## Progression in Art – Drawing

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy using graphic	Experiment with a variety of	Begin control the types of	Develop intricate patterns/	Develop intricate patterns	Work in a sustained and	Work in a sustained and
tools, fingers, hands, chalk,	media; pencils, rubbers,	marks made with the range	marks with a variety of	using different grades of	independent way to create a	independent way to develop
pens and pencils.	crayons, pastels, felt tips,	of media such as crayons,	media.	pencil and other implements	detailed drawing. Develop a	their own style of drawing. This
	charcoal, pen, chalk.	pastels, felt tips, charcoal,		to create lines and marks.	key element of their work: line,	style may be through the
Use and begin to control a		pen, chalk.	Demonstrate experience in		tone, pattern, texture.	development of: line, tone,
range of media. Draw on	Begin to control the types of		different grades of pencil	Draw for a sustained period	Draw for a sustained period of	pattern, texture.
different surfaces and	marks made with the range	Control the types of marks	and other implements to	of time at an appropriate	time at an appropriate level.	Draw for a sustained period of
coloured paper.	of media. Draw on different	made with the range of	draw different forms and	level. Experiment with	Use different techniques for	time over a number of sessions
	surfaces with a range of	media. Draw on different	shapes.	different grades of pencil	different purposes i.e. shading,	working on one piece.
Produce lines of different	media.	surfaces with a range of		and other implements to	hatching within their own work.	Use different techniques for
thickness and tone using a		media.	Use a sketchbook to record	achieve variations in tone		different purposes i.e. shading,
pencil.	Start to record simple media		media explorations and	and make marks on a range	Use sketchbooks to collect and	hatching within their own work,
	explorations in a sketch	Use a sketchbook to plan	experimentations as well as	of media.	record visual information from	understanding which works
Start to produce different	book.	and develop simple ideas.	planning and collecting		different sources as well as	well in their work and why.
patterns and textures from			source material for future	Use sketchbooks to collect	planning and colleting source	
observations, imagination	Develop a range of tone	Continue to investigate tone	works.	and record visual	material for future works.	Use sketchbooks to collect and
and illustrations.	using a pencil and use a	by drawing light/dark lines,		information from different	Start to develop their own style	record visual information from
	variety of drawing	light/dark patterns, light/dark	Begin to show an awareness	sources as well as planning	using tonal contrast and mixed	different sources as well as
Look and talk about what	techniques such as:	shapes using a pencil.	of objects having a third	and colleting source	media.	planning and colleting source
they have produced,	hatching, scribbling,	Name, match and draw	dimension and perspective.	material for future works.	Have a see set with a to develop	material. Adapt their work according to their views and
describing simple techniques	stippling, and blending to	lines/marks from	Create textures and patterns		Have opportunities to develop further simple perspective in	describe how they might
and media used.	create light/ dark lines.	observations.	with a wide range of	Have opportunities to	their work using a single focal	describe now mey might develop it further.
			drawing implements	develop further drawings	point and horizon. Begin to	develop ii loilliei.
	Investigate textures by	Continue to Investigate		featuring the third dimension	develop an awareness of	Develop their own style using
	describing, naming, rubbing,	textures and produce an	Continue to explore the work	and perspective. Experiment	composition, scale and	tonal contrast and mixed
	copying.	expanding range of	of a range of artists, craft	with different grades of	proportion in their paintings.	media.
	1 - 1 - 7 - 3 -	patterns.	makers and designers,	pencil and other implements		
	Produce an expanding	·	describing the differences	to achieve variations in tone	Use drawing techniques to	Have opportunities to develop
	range of patterns and	Explore the work of a range	and similarities between		work from a variety of sources	further simple perspective in
	textures.	of artists, craft makers and	different practices and	Further develop drawing a	including observation,	their work using a single focal
		designers, describing the	disciplines, and making links	range of tones, lines using a	photographs and digital	point and horizon. Develop an
	Explore the work of a range	differences and similarities	to their own work	pencil. Include in their	images.	awareness of composition,
	of artists, craft makers and	between different practices		drawing a range of	Develop close observation skills	scale and proportion in their
	designers, describing the	and disciplines, and making	Discuss own and others work.	technique and begin to	using a variety of view finders.	paintings.
