



Progression in Art

EYFS - Expressive Arts and Design

3-4 years

- Explores the use of different materials and textures.
- Draws with increasing complexity and detail e.g. a face with details.
- Shows different emotions in their drawings/paintings and adding more detail.
- Can name colours and explore colour mixing
- Uses the work of artists as inspiration for their own work.

In Our Early Years

- Knows how to mix colours successfully.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Can discuss the work of artists, expressing likes and dislikes.
- Can use the work of an artist as inspiration for their own work.

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

Key Vocabulary

Thick, Thin, 2D shape, 3D shape, Flat, Smooth, Rough, similarities, differences, Colour, draw, paint, paper, scissors, glue, chalk, pencil, pen, red, blue, green, yellow, pink, purple, playdough, cut, line, circle, soft, hard
 Repeating, Spotted, Striped, texture light, dark, roll, bumpy
 squash, pinch, squeeze, curved, pattern, Straight line, Long line, **Short line, Wavy line, Zig zag**, collage, materials, tint, shade

Focus Artists

Look for similarities and differences. -Describe a picture created by an artist. -Experiment with a technique that an artist uses.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Damien Hirst To know that Damien Hirst uses colour in his work painting. To know that he uses spots and spins in some work</p>	<p>Yayoi Kusama To know that she was a Japanese artist To know that painting made her happy To know she painted with dots</p>	<p>Alma Thomas She is a black, American artist To know that she painted colourful, abstract paintings</p>	<p>Matisse To know that he paints with scissors To know that he continued to create art when he was older</p>	<p>Henri Rouseau He was a French painter To know that he liked painting pictures of nature</p>	<p>Luiza Vizoli – water theme To know she is a Romanian artist She paints colourful, abstract work of nature ST Peter paintings (RE</p>

	Know how to collaborate with others to create artwork.	Angel artwork (RE link)				link)
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Key Stage One

Art: End of Key Stage One National Curriculum Expectations

Drawing (Pencil, Charcoal, Inks, Chalk, Pastels, ICT Software)	Painting and Colour (Ink, Dye, , Pencils, Crayon, Pastels)	Sculpture and Textiles (3D experiences- rigid and malleable materials, sculpture, collage)	Printing and Collage (Found materials, fruit/veg, wood blocks, press print, lino, string) (Paint, pencil, textiles, clay, printing Digital images)	Evaluation
Children <ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	Children <ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	Children <ul style="list-style-type: none"> Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	Children <ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	Children <ul style="list-style-type: none"> 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.

Work of Other Artists and our cultural capital

Children will expand their own cultural capital through learning about the range of different artists and crafts people, through history, from EYFS and KS1 and develop an appreciation of the art world. They learn from the works of famous artists, studying their techniques and processes and are encouraged to share ideas, opinions and reflect on their likes, dislikes. Children can describe the differences and similarities between different artistic works made by craftspeople from different cultures and times, making links to their own work.

NB - Our knowledge is identified for each area above on our	Year 1	Year 2
	We study <ul style="list-style-type: none"> Picasso Robert Daniels Chris Ofili 	We study <ul style="list-style-type: none"> Wassily Kandinsky, Piet Mondrian, Van Gogh

Knowledge Organisers	<ul style="list-style-type: none"> • Charles Rennie Macintosh • Andy Goldsworthy • Nathalie Vin – mosaic 	Amiria Gale John Millar Natalie Pascoe’s ‘Harbour Day’ David Armitage
	Year One Key Vocabulary: Colour mixing, space, bright, bold, cool, warm, shade, light, dark, sketch, symmetrical, diagonal, vertical, horizontal, primary colours, secondary colours	Year Two Key Vocabulary: Sketch, tone, pattern, technique, shadows, thick, thin, wavy, highlight, complementary, cross hatch, co-ordinating, ombre, tint, shade, secondary colour, natural, manmade, shade, blend, portrait, clay, coil, repetition.
	Progression KS1	
Area	Year One	Year Two
Drawing	Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.	
	<ul style="list-style-type: none"> • I can explore different textures, develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. and experiment with marks, line, form, observational drawing - building on previous experience • I can extend the variety of drawing tools to include charcoal and felt tips • I can observe patterns in the natural and man-made world • I can discuss proportion and where the sky is in landscapes • I can draw still life fruit as accurately as possible • I can explore the work of artists who paint , self portraits and make links to their own work (Picasso /) • I can observe anatomy- encourage accurate drawings of people 	<ul style="list-style-type: none"> • I can experiment with tools and surfaces • I can investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil • I understand tone through the use of different grades of pencils (HB, 2B, 4B) • I can draw as way of recording experiences and feelings • I can look at drawings and begin to discuss use of shadows, and use of light and dark (drawing shells) • I can sketch to make quick records of something • I can explore the work of an artist who use seascapes and make links to their own work artists
Coll age	Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.	

