce the colours of different objects.	Reproduce the colours of different objects with increasing	Start to explore the colour wheel.	Continue to explore the colour wheel reinforcing warm and cold	Develop a painting from a lightly sketched drawing.	Work more confidently from an initial pencil sketch



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			accuracy. Begin to recognise warm and cold colours.		(Y2), complementary and contrasting.		to a finished painting.
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Painting Knowledge							
FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6
		<p>Know the primary colours are: red, yellow and blue.</p> <p>Know different paint brush sizes create different sized strokes (lines).</p> <p>Know that adding more water to paint makes a colour less bright.</p> <p>Know that adding more paint makes a</p>	<p>Know all the primary colours (red, yellow and blue).</p> <p>Know how to mix two colours of paint to create a secondary colour.</p> <p>Know that orange, green and purple are secondary colours.</p> <p>Know that brown is a tertiary colour</p>	<p>Know all primary colours.</p> <p>Know all secondary colours.</p> <p>Know a tertiary colour is made from mixing a primary and a secondary colour.</p> <p>Know that different brushes can be used to create different</p>	<p>Know all primary colours can make secondary and tertiary colours.</p> <p>Know that different paint brushes can be used to create different effects.</p> <p>Know lines can be used to show texture when painting.</p>	<p>Know that you can organise line, tone, shape and colour to represent figures and forms.</p> <p>Know that a colour wash is a semi-transparent layer of colour used for background using watercolour paint.</p> <p>Know that a wash is a</p>	<p>Know and can create primary, secondary colours; contrasting and complimentary colours.</p> <p>Begin to build a knowledge of a wide range of colours and colour names from the 'colour thesaurus' vocabulary grid.</p>

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		<p>colour brighter.</p> <p>Know that a secondary colour is made by mixing 2 primary colours.</p> <p>Know that mixing red and yellow creates orange.</p> <p>Know how to make green by mixing yellow and blue.</p>	<p>made from red, yellow and blue.</p> <p>Know what a warm colour is.</p> <p>Know what a cool colour is.</p> <p>Know that a tint is created by adding white.</p> <p>Know that a shade is created by adding black.</p>	<p>effects (textures) in paintings.</p> <p>Know some of the techniques used by artists eg: Van Gogh (Short brush strokes).</p> <p>Know that lines and shapes can be used to create repeating patterns in a design.</p>	<p>Know that a marbling effect can be created with paint or ink.</p> <p>Know that bleeding is when one colour runs into another.</p> <p>Know that line, shape and colour can be used to represent figure and form in movement.</p>	<p>watery form of watercolour paint.</p> <p>Know a colour palette will help me replicate the colours used by an artist being studied.</p>	<p>Know the appropriate tools for my artwork.</p> <p>Know that to colour match accurately you can create colour palettes for pieces of artwork.</p> <p>Know that you can organise line, tone, shape and colour to represent figures and forms.</p> <p>Know that a colour wash is a semi-transparent layer of colour</p>
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							<p>used for background using watercolour paint.</p> <p>Know that a wash is a watery form of watercolour paint.</p>
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Printing							
FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6
		Explore printing simple pictures with a range of hard and soft materials e.g. plasticine and foam.	Continue to explore printing simple pictures with a range of hard and soft materials e.g. plasticine, cork, sponge.	Continue to explore relief printing and mono printing.	Understand how to create a colour print using mat-board. Use a cutting blade safely.	Show experience in a range of mono print techniques.	Demonstrate experience in a range of printmaking techniques.
		Design their own printing block.	Explore mono printing. Make simple marks on Styrofoam and print.	Print simple pictures using different printing techniques.	Expand experience in colour printing with more than one colour.	Design their own outline print using soft lino.	Use soft lino to create a detailed print.
		Explore printing in relief. Use string and card.	Demonstrate experience at impressed printing using Styrofoam.	Begin to demonstrate experience in two colour printing.	Continue experimenting with overprinting motifs using more than one colour.	Start to overlay prints with other media.	Combine print with other art mediums e.g.: embroidery to create an item with a purpose e.g.: a cushion.