	differences and similarities	links to their own work.	expressing thoughts and	understand why they best	Discuss and review own and	Discuss and review own and
	between different practices		feelings, and using	suit.	others work, expressing	others work, expressing
	and disciplines, and making	Discuss own work and others	knowledge and	33	thoughts and feelings, and	thoughts and feelings
	links to their own work.	work, expressing thoughts	understanding of artists and	Discuss and review own and	identify modifications/	explaining their views and
		and feelings.	techniques.	others work, expressing	changes and see how they	identify modifications/
	Look at and talk about own	and roomigor	1001111140001	thoughts and feelings, and	can be developed further.	changes and see how they
	work and that of other artists			identify modifications/	Identify artists who have	can be developed further.
	and the techniques they			changes and see how they	worked in a similar way to their	Identify artists who have
	had used.			can be developed further.	own work.	worked in a similar way to their
	1.00 0000.			San 20 do roiopod formor.		own work.
				Begin to explore a range of	Explore a range of great artists,	
				great artists, architects and	architects and designers in	Explore a range of great artists,
				designers in history.	history.	architects and designers in
				203.9.1013 1111131017.		history.

## Progression in Art – Painting

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy using a variety of tools Including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.  Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects.  Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.  Look and talk about what they have produced, describing simple techniques and media used.	Experiment with a variety of media; different brush sizes and tools.  Explore lightening and darkening paint without the use of black or white.  Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media.  Start to record simple media explorations in a sketch book.  Start to mix a range of secondary colours, moving towards predicting resulting colours.  Explore 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.  Look at and talk about own work and that of other artists and the techniques they had used.	Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.  Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones.  Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.  Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.  Explore 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.  Discuss own work and others work, expressing thoughts and feelings.	Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.  Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.  Confidently create different effects and textures with paint according to what they need for the task.  Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.  Begin to explore a range of great artists, architects and designers in history.	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Start to develop a painting from a drawing.  Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.  Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.  Start to look at working in the style of a selected artist (not copying).  Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.  Begin to explore a range of great artists, architects and designers in history.	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.  Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Start to develop their own style using tonal contrast and mixed media.  Recognise the art of key artists and begin to place them in key movements or historical events.  Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.  Explore a range of great artists, architects and	Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.  Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.  Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.  Discuss and review own and others work, expressing thoughts and feelings explaining their views.  Identify artists who have worked in a similar way to their own work.  Explore a range of great artists, architects and

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy using a variety of	Experiment in a variety of	Use equipment and media	Use equipment and media	Work in a safe, organised	Work in a safe, organised	Work in a safe, organised way,
malleable media such as	malleable media such as	with increasing confidence.	with confidence. Learn to	way, caring for equipment.	way, caring for equipment.	caring for equipment. Secure
clay, papier Mache, Salt	clay, papier Mache, Salt		secure work to continue at a	Secure work to continue at a	Secure work to continue at a	work to continue at a later
dough.	dough, modroc.	Shape, form, construct and	later date.	later date.	later date.	date.
-	_	model from observation and				
Impress and apply simple	Shape and model materials	imagination.	Join two parts successfully.	Make a slip to join to pieces	Show experience in	Model and develop work
decoration.	for a purpose, e.g. pot, tile	_		of clay.	combining pinch, slabbing	through a combination of pinch, slab, and coil.
	from observation and	Use a sketchbook to plan	Construct a simple base for		and coiling to produce end	piricri, siab, aria coii.
Cut shapes using scissors and	imagination.	and develop simple ideas	extending and modelling	Decorate, coil, and produce	pieces.	Work around armatures or over
other modelling tools.		and making simple informed	other shapes.	maquettes confidently when		constructed foundations.
	Continue to manipulate	choices in media.		necessarily.	Develop understanding of	
Build a construction/	malleable materials in a		Use a sketchbook to plan,		different ways of finishing	Demonstrate experience in the
sculpture using a variety of	variety of ways including	Demonstrate experience in	collect and develop ideas.	Model over an armature:	work: glaze, paint, polish	understanding of different
objects e.g. recycled,	rolling, pinching and	surface patterns/ textures	To record media explorations	newspaper frame for		ways of finishing work: glaze,
natural and manmade	kneading.	and use them when	and experimentations as well	modroc.	Gain experience in model	paint, polish.
