



# Art and Design Progression Document

Early Years			
Nursery	Physical Development		<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> </ul>
Reception	Physical Development		<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop overall body-strength, balance, coordination and agility.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>

Working Artistically						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Techniques	<b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products</li> <li>• use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>		<b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>• create sketch books to record their observations and use them to review and revisit ideas</li> <li>• improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> </ul>			
Creating Ideas -	Work from observation and known objects <b>Handa's surprise - observational drawings - fruit</b>  Use imagination to form simple images from given starting points or a description ( <b>Picasso</b> surreal face building)  Begin to collect ideas in a sketchbook  Work with different materials <b>e.g. clay, pastels, felt tips, pencils, paint, collage</b>	Work from observation and known objects  Use imagination to form more detailed images from given starting points or a description  Continue/add to collected ideas in a sketchbook  Work with different materials  Begin to think what materials best suit the task	Develop sketch books  Use a variety of ways to record ideas including iPads  Develop artistic/visual vocabulary to discuss work  Begin to reflect suggest improvements to own work  Experiment with a wider range of materials  Present work in a variety of guided ways	Continue to develop sketch books  Use a variety of ways to record ideas including digital cameras and iPads  Develop artistic/visual vocabulary to discuss work  Begin to reflectively suggest improvements to own work and highlight the strengths in others Experiment with a wider range of materials  Present work in a variety of ways, moving away from guided suggestions	Select and develop ideas confidently, using suitable materials confidently  Improve quality of sketchbook with mixed media work and annotations  Select own images and starting points for work  Develop artistic/visual vocabulary when talking about own work and that of others  Begin to explore possibilities, using and combining different styles and techniques	Select and develop ideas confidently, using suitable materials confidently  Improve quality of sketchbook with mixed media work and annotations  Select own images and starting points for work  Develop artistic/visual vocabulary when talking about own work and that of others  Begin to explore possibilities, using and combining different styles and techniques

<p>Drawing and Mark Making</p>	<p>To control lines to create simple drawings from observations - fruit</p> <p>Use thick felt tip pens/chalks/charcoal/wax crayon/Pastel - <b>Picasso</b></p> <p>Hold a large paint brush correctly - <b>Picasso</b></p> <p>Make marks using paint with a variety of tools eg. corks, fruit, cotton wool, leaves, sticks - <b>links to printing</b></p> <p>Colour/paint within own drawn lines</p> <p>Draw on smaller and larger scales</p> <p>Use of tracing to learn how to transport own drawn outlines</p>	<p>To control lines to create more detailed drawings from observations - <b>Dinosaurs, Nocturnal Animals</b></p> <p>Use chalks and pastels on darker background papers (highlighting the lighter colours as opposed to adding the dark) - <b>Nocturnal Animals</b></p> <p>Consider consistency when applying paint - <b>dinosaurs</b></p> <p>Colour within the drawn line</p> <p>Draw on smaller and larger scales</p> <p>Begin to add detail to line drawings (Introduce H, HB and B re: graded pencils)</p> <p>Use of tracing - repeat outline drawings and add more details in a variety of ways.</p>	<p>Use sketchbooks to record drawings from observation</p> <p>Experiment with different tones using graded pencils (2H, H, HB, B, 2B)</p> <p>Include increased detail within work</p> <p>Draw using a variety of tools and on a range of surfaces (paint, chalk, charcoal, pastel and pen)</p> <p>Use a variety of brushes and experiment with ways of marking with them</p>	<p>Use sketchbooks to record drawings from observation</p> <p>Experiment with different tones using graded pencils (3H, 2H, H, HB, B, 2B, 3B) Extend where possible.</p> <p>Include increased detail within work</p> <p>To study and draw outlines of 2D forms, ready for 3D representation.</p> <p>Draw in a range of scales</p> <p>Draw using a variety of tools and surfaces (paint, pastel, pen and ink)</p> <p>Use a variety of brushes and experiment with ways of marking with them</p> <p>Develop shadows to create a spherical image</p>	<p>Use first hand observations using different viewpoints, developing more abstract representations</p> <p>Introduce perspective, fore/back and middle ground</p> <p>Use a range of drawing mediums on a range of self-produced backgrounds</p> <p>Work indoors and outdoors</p> <p>Show total qualities using cross hatching and side strokes,</p>	<p>Use first hand observations using different viewpoints, developing more abstract Representations - <b>landmark weaving</b></p> <p>Consciously consider perspective, fore/back and middle ground</p> <p>Investigate proportions (<b>links to facial features</b>)</p> <p>Use a range of mediums on a range of self-produced backgrounds</p> <p>Work indoors and outdoors</p> <p>Show total qualities using cross hatching, pointillism, side strokes, use of rubber to draw/highlight smudged lead - <b>facial expressions</b></p>
<p>Painting and use of colour</p>	<p>Recognise and name primary and secondary Colours (orange, purple and green)</p> <p>Mix primary colours to make secondary colours - <b>Reinforced via Year 2 dinosaur</b></p>	<p>Share colour charts to compare variations of the same colour - e.g. green - <b>Dinosaurs</b></p> <p>Create and experiment with shades of colour and name some of these - <b>Dinosaurs</b></p>	<p>Mix and match colours (create palettes to match images) Links to shadow making.</p> <p>Experiment with watercolour, exploring colour to develop shades</p>	<p>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</p> <p>Experiment with watercolour, exploring intensity of colour to add depth and develop an</p>	<p>Develop/extend watercolour colour exploration techniques (monochromatic approach extending to one warm, one cool colour added for light and dark)</p>	<p>Investigate working on canvas experiment with colour in creating an effect - acrylic paint.</p> <p>Explore using limited colour palettes - build on monochromatic approach extending to</p>

