Progression in Art

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artist to be covered	Kandinsky Van Gogh	Andy Goldsworthy LS Lowry	Henri Rousseau Piet Mondrian	Claude Monet Shingoe Fukuda Julie Dumbarton	Paul Klee Pablo Picasso	Ludek Pesek George Seurat Freda Kahlo	Mary Bassett Henry Moore Andy Warhol
		African Art					
Pedagogy	Sequence of Lessons – artist (where applicable) - techniques – experiment – create – evaluate						
Drawing	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	Holds a pencil, and a range of drawing media to effectively to draw lines. Uses line to form pictures.	Experiments with marks using different media. Investigates line and shape in drawings. Draw from observation.	To draw using a range of media. To use pencils to create light and dark tones. To alter the pressure used to create different effects. Explore pattern and texture within their work. To draw from observation.	To use charcoal, chalk, pencil, pastel, pens etc. to create lines and form. To draw with detail to represent form and shape. To use a sketchbook to collect and develop ideas. To evaluate and annotate ideas and work within their sketchbook.	To draw facial features and body within their sketches. To represent form and movement within their work. To sketch ideas to inform a final piece. To select media for a purpose	To develop observational work, focusing on lines shade and texture. To represent foreground and background within their work. To create a sense of mood or feeling within the piece, through the use of shade and tone. To show reflections and shadow within their work.	To develop drawing techniques including shading hatching and blending. To use a range of media to represent their ideas including pen and ink. To develop an awareness of composition, scale and proportion. To make sketches with increasing accuracy and imagination. To combine media to create different

							effects within their work. To selects methods for their work.
Knowledge	How to hold a drawing tools to make marks. To know the properties of different media.	Understands the qualities of different media and how they can be used. To know how to create shape and texture within their drawing.	To understand the different effects and properties of a media (pencils, pastels and charcoal) To understand how you can alter the tone and shade through changing pressure.	To understand the tone the effect of different graded pencils. To understand how you can alter the tone and shade through changing pressure. To know how to show proportion in their work.	To understand the scale and proportion of an object before drawing. To select different media and materials based on their properties.	To understand the properties of different media and use this to inform their choices.	To understand how to change the effect of different media.
Vocabulary	Lines shape dark light colour	Line tone texture shade shape dark light	Colour Line shape form tone texture shade shape dark light texture pattern observation	Line tone texture shade shape dark light texture pattern observation sketch expression proportion	Line tone texture shade shape dark light texture pattern observation sketch expression form proportions movement	Line tone texture shade shape dark light texture pattern observation sketch expression form proportions movement reflection blending	Line tone texture shade shape dark light texture pattern observation sketch expression form proportions movement blending proportion perspective foreground background hatching

Media	Pencil pen crayon pastel biro coloured pencil	Pencil pen crayon oil pastel chalk pastel coloured pencil	Pencil pen crayon oil pastel chalk pastel coloured pencil	Pencil pen crayon oil pastel chalk pastel coloured pencil	Pencil pen crayon oil pastel chalk pastel coloured pencil	Pencil pen crayon oil pastel chalk pastel coloured pencil pen and ink	Pencil pen crayon oil pastel chalk pastel coloured pencil and ink graphic pens
Painting	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	To explore applying paint. To explore how colours mix and change. To use primary colours.	To use a range of brushes to explore lines and shapes within their work. To use wet and dry paints. To mix colours from primary colours. To use paint to create a background.	To use a range of brushes to create different effects within their work. To create a background within their painting. To represent ideas through images and form. To	To use a wash to create a background. To use a range of brushes to create different effects. To explore ways of altering the texture of the paint.	To mix colours independently. To create images considering the mood of the picture. To use tone and shading to create mood and effects.	To use paint to convey observations, feelings and emotions. To use different ways to apply paint to create layers and texture. To plan and paint artwork.	Plan and produce observational and imaginative compositions. Select tools to create different effects Mix colours to create mood and emotion within a piece To select techniques and explain their choices. To use a range of paint – **oil, acrylic**,
Knowledge	How to change the colour by mixing it with another.	To understand how to mix colours together to achieve a new colour To understand which are primary and secondary colours. To know how to change the tone/shade of a colour.	How to mix secondary colours using primary colours. How to alter tones by adding white or black. How to layer	To have knowledge of the colour wheel. To know how to mix warm and cool colours.	How colours create mood within an image. How to use different brushes and brush strokes to create effects within the image. Have a knowledge of artists and their work	To use information of other artists to inform their work. Can identify paint techniques. Have a knowledge of artists and their work	Which colours evoke different moods within a piece How to apply paint to create different effects. Have knowledge of a range of techniques used within art.