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		Explore impressed printing. Drawing into ink, printing from objects.	Design prints of increasing complexity on Styrofoam.	Experiment with overprinting motifs using a combination of colours.	Print onto different materials including fabric.	Print onto a range of different materials.	Be confident in printing onto different materials.
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Printing Knowledge							
FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6
		<p>Know that printing makes a copy. You can paint your hand and press it down on paper and you would see a copy of your hand print.</p> <p>Know that your shoe makes a print if you step in mud or paint.</p> <p>Know that paint needs to cover the design and it is pressed down.</p>	<p>Know that printing makes a copy.</p> <p>Know different materials (both natural and manmade) can be used to create a print.</p> <p>Know that paint or ink covers the design before being pressed down to make a copy.</p> <p>Know and recognise some of the materials which can be</p>	<p>Know what printing is (impressed and raised).</p> <p>Know that a roller is used to apply ink or paint to a design.</p> <p>Know that pressure is applied to transfer the print to paper or fabric.</p> <p>Know the print creates a reverse copy.</p>	<p>Remember printing makes a copy and can be created from an impressed or raised design.</p> <p>Know printing makes a copy and can be created from an impressed or raised design.</p> <p>Knows and names equipment needed to create a print.</p>	<p>Know what some of the different printing techniques are and can name these: impressed (intaglio) and collograph (raised).</p> <p>Know that lino printing is relief (intaglio) printing.</p> <p>Know that when using lino use have to carve out your design.</p>	<p>Know that lino can be used to create a detailed print template.</p> <p>Know that lino tools need to be used carefully.</p> <p>Know the difference between the negative and the positive, what is cut away and what is left behind.</p> <p>Know that a design can be</p>

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		<p>Know that a print can be made by different objects (e.g.: plastic shapes of lids, leaves, lego, wheels etc.).</p>	<p>used to make a print eg: plasticine, cork, sponge, open and closed shapes.</p> <p>Know that by pressing a design into a material eg: foam, you can create a texture or design on a print called an impressed print.</p> <p>Know that a print can be repeated to create a repeating pattern.</p>	<p>Know there are lots of different ways to create a print using natural or man-made materials.</p> <p>Know that repeated prints are used on fabric and wall paper.</p>	<p>Know and name some of the printing techniques they have used in school already.</p> <p>Know that a collograph is a raised print.</p> <p>Know that to overprint means you can use more colour combinations and detail.</p>	<p>Know that carving lino creates a template for a print that can be re-used.</p> <p>Know that lino cutting tools need to be used safely.</p> <p>Know why a safety block or bench block is used.</p>	<p>replicated by a repeated print.</p> <p>Know that a print can be used for a specific purpose eg: cushion cover.</p> <p>Know that print can be combined with other skills eg: embroidery and other embellishments to create an item for a purpose.</p>
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3-D Sculpture							
FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6
<p>Begin to explore the properties of clay. Begin to use modelling tools to cut and shape soft materials eg. playdough, clay. Begin to select and arrange natural materials to make 3D artworks. Begin to talk about colour, shape and texture and</p>	<p>Explore the properties of clay. Use modelling tools to cut and shape soft materials eg. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices.</p>	<p>Safely use and explore a variety of materials, tools and techniques.</p>	<p>Understand the safety and basic care of materials and tools, working with increasing confidence.</p>	<p>Work in a safe and organised way using the equipment responsibly and with increasing confidence.</p>	<p>Work in a safe and organised way using the equipment responsibly and with confidence.</p>	<p>Work with a wider range of tools in a safe and organised way, caring for the equipment.</p>	<p>Work confidently with a wider range of tools in a safe and organised way, caring for the equipment.</p>
		<p>Experiment with a range of materials such as recycled, natural and malleable to make models and structures.</p>	<p>Explore the use of materials such as recycled, natural and malleable to make models and structures.</p>	<p>Use of a range of materials with increasing confidence, joining two parts safely and correctly.</p>	<p>Confidently use of a range of materials joining parts safely and correctly.</p>	<p>Confidently use of a range of materials with careful consideration for joining techniques.</p>	<p>Confidently use of a range of materials with careful consideration for effective joining techniques.</p>
		<p>Continue to explore the use of shape and form.</p>	<p>Experiment with shape and form.</p>	<p>Use different media to develop shape and form.</p>	<p>Use different media, with increasing control, to achieve shape and form.</p>	<p>Demonstrate a secure understanding of shape and form.</p>	<p>Make artistic choices regarding the use of shape and form.</p>

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<p>explain their choices. Begin to plan ideas for what they would like to make. Begin to problem-solve and try out solutions when using modelling materials. Begin to develop 3D models by adding colour.</p>	<p>Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials. Develop 3D models by adding colour.</p>	<p>Begin to apply simple decoration techniques introducing patterns.</p>	<p>Apply simple decoration techniques including the use of pattern.</p>	<p>Produce more intricate patterns and begin to explore the use of texture.</p>	<p>Produce more intricate patterns and continue to explore the use of texture.</p>	<p>Creatively use pattern and texture within their work.</p>	
						<p>Develop understanding of different ways of finishing work such as glaze, paint and polish.</p>	<p>Understanding the different ways of finishing work such as glaze, paint and polish.</p>