materials.		appropriate.	as try out ideas.		ling over an armature:	Demonstrate experience in
	Impress and apply simple			Use recycled, natural and	newspaper frame for	relief and freestanding work
Look and talk about what	decoration techniques:	Explore carving as a form of	Produce more intricate	man-made materials to	modroc.	using a range of media.
they have produced,	impressed, painted, applied.	3D art.	surface patterns/ textures	create sculptures.		coming a range of modia.
describing simple techniques	l		and use them when		Use recycled, natural and	Recognise sculptural forms in
and media used.	Use tools and equipment	Explore the work of a range	appropriate.	Use sketchbooks to collect	manmade materials to	the environment: Furniture,
	safely and in the correct	of artists, craft makers and		and record visual	create sculptures,	buildings.
	way.	designers, describing the	Produce larger ware using	information from different	confidently and successfully	
	E design of the second	differences and similarities	pinch/slab/coil techniques.	sources as well as planning,	joining.	Use sketchbooks to collect and
	Explore the work of a range	and making links to their own	Cantinus to assolute and in a	trying out ideas, plan colours	Use alreadable a alre Diame ar	record visual information from
	of artists, craft makers and designers, describing the	work.	Continue to explore carving as a form of 3D art.	and collect source material	Use sketchbooks Plan a sculpture through drawing	different sources. Use the sketch book to plan how to join
	designers, describing the differences and similarities	Discuss own work and others	as a form of 3D an.	for future works.	and other preparatory work.	parts of the sculpture.
	between different practices	work, expressing thoughts	Use language appropriate to	Adapt work as and when	Use the sketch book to plan	Annotate work in sketchbook.
	and disciplines, and making	and feelings.	skill and technique.	necessary and explain why.	how to join parts of the	, a morare weak makeren beek.
	links to their own work.	and reenings.	skiii di la lechi ilque.	necessary and explain why.	sculpture.	Confidently carve a simple
	links to their own work.	Identify changes they might	Continue to explore the work	Gain more confidence in	scolpiole.	form.
	Look at and talk about own	make or how their work	of a range of artists, craft	carving as a form of 3D art.	Adapt work as and when	
	work and that of other artists	could be developed further.	makers and designers,		necessary and explain why.	Solve problems as they occur.
	and the techniques they	coola be developed former.	describing the differences	Use language appropriate to	necessary and explain willy.	
	had used.		and similarities and making	skill and technique.	Confidently carve a simple	Use language appropriate to
	aa ssaa.		links to their own work	skiii aria reeririiqoe.	form.	skill and technique.
			mine to men over them	Demonstrate awareness in		Discuss and review own
			Discuss own and others work.	environmental sculpture and	Use language appropriate to	and others work, expressing
			expressing thoughts and	found object art. Show	skill and technique.	thoughts and feelings
			feelings, and using	awareness of the effect of	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	explaining their views and
			knowledge and	time upon sculptures.	Discuss and review own and	identify/ explain modifications/
			understanding of artists and		others work, expressing	changes and see how they
			techniques.	Discuss and review own and	thoughts and feelings, and	can be developed further.
			· ·	others work, expressing	identify modifications/	Final and an income of any art and the
				thoughts and feelings, and	changes and see how they	Explore a range of great artists, architects and designers in
				identify modifications/	can be developed further.	history and identify those who
				changes and see how they		have worked in a similar way to
				can be developed further.	Explore a range of great	them.
					artists, architects and	
				Begin to explore a range of	designers in history and	
				great artists, architects and	identify those who have	
				designers in history.	worked in a similar way to	
					them.	

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy playing with and using a variety of textiles and fabric	Begin to identify different forms of textiles.	Begin to identify different forms of textiles.	Show awareness and name a range of different fabrics.	Plan a design in a sketchbook and execute it.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to	Experiment with a variety of techniques exploiting ideas
					,	
		work, expressing thoughts and feelings.	looking at fabrics from other countries.  Discuss own and others work,	looking at fabrics from other countries.  Discuss and review own and	and fabrics,  Use language appropriate to	Discuss and review own and others work, expressing thoughts and feelings
		Identify changes they might make or how their work could be developed further.	expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.	others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	skill and technique.  Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/	explaining their views and identify/ explain modifications/ changes and see how they can be developed further.