		To create pictures from observation.					Have a knowledge of artists and their work
Vocabulary	Paint brush Colour mix Shade	Paint brush Sponge colour mix shade brush strokes primary colours secondary colours tone	Paint brush Sponge colour mix shade brush strokes primary secondary tone	Paint brush Sponge colour mix shade brush strokes primary secondary tone texture	Paint brush Sponge colour mix shade brush strokes primary secondary tone texture	Paint brush Sponge colour mix shade brush strokes primary secondary tone Texture Colour vocabulary	Paint brush Sponge colour mix shade brush strokes primary secondary tone Texture Colour vocabulary
Media	Poster Paint	Powder paint Poster Paint	Powder paint Poster Paint	Powder paint Poster Paint	Powder paint Poster Paint Water Colour	Powder paint Poster Paint Water Colour Acrylic Paint	Powder paint Poster Paint Water Colour Acrylic Paint Oil Paint
Printing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	Experiment with printing

Apply media to an object to make marks

To explore using media to make rubbings onto paper | To print with a clear intent.

Apply media to a surface to make marks.

To make rubbings from different textures | To use Monoprint to make marks. To control lines and tone through pressure. To make a repeated pattern Use a variety of media to create texture and from by printing. | To explore monoprinting onto a variety of different papers. Can make a simple stencil to produce a print. | To explore print through Collograph print To use corrugated card, string and press prints To design and make a complex pattern tile. Compare own designs with that of known artists. | To explore pattern within their local environment To make connections with their work and that of others To create images through relief printing. | To produce prints using two colours To use roller and stencils – Poly-blocks To design prints for a purpose. |
| Knowledge | To understand how different objects and paint can be used to leave impressions on different surfaces | To understand how to use different materials to make impressions on different surfaces. | To understand how to apply different levels of pressure to print images. To understand how different materials and | To understand how different paints and inks print onto different papers. | To understand how to use different materials and tools to create an printing block To understand how to design an image and use | To use tools effectively and safely to create a relief print block. | |

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Understand objects have different textures.		paints will leave different impressions.		tools and materials to create a collograph print.		
Vocabulary	Print Paint Ink Press Rubbings	Print Paint Ink Press Rubbings Pattern	Print Paint Ink Press Rubbings Pattern Texture	Print Paint Ink Press Rubbings Pattern Texture Lines Tones Stencil	Print Paint Ink Press Rubbings Pattern Texture Lines Tones Collograph Stencil	Print Paint Ink Press Rubbings Pattern Texture Lines Tones Collograph Stencil Polyblocks	Print Paint Ink Press Rubbings Pattern Texture Lines Tones Collograph Stencil Polyblocks Design Cutting Carving Lino Printing block
Collage	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	To cut and stick paper, card and fabrics.	To cut and tear paper and card to create images To collect, sort and group materials. To secure materials within their composition using glue	To explore ways of folding, tearing, crumpling and overlapping materials to create images. Can sort materials by their properties. To explain their choices when selecting materials for their work. To work with repeated patterns	To use different collage techniques to create images. To develop overlapping techniques. To use mosaic techniques. To cut accurately. To use materials to represent images.	To use ceramic tiles to create a mosaic To interpret stories, poems music etc. by combining materials.	To design and use ceramic to produce art. To combine materials and visual elements to represent ideas, mood and emotions. To use cutting tools and adhesive with care To embellish collage work with finishing details.	To produce images with a clear purpose. To select materials to represent images, moods and emotions. To embellish and add layers to create complexity in their work.