	<p>Recognise warm and cold colours - <b>Picasso</b></p> <p>To know how to mix and create background colour washing (darker colours re: <b>Picasso</b> background)</p>	<p>Create washes to form backgrounds (conscious colour blending)</p> <p>Explore the relationship between mood and colour</p> <p>Lighten and darken tones using black and white - <b>Dinosaurs</b></p>	<p>Consider complementary and opposing colours in creating patterns</p>	<p>extended palette of secondary shades (saturation levels)</p> <p>Explore complementary and opposing colours in creating patterns</p>	<p>Mark make with paint e.g. dashes, blocks of colour, strokes, points</p> <p>Develop fine brush strokes</p>	<p>one warm, one cool colour added for light and dark - <b>Screen printing preparation</b></p>
Printing	<p>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control - <b>fruit/veg printing repeating patterns</b></p> <p><b>Teacher-led:</b> Experiment with marbling, investigating how ink floats and changes with movement</p>	<p>Develop controlled printing against outline /within cut out shapes -</p> <p>Use boxes to print to explore possibilities - different sized boxes create different lines/shapes/patterns (e.g. matchboxes)-</p>	<p>Use simple block shapes formed/cut by children</p> <p>Make string print, create low relief prints with string on cardboard and form repeated patterns which tessellate (mosaic).</p> <p>Form string roller prints to create continuous patterns</p>	<p>Use oil-based marbling inks for a transfer print.</p> <p>Blend two or more colours when printing - <b>Solar system</b></p> <p>Roller and ink printing.</p> <p>Using roller &amp; inks, take prints from existing objects to create textured papers (leaves, fabric, corrugated card)</p>	<p>Create polystyrene printing blocks to use with roller and ink (relief printing) - extend to monoprint (<b>Rainforest collage</b>)</p> <p>Design and create motifs to be turned into printing block images</p> <p>Investigate techniques from paper printing to work on fabrics</p>	<p>Continue exploring monoprinting, extending colour pallet and range on fabric</p> <p>To know how to screen print</p> <p>Experiment with the process of stencil cutting and colour layering - consideration of positive and negative space</p>
Sculpture	<p>Develop understanding of 2D and 3D in terms of artwork - paintings/ sculptures</p> <p>Investigate a range of different materials and experiment with how they can be connected together to form simple structures</p> <p>Look at sculptures and try to recreate them using everyday objects/range of</p>	<p>Develop understanding of 2D and 3D in terms of artwork - paintings/ sculptures</p> <p>Investigate clay - scratch and slip, coiling and add textures using tools - <b>Dinosaur models</b></p> <p>Look at sculptures by known artists and natural objects as starting points for own work</p>	<p>Develop confidence working with clay adding greater detail and texture</p> <p>Add colour once clay is dried</p> <p>Investigate clay - scratch and slip, layering and add attention to detail using textures and tools</p> <p>Use pipe cleaners/wire to create sculptures of</p>	<p>Create work on a larger scale as a group or as smaller pieces</p> <p>To build an armature using shape from original forms (applying mod-roc in modelling) - <b>Egyptian Canopic jars</b></p>	<p>Design and create sculpture, both small and large scale</p> <p>Use objects around us to form sculptures</p> <p>Use a variety of wires to create malleable forms (e.g. Floristry wire, chicken wire)</p>	<p>Design and create sculpture, both small and large scale</p> <p>Create human forms showing movement (e.g. facial expression), using clay or wire armature</p> <p>Build up 'padded' areas to show muscles or definition to create forms (e.g. on a wire armature with newspaper for muscle and covered with</p>