			Identify changes they might make or how their work could be developed further		changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.	Identify artists who have worked in a similar way to their own work

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy taking rubbings: leaf, brick, coin.	Explore printing simple pictures with a range of	Continue to explore printing simple pictures	Print simple pictures using different printing	Increase awareness of mono and relief printing.	Use tools in a safe way.	Develop ideas from a range of sources.
	hard and soft materials	with a range of hard and	techniques.	There are a sure priming.	Continue to gain	. a.i.ge e. eee.
Simple pictures by	e.g. cork, pen barrels,	soft materials e.g. cork,		Demonstrate experience	experience in overlaying	See positive and
printing from objects.	sponge.	pen barrels, sponge.	Continue to explore both mono-printing and relief	in fabric printing.	colours.	negative shapes.
Develop simple patterns	Demonstrate experience	Demonstrate experience	printing.	Use sketchbooks to	Start to overlay prints with	Demonstrate experience
by using objects.	at impressed printing: drawing into ink, printing	at impressed printing: drawing into ink, printing	Use a sketchbook to	collect and record visual information from different	other media.	in a range of printmaking techniques.
Enjoy using stencils to	from objects.	from objects.	record media	sources as well as	Use print as a starting	reeningees.
create a picture.	nom objects.		explorations and	planning, trying out	point to embroidery.	Describe techniques and
	Use equipment and	Use equipment and	experimentations as well	ideas, plan colours and	point to other state.	processes.
Look and talk about	media correctly and be	media correctly and be	as try out ideas, plan	collect source material	Show experience in a	, , , , , , , , , , , , , , , , , , , ,
what they have	able to produce a clean	able to produce a clean	colours and collect	for future works.	range of mono print	Use sketchbooks to
produced, describing	printed image.	printed image	source material for future		techniques.	collect and record visual
simple techniques and			works.	Expand experience in 3	·	information from different
media used.	Explore printing in relief:	Make simple marks on		colour printing.	Use sketchbooks to	sources as well as
	Sting and card.	rollers and printing	Demonstrate experience		collect and record visual	planning and colleting
		palettes. Make simple	in 3 colour printing.	Continue to experience	information from different	source material. Adapt
	Begin to identify forms of	prints i.e. mono -printing.		in combining prints taken	sources as well as	their work according to
	printing: Books, posters		Explore the work of a	from different objects to	planning, trying out	their views and describe
	pictures, fabrics.	Use a sketchbook to plan and develop simple	range of artists, craft makers and designers,	produce an end piece.	ideas, plan colours and collect source material	how they might develop it further. Annotate work
	Explore the work of a	ideas and collect	describing the	Create repeating	for future works.	in sketchbook.
	range of artists, craft	textures, patterns to	differences and	patterns.		
	makers and designers,	inform other work.	similarities between		Discuss and review own	Develop their own style
	describing the		different practices and	Discuss and review own	and others work,	using tonal contrast and
	differences and	Experiment with	disciplines, and making	and others work,	expressing thoughts and	mixed media.
	similarities between	overprinting motifs and	links to their own work.	expressing thoughts and	feelings, and identify	
	different practices and	colour.		feelings, and identify	modifications/ changes	Discuss and review own
	disciplines, and making		Demonstrate experience	modifications/ changes	and see how they can	and others work,
	links to their own work.	Explore the work of a	in combining prints taken	and see how they can	be developed further.	expressing thoughts and
	Look at and talk about	range of artists, craft	from different objects to produce an end piece.	be developed further.	Identify artists who have worked in a similar way	feelings explaining their views, and identify
	own work and that of	makers and designers, describing the	produce an end piece.	Regin to evalore a range	to their own work.	modifications/ changes
	other artists and the	differences and	Discuss own and others	Begin to explore a range of great artists, architects	TO MEILOWN WORK.	and see how they can
	techniques they had	similarities between	work, expressing thoughts	and designers in history.	Explore a range of great	be developed further.
	used.	different practices and	and feelings, and using	and designers in misiony.	artists, architects and	be developed former.
	0304.	disciplines, and making	knowledge and		designers in history.	Identify artists who have
		links to their own work.	understanding of artists		acsignois in thistory.	worked in a similar way
			and techniques.			to their own work.
		Discuss own work and				
		others work, expressing				Explore a range of great
		thoughts and feelings.				artists, architects and
						designers in history.