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Sculpture Knowledge							
FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6
		<p>Know that a sculptor is someone who makes sculptures. Know that a sculpture is made out of different materials and is 3-D.</p> <p>Know that a sculpture can be made from recycled and natural materials.</p> <p>Know that sculptures are different</p>	<p>Know and can explain the difference between a sculpture and a sculptor.</p> <p>Know that different materials can be used to create a sculpture. Know the difference between a sculptor and sculpture.</p> <p>Know and can name at least 2 sculptors.</p>	<p>Know the difference between a sculptor and sculpture.</p> <p>Know that sculptures can be created from a range of different materials.</p> <p>Know that clay can be cut, shaped and moulded to create different forms.</p>	<p>Know that sculptures can be created from a range of different materials.</p> <p>Know can some materials are mouldable and malleable e.g.: clay, plasticine and that others e.g.: paper can be modelled in different ways.</p> <p>Know some of the paper</p>	<p>Know the difference between a sculptor and sculpture.</p> <p>Know that sculptures can be created from a range of different materials.</p> <p>Know that a sculpture is a 3-D form which can be created using a range of mouldable materials.</p>	<p>Know the difference between a sculptor and sculpture.</p> <p>Know that sculptures can be created from a range of different materials.</p> <p>Know that a sculpture is a 3-D form which can be created using a range of mouldable materials.</p>

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		<p>shapes and sizes.</p> <p>Know that some sculptures stand up and some lie flat.</p>	<p>Know that paper can be used to create a sculpture.</p> <p>Know the mean of and can explain the terms: shape and form.</p> <p>Know that a 3-D sculpture needs a stable base or be suspended from a wall or ceiling.</p> <p>Know that a sculpture often uses a material that needs to be shaped and</p>	<p>Know how to add impressed details in clay using clay tools.</p> <p>Know clay is a malleable material but that it can also dry out quickly.</p> <p>Know adding water to clay can help the material stop drying out or can be used to rub over a mistake.</p>	<p>building techniques: -roll -loop -curl -fringe -twist -fold</p> <p>Know different 3-D shapes and forms can be represented with paper.</p> <p>Know why a stable base is needed for a 3-D structure.</p>	<p>Know a sculpture is designed with the intension of being viewed from many angles.</p> <p>Know how to mould and manipulate materials to create a 3-D form eg: clay, foil.</p> <p>Know armatures that are self-constructed: eg: wire frame.</p> <p>Know how to create a stable base to hold a free-standing</p>	<p>Know that a sculpture is viewed from all angles.</p> <p>Know that you can mould, manipulate and combine materials (wire, paper, clay) to create a 3-D form.</p> <p>Know that armatures are self-constructed eg: wire frame.</p> <p>Know that you need to create a stable base to hold a free</p>
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			moulded eg: wire or pipe cleaners.			sculpture in place.	standing sculpture in place. Know that a sculpture can be refined to improve its stability.
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Taking inspiration from the Greats							
FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6
		Begin to recognise some of the work of notable artists, artisans and designers.	Talk about some of the work of notable artists, artisans and designers.	Replicate some of the techniques used by notable artists, artisans and designers.	Gives details (including own sketches) about the style of some notable artists, artisans and designers.	Show how the work of those studied was influenced by both society and to other artists.	Begin to recognise some of the work of notable artists, artisans and designers.
		Use some of the ideas of artists studied to create their own pieces.		Create original pieces that are influenced by studies of others.		Create original pieces that show a range of influences and styles from different artists.	

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Reflect and Evaluate (Responding to art)							
FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6
		Describe some of the art and design techniques they have used in their work, e.g. drawing, painting, and sculpture.	Talk about the techniques, materials and equipment used in their work and the work of others.	Evaluate an existing piece of artwork providing a personal opinion.	Evaluate an existing piece of artwork providing a personal opinion and discussing the changes they would like to make.	Describe what they think and feel about an existing piece of artwork and how this might influence their future designs.	
		Talk about what they like in their own work and in the work of others.	Describe what they like about their own work and the work of others using appropriate language.	Identify and discuss the likes and dislikes of their artwork and the changes they had to make as a result.	Confidently identify the strengths and weaknesses of their artwork, suggesting any areas for improvement.	Confidently identify the strengths and weaknesses of their artwork, suggesting any areas for improvement and consider the effect different	Talk about what they like in their own work and in the work of others.

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						resources may have had.	
		Begin to discuss what they would do differently next time.		Identify areas for development that could be made.		Children have opportunity to reflect upon and refine their work.	
			Use their sketch book to adapt their work as their ideas develop.	Use their sketch book to adapt their work as their ideas develop and make relevant annotations.	Use their sketch book to evaluate and adapt their work as their ideas develop and make annotations to show progression in their ideas.	Use their sketch book to adapt and critically evaluate their work as their ideas develop.	