

Art Progression Grid

EYFS – Expressive arts						
30 – 50 months	Media and Materials	- To explore colour and how colours can be changed. - To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects. - To begin to be interested in and describe the texture of things.				
	Being Creative	- To develop a preference for forms of expression. - To notice what adults are doing and imitating what is observed, then doing it spontaneously when the adult is not there. - To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.				
40 – 60 months	Media and Materials	- To explore what happens when they mix colours. - To experiment to create different textures. - To understand that different media can be combined to create new effects. - To manipulate materials to achieve a planned effect. - To construct with a purpose in mind, using a variety of resources. - To use simple tools and techniques competently and appropriately. - To select the appropriate resources and adapt work where necessary. - To select tools and techniques needed to shape, assemble and join materials they are using.				
	Being Creative	- To create simple representations of events, people and objects. - To choose particular colours to use for a purpose.				
ELG	Media and Materials	To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.				
	Being Creative	To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artists	Anna Lorimer Henri Matisse Gustav Klimt Paul Klee	Jane Tilley Dr Esther Mahlangu (African Art) Andy Goldsworthy Jill Townsley	Anna Lorimer Vincent Van Gogh (Portraits) Henri Rousseau Wassily Kandinsky	Jane Tilley Monet (River Thames Series) Georges Seurat (Rivers) Patrick Dougherty (Stick sculptor) Gunta Stolz (Textiles)	Anna Lorimer Paul Nash LS Lowry John McCrae Albert Bierstadt Nicholas Roerich	Jane Tilley Hokusai Brendan Jamison (Sculptor) The Pre-Raphaelites William Morris (IR)
Ideas	- Explore ideas	- Use drawing to	- Explore	- Use relevant	- Carry out open	- Develop ideas

	from first hand observation, experience and imagination - Draw in sketchbooks or talk about ideas with an open mind - Ask and answer questions about their starting point. - Respond to colours, shapes, materials and the work of artists; exploring the similarities and differences.	record ideas from first hand observation, experience and imagination from a variety of starting points - Use a sketchbook to record ideas - Begin to make independent choices about what to do next. - Ask and answer questions about the processes they have used to help them develop their ideas. - Explore the similarities and differences of the work of artists	resource to develop ideas for different purposes - Select ideas from first hand observations and experiences - Use a sketchbook for recording ideas, planning and shaping ideas - Make thoughtful observations about what to do next and where to start in their work - Investigate the roles and purposes of artists, craftspeople and designers	resources to develop ideas - Carefully select and record ideas from first hand experiences suitable for different purposes - Use a sketchbook to inform ideas and plan for an outcome (sketchbooks should show different versions of an ideas and how research has led to improvements) - Make thoughtful observations about starting points and select ideas to use - Investigate the roles of purposes of artists, craftspeople and designers	ended research to develop their own personal ideas - Select and record ideas from first hand experiences suitable for different purposes and audiences - Confidently use a sketchbook to record observations, develop ideas, test materials and plan and record information	which show curiosity, imagination and originality - Investigate, research and test ideas - Plan using a sketchbook which shows how their work will be produced and have the qualities of materials will be used
Evaluating	- Describe features of their own work and other's - Show an interest in and describe	- Express clear preferences and give some reasons for these	- Reflect in their sketchbooks upon what they like and dislike about their own	- Reflect upon their own work and use comparisons with the work of other's (peers	- Evaluate and reflect on their progress, taking account of what they	- Give reasoned evaluations of their own work and work of artists