	<p>materials (e.g. Lego, n rolls, pebbles, boxes, bottles, kitchen rolls playdough/plasticine)</p> <p>Investigate clay - pinching, rolling, twisting, smoothing and add textures using tools</p> <p>To use knowledge of the above to create a clay sculpture in the style of a chosen artist.</p>		<p>human forms (basic armatures)</p> <p>Explore and understand how mod-roc is used with an armature.</p>			<p>mod-roc or using scratch and slip for clay sculpture)</p>
Textile and Collage	<p>Develop collages, based on a simple drawing, using papers and materials (<b>Picasso</b>)</p> <p>Weave using recycled materials – paper, carrier bags, ropes, fabrics - (<i>Seaside theme/items washed up on the shore</i>)</p> <p>Investigate a range of textures through rubbings - <i>rough surface, stones, tree, leaf (coastal textures)</i></p> <p>Develop tearing, cutting and layering paper to create different effects</p>	<p>Collect natural materials to create a temporary collage (an autumnal tree using sticks/rocks/leaves etc)</p> <p>Simple repeat printed block design using a small fabric swatch (for sketchbooks)</p>	<p>Dye fabrics using tea, red cabbage, beetroot, spinach.</p> <p>Investigate tie-dying</p> <p>Create a collage using fabric as a base</p> <p>Develop individual and group collages, working on a range of scales - <b>Stone Age</b></p>	<p>Explore and collect fabric designs and texture combinations.</p> <p>Sew simple stitches using a variety of threads and wool (running, back, blanket and cross)</p> <p>Use a range of stimuli for collage work, considering abstract ways of showing views.</p>	<p>Introduce fabric block printing</p> <p>Investigate ways of changing fabrics - sewing, cutting, tearing, creasing, knotting, felt making etc.</p> <p>Experiment with circular embroidery frames</p>	<p>Weave using painting/drawing/vista as a stimulus - the natural world (<b>landscapes</b>)</p> <p>Create texture when weaving, using a range of materials/fabrics/wools/t hreads</p>
Knowledge about Artists	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>		<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• about great artists, architects and designers in history</li> </ul>			

	<p>their own work</p> <p><b>Describe the work of artwork of artists such as:</b></p> <p><b><u>Sculptors:</u></b>  <b>Henry Moore</b>  *Comparison:  -Jon Arp  -Barbara Hepworth  -Liz Leyh (Concrete Cows)</p> <p><b><u>Painters:</u></b>  <b>Giuseppe Arcimboldo:</b>  vegetable and fruit formation studies and positioning for portraits. (Links to Handa's Surprise)</p> <p><b>Pablo Picasso</b>  *Comparison:  -Georges Braque  -Paul Klee</p> <p><b><u>Block Printing:</u></b>  <b>Richard Long</b>  -Paul Klee (inspiration for block printing)  -Traditional Chinese block printing (consideration of works from other cultures)</p> <p><b><u>Weaving:</u></b>  -A range of craft makers</p>	<p><b>Describe the work of artwork of artists such as:</b></p> <p><b><u>Sculptors:</u></b>  <b>Benjamin Waterhouse Hawkins</b> (Crystal Palace Dinosaurs)</p> <p><b><u>Painters:</u></b>  <b>Sergey Krasovskiy</b> (Dinosaurs)  -Vladimir Nikolov  -H. Kyoht Luterman</p> <p><b>Pablo Picasso Owl</b></p>	<p><b>Use the work of artists to replicate ideas or inspire own work e.g.</b></p> <p><b><u>Sculptors:</u></b>  <b>Antony Gormley</b></p> <p><b><u>Painters:</u></b>  <b>Van Gogh</b>  -Matisse (Fauvism - plants)  -Georgia O'Keeffe  -Monet</p> <p><b>-Bridget Riley</b> (illusions and tessellations)</p>	<p><b>Use the work of artists to replicate ideas or inspire own work e.g.</b></p> <p><b><u>Sculptors:</u></b>  <b>Traditional craft/work</b> and artefacts from Ancient Egypt (canopic jars)  <b>Ai Weiwei:</b> Circle of Animals/Zodiac Heads (canopic jars)  -Liz Leyh (Concrete Cows)  <b>Damien Hirst;</b> Away from the Flock (Animal sewing)</p> <p><b><u>Painters:</u></b>  <b>Wassily Kandinsky</b> (Several Circles) Space art links  -George Melies  -Roy Lichtenstein re: abstract colour use  -Gaudi - colour use (print, paint and mosaic with links to architecture)</p> <p><b><u>Printing/Marbling:</u></b>  * <b>Suminagashi</b> - method of marbling developed in Japan.  * <b>Ebru</b> paper marbling, developed in the Middle Ages in Turkey</p>	<p><b>Use the work of artists to replicate ideas or inspire own work e.g.</b></p> <p><b><u>Sculptors:</u></b></p> <p><b><u>Painters:</u></b>  <b>-Ruth Daniels</b>  -Henri Rousseau (Rainforest)</p> <p><b>-L.S Lowry</b> (transfer to monoprint re: bleak, Victorian landscapes)  -In the Bleak Midwinter (Victorian art with links to Charles Dickens)</p> <p><b><u>Sculptors:</u></b>  <b>Rupert Till</b>  - Ivan Lovatt  - Sophie Ryder</p> <p><b><u>Textile Artist:</u></b>  <b>Patricia Greaves</b> (textiles - making felt)</p>	<p><b>Use the work of artists to replicate ideas or inspire own work e.g.</b></p> <p><b><u>Sculptors:</u></b></p> <p><b><u>Painters:</u></b>  <b>David Hockney (Landscapes)</b>  -Andy Warhol (painting and print)  -Roy Lichtenstein (painting and print)</p> <p>-Frida Kahlo (self portraits)</p> <p>- Cezanne (landscapes)  - Derain (landscapes)</p> <p><b><u>Sculptors:</u></b>  <b>Franz Xaver Messerschmidt</b></p> <p><b><u>Printing:</u></b>  <b>Keith Haring</b> (painting and print)  -Berenice Sydney</p>
--	--	---	---	---	--	---