Knowledge	To make materials smaller Attach material to other materials with glue	To understand the texture and properties of the materials being used.	To understand how materials behave and the textures and effects which can be achieved. To understand which adhesive to use.	To select materials to create mood and textures within an image.	To explain their understanding of the materials they have used and discuss their work.	To use appropriate adhesive and materials. To explain their choices and reasons. To select materials for a purpose.	To use appropriate adhesive and materials. To explain their choices and reasons.
Vocabulary	Cut fold Crease bend join attach	Cut fold tear crease bend join attach	Cut tear fold bend attach crumple texture join attach	Cut tear fold bend attach crumple texture mosaic join attach overlapping layering montage	Cut tear fold bend attach crumple texture join attach mosaic overlapping layering montage textile environments	Cut tear fold bend attach crumple texture mosaic join attach overlapping layering montage textile environments	Cut tear fold bend attach crumple texture mosaic join attach overlapping layering montage textile environments embellishments
Media	Paper card plastic hessian felt wool thread ribbon	Paper card plastic hessian felt wool thread ribbon	Paper card plastic hessian felt wool thread ribbon	Paper card plastic hessian felt wool thread ribbon	Paper card plastic hessian felt wool thread ribbon	Paper card plastic hessian felt wool thread ribbon	Paper card plastic hessian felt wool thread ribbon
Textiles	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	To weave thread to attach fabric together.	To weave using a variety of media including threads and fabrics, on a large and small scale. To use fabrics, selecting from colour and texture.	To use fabric to create pictures and images. To join two pieces of materials together	To apply layers and texture to their work. To thread a needle independently. To use more than one type of stitch within their sewing.	To use fabric to create intricate American patterns. To join two pieces of materials together	To use a range of techniques to produce a finished artefact. To combine different materials. To use Modroc and tools to create	To work with different media on a range of scales. To design projects from their own imagination and observations. To include texture and visual elements

		To use scissors to cut and shape fabric To create images using a variety of materials To apply materials using glue or simple stitches to attach materials.		To join materials and use padding to create a quilting. To use a variety of techniques including printing dyeing and weaving to create texture within their work. To use textiles to create a clear image.		finished and detailed item	
Knowledge	To know how to join materials using simple stitches	Know the terms threads and fabrics. To understand how to secure materials using glue or stitches. Can sort and group materials	To select materials by their properties and explain why. To understand ways of joining different materials.	To select materials purposefully. To know how to produce different stitches within their work – straight stitch/running stitch/cross-stitch. To create texture by overlapping and layering materials.	To understand which colour contrast with each other. To understand the properties of material to inform their selection.	To understand which colour contrast with each other. To understand which materials contrast within each other. To knowledgeably select resources to complete projects and to explain their reasons to others.	To understand techniques needed to achieve the final project piece. To select appropriate joining skills for the materials used. To understand the properties of the materials used.
Vocabulary	Stitch Thread Weave attach	Thread fabric weaving Wool cotton raffia paper	Thread fabric weaving Wool cotton raffia paper Join attached mould clip	Dyeing weaving threading Joining sewing stitches running stitch cross stitch	Dyeing weaving threading Joining sewing stitches running stitch cross stitch straight stitch	Dyeing weaving threading Joining sewing stitches running stitch cross stitch straight stitch	Dyeing weaving threading Joining sewing stitches running stitch cross stitch straight stitch

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				straight stitch overlap layers	Sculpting moulding shaping Printing negative positive images overlap layers	Sculpting moulding shaping form scale Printing negative positive images overlap Layers embellish	Sculpting moulding shaping form scale Printing negative positive images overlap Layers embellish
3D Media	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	To use malleable materials to make simple models and shapes

To use simple tools safely and effectively.