	what they think or feel about other's work - Identify what they might change	- Identify what they might change - Begin to annotate work in sketchbooks	work in order to improve it - Adapt their work according to their views and explain how to develop it further	and artists) to identify how to improve -	hoped to achieve - Compare ideas, methods and approaches	- Compare ideas, methods and approaches
Knowledge	- Explain what they are doing - Describe simple characteristics of art and artists - Name tools, techniques and formal elements (colours, shapes, tones, etc)	- Talk about the materials, techniques and processes they have used	- Know about and describe the work of artists - Explain the ways of using some of the tools and techniques they have worked with	- Describe key ideas, techniques and practices of artists - Effectively and safely demonstrate how to use the tools they are working with	- Research and discuss ideas and approaches of artists, taking account of their cultural context and intentions - Describe the processes they are using and how they hope to achieve good outcomes	- Describe, interpret and explain the work, ideas and practices of artists taking account of historical, social and cultural influences - Know technical vocabulary and techniques
	Key Stage One (KS1)		Lower Key Stage Two (LKS2)		Upper Key Stage Two (UKS2)	
Drawing	- Use a variety of tools (pencils, rubbers, crayons, pastels, felt tips, ballpoints, chalk and other dry media) - Begin to explore the use of line, shape and colour - Begin to develop control -		- Experiment with different grades of pencil - Draw for a sustained period of time at their own level - Use different media to create variations in line, texture, tone, colour, shape and pattern - Develop intricate patterns using different media and pencil grades - Begin to use techniques such as hatching, scribbling, stippling and blending to create light and dark		- Make informed choices in drawing, including paper and media - Use a variety of material for their work - Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape - Use different techniques for different purposes	
Painting	- Mix primary colours to make secondary colours of varying shades and tints - Use a variety of tools and techniques		- Mix a variety of colours and know which primary colours make secondary colours		- Create shades and tints using black and white - Understand complementary and	

	(mixing media, scraping, layer), including different brush sizes - Work on a range of scales	- Use more specific colour language, tint, tone, shade, hue - Experiment with different effects and textures: blocking in colour, washes, thickened paint, etc - Work confidently in a range of scales and to scale	contrasting colours - Choose appropriate paint, paper and implement to adapt and extend - Test media and materials and mix appropriate colours - Show an awareness of how paintings are created.
Collage	- Create images from imagination, experience or observation - Use a wide range of media, including, photocopied material, fabric, plastic, tissue, magazines, crepe, paper, etc - Create textured collages - Sort and arrange materials effectively	- Experiment with a range of media - Develop techniques such as overlapping, mosaic, tessellation and layering - Explain choices using an art vocabulary - Collect visual information from a variety of sources	- Use a range of media to create a collage - Use different colours and textures when designing and making pieces of work - To be expressive and analytical to adapt, extend and justify their work and choices.
Print	- Make marks in print with a variety of natural and made objects - Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings - Design patterns of increasing complexity and repetition - Begin to use cutting tools to design and create patterns	- Print using a variety of materials, objects and techniques including layering - Research, create and refine print - Talk about the processes used to produce a simple print - Select the kinds of material to print with to achieve an effect - Explore pattern and shape - Use cutting tool with increasing control and accuracy	- Explain and describe varied techniques, including poly-blocks, relief, mono and resist printing - Choose the most appropriate printing method - Build up layers, colours and textures confidently - Be confident printing on paper and fabric - Organise their work effectively based on pattern, repetition, symmetry or random
Sculptor (Wire)	- Manipulate wire in a variety of ways and purposes (curves, shapes) - Understand the safety and basic care of materials and tools - Explore shape and form - Experiment with, construct and join	- Join wire adequately for extending and modelling other shapes - Show an understanding of shape, space and form - Plan, design and make models - Talk about their work, understanding that it has been sculpted, modelled or constructed	- Describe the different qualities involved in modelling, sculpture and construction - Plan a sculpture through drawing and preparation - Work independently and collaborative on projects in 2 and 3 dimensions and on different scales - Choose appropriate joining methods
ICT	Use Power Point to present and communicate ideas Create websites to exhibit work Create an art blog – uploading and modifying artwork Research artists Design sculptures Digital collage		

	Cropping Overlapping Manipulating images Using layering and blending Scanning Photocopying Paint Take photographs
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