	<ul style="list-style-type: none"> • I can cut shapes using scissors • I can use both hands and tools to build • I can construct to represent personal ideas • I can make simple joins by manipulating modelling material or pasting carefully • I can use materials to make known objects for a purpose • I can carve into media using tools • I can pinch and roll using modelling media • I can discuss the texture of objects and materials 	<ul style="list-style-type: none"> • I can share ideas of natural and man-made forms and environments - seascapes • I can express personal experiences and ideas in work focus on Mondrian • I can shape and form from direct observation focus on snowflakes • I can use a range of decorative techniques: applied, impressed and painted – Kandinsky focus on circles • I can use range of tools for shaping, mark making etc. • I can replicate patterns and textures in a 3D form, cut, tear, arrange and sort
Printing	<ul style="list-style-type: none"> • Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture. 	
	<ul style="list-style-type: none"> • I am developing an awareness and discussion of patterns around them • I can experiment creating repeating patterns on paper and clay using drawing or printing or printing their own design • I can use equipment and media correctly, to produce a clean image • I can create patterns and pictures by printing from objects and nature using more than one colour • I can use appropriate language to describe tools, process etc. 	<ul style="list-style-type: none"> • I can observe and discuss natural and manmade patterns • I can use print making as a means of creating pattern • I can print with growing range of objects – including manmade and natural printing tools (plasticine or string) • I can experiment by arranging, folding repeating, overlapping, regular and irregular patterning • I can extend repeating patterns – overlapping, using 2 contrasting colours etc
Colour	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p>	

	<ul style="list-style-type: none"> • I know the primary colours • I can discuss warm and cold colours • I know how to mix 2 primary colours to make secondary colours • I can sort collections of colours- different sorts of green, blue, purple etc. Use language to evaluate – light/dark • I can explore applying colour with a range of tools for enjoyment • I can explore the work of an artist who uses colour and make links to their own work (Picasso, Robert Daniels) Artists • I can explore designs and patterns in cloth. (Textiles) • I can use paper strips to weave and create a pattern. • I can explore a simple woven loom and choosing different textiles to create a textured weaving. 	<ul style="list-style-type: none"> • I can share ideas of natural and man-made forms and environments, frothy waves in seascape • I can expression of personal experiences and ideas in work • I can shape and form from direct observation Form • I can use a range of decorative techniques: applied, impressed and painted • I can use range of tools for shaping, mark making etc. • I can replicate patterns and textures in a 3D form – watercolours of shells • I can explore the works of abstract artists and make links to their own work • I can explore knowledge of fabric to make a puppet (textiles)
<ul style="list-style-type: none"> • Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. 		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sculpture</p>	<ul style="list-style-type: none"> • I can explore using modelling clay to mould, form and pinch • I can cut shapes using scissors • I can make simple joins by manipulating modelling material • I can construct to represent personal ideas • I can use materials to make known objects for a purpose • I can carve into media using tools • I can pinch and roll using modelling media • I can combine paper material by twisting, looping, sticking, curling • I can explore natural art is through artist’s work; explore using natural materials to create their own sculptures. • I can explore the work of an crafts people and use jewellery as inspiration and make links to their own work 	<ul style="list-style-type: none"> • I can share ideas of natural and man-made forms and environments • I can express personal experiences and ideas in work • I can shape and form from direct observation and creation of abstract art • I can use a range of decorative techniques: applied, impressed and painted and use of recycled and natural resources • I can use range of tools for shaping, mark making, joining, rolling, folding etc. • I can replicate patterns and textures in a 3D form
<p>Gateway Milestones To access the next stage in</p>	<ul style="list-style-type: none"> • Year One: • Children will be able to use scissors effectively • Children will be able to confidently mix primary colours to make secondary colours 	<p>Year Two:</p> <ul style="list-style-type: none"> • Children will know how to make colours darker without the use of black • Children know how to make many tones of one colour using white • Children will be able to sketch to make quick records of something • Children will be able to talk simply about own work and that of other artists

their learning children should achieve these gateway milestones.	<ul style="list-style-type: none">• Children will be able to successfully make simple joins by manipulating modelling material or pasting carefully• Children will be able to be able to produce a clean image when printing• Children will be encouraged to observe anatomy- to develop accurate drawings of people• Children will be able to know the names of all colours• Children will be able to use appropriate language to describe tools, process etc.	<ul style="list-style-type: none">• Children will be able to construct from found junk materials – effectively• Children will be able to mix colour to match those of the natural world, colours that might have a less defined name
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