To experiment with texture and design | To cut, roll pinch mould clay to form simple models.
To use clay to make a coil pot shape to use as a base.
To add texture using simple tools
To create a basic form using clay. | To mould and shape clay carefully.
To join clay using a slip.
To add detail to their work.
To use techniques to create a relief tile.
To form malleable materials to create simple representations e.g. bodies | To assemble materials to make a new form
To use mod roc/ papier Mache to create a simple forms
To work in a large-scale form. | To experiment with joining and combining materials to create a 3D form
To use clay to produce a 3D form. | To explore how a stimuli can be used to inspire 3D work.

To produce 3D work with a focus on form, texture, colour and form. | To produce 2D and 3D work focusing on one stulmuli.eg – landscape/ figure/ form
To use the skills they have to work imaginatively to represent their own ideas.
To use skills to produce work to express different concept e.g. scale, weight or a concept. |
| Knowledge | To know how to attach different materials together.

To know how to shape malleable materials and use tools to make impressions. | To know how to shape clay
To know how to blend and join two pieces of clay.
To know how to use tools to add texture and detail to their work. | To know how to shape clay
To know how to blend and join two pieces of clay
To know how to use tools to add texture and detail to their work. | How to create and apply papier Mache
To understand how to shape and create a form.
To understand how materials are joined together and shaped. | To understand how to alter the scale of an idea.
To understand how different media can be applied and used. | To understand how different materials can be used to create form and shape.
To understand which materials create different textures and surfaces. | To understand how to represent ideas through different media.
To understand how to develop ideas and plan for. |

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			To understand how artists work and to respond to their work.			To understand how to use tools effectively to create their work.	
Vocabulary	Attach Stick Design Cut Mould Join Pinch Roll	Attach Stick Design Cut Mould Join Pinch Roll	Attach Stick Design Cut Mould Join Pinch Roll Shape Malleable	Attach Stick Design Cut Mould Join Pinch Roll Shape Malleable Mod Roc Papier Mache	Attach Stick Design Cut Mould Join Pinch Roll Shape Malleable Mod Roc Papier Mache Scale Figures Structure	Attach Stick Design Cut Mould Join Pinch Roll Shape Malleable Mod Roc Papier Mache Scale Figures Structure Stimuli	Attach Stick Design Cut Mould Join Pinch Roll Shape Malleable Mod Roc Papier Mache Scale Figures Structure Weight concept
IT	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	To use simple tools and programmes to explore and record their creative ideas. To use a simple paint program to represent their ideas and observation	To use a simple paint program to represent their ideas. To change simple tools to create different effects include the line colour and brush. To change and adapt work	Can copy and paste areas of an image Can control the size colour shape and tools to create informed pictures. Can use digital cameras to capture ideas, moods Can work with increasing independence.	To combine digital images and other media within their artwork. To use the internet to research artists work	To use a simple program to animate simple drawings. To tell a simple story through a sequence of images	To use digital programs to complete simple animations	To use software to produce their own artwork. To incorporate their own work within a project.

Knowledge	To know which tools can be used and how to change them. To know how to use an IPad to create their work.	To know which tools can be used and how to change them. To know how to use a mouse or IPad to create their work. To save work and open to change	To know which tools can be used and how to change them. To know how to use a mouse or IPad to create their work. To save work and open to change	To understand how images can be changes and altered using IT	To know which tools to use to achieve their project. To explain to others their intentions and decisions.	To know which tools to use to achieve their project. To explain to others their intentions and decisions.	To know which software to use and how to use the tolls within it to achieve their final piece.
Vocabulary	Draw paint tools curser width colour palette	Draw paint tools curser width colour palette	Draw paint tools curser width colour palette edit print save copy paste	Draw paint tools curser width colour palette edit print save Combine alter	Draw paint tools curser width colour palette edit print save Combine alter	Draw paint tools curser width colour palette edit print save Combine alter	Draw paint tools curser width colour palette edit print save Combine alter