



Art and Design Progression Guide

Developing Together for Tomorrow's World

Drawing (pencil, wax, chalk, ink, pen, brushes)

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ● Draw a simple picture with identifiable features. ● Talk about these to others. ● Draw simple pictures from memory. ■ Draw more detailed pictures from observations.		To use drawing to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using line, shape, form and space. Learn about the work of a range of artists, describing the differences and similarities, making links to their own work. ● Explore a variety of drawings tools to investigate line, shape, texture and mark making. ● Use a sketchbook to gather and collect quick records of objects both in the natural and manmade world.. ● Begin to express experiences and feelings through drawing. ● Observe and draw landscapes, with an introduction to proportion and position (where the sky is etc). ● Begin to discuss use of shadows, use of light and dark.		To create and use sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing. Learn about great artists in history. ● Experiment with various pencils (2B - HB) to show tone, texture etc. ● Make initial sketches as a preparation for painting and other work. ● Identify and draw the effect of light (shadows) on a surface, on objects and people. ● Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions) ● Begin to understand the concept of scale and proportion.		To create and use sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing. Learn about great artists in history. ● Encourage more accurate drawings of facial features to include proportion, placement and shape ● Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. ● Produce increasingly detailed preparatory sketches for painting and other work ● Independently select materials and techniques to use to create a specific outcome. ● Show a developed awareness of perspective when drawing.	

Painting and Colour (Pigment – paint, inks, pastels, dyes etc to add colour)

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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. - Identify the colours red, blue and yellow, green, purple and orange, black, grey, white and pink. - Begins to explore colour mixing. - Know which colour will be made when two primary colours are mixed. - Begin to develop colour mixing techniques. - Match colours and shades. - Use appropriate colours. - Use a range of tools effectively.		To use a range of materials creatively to design and make products. To use painting to develop and share ideas, experiences and imagination. To develop a wide range of art and design in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, describing the differences and similarities, making links to their own work. - Use a variety of tools and techniques including the use of different brush sizes and types. - Using different types of paint to create different textures e.g. use of sawdust. - Begin to work on different scales. - Spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context. - Mix and match colours to objects. - Mix primary colours to make secondary colours.		To create and use sketch books to review and revisit ideas. Improve their mastery of art and design techniques, including painting. Learn about great artists in history. - Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. - Choose paints and implements appropriately. - Show increasing independence and creativity with the painting process. - Make and match colours with increasing accuracy. - Work with one colour against a variety of backgrounds. - Use colour to reflect mood (matisse) - Create shades and tints using black and white - Use more specific colour language e.g. tint, tone, shade, hue.		To create and use sketch books to review and revisit ideas. Improve their mastery of art and design techniques, including painting. Learn about great artists in history. - Choose appropriate paint, paper and implements to adapt and extend their work. - Create imaginative work from a variety of sources. - Work from a variety of sources, inc. those researched independently. - Show an awareness of how paintings are created (composition). - Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. - Control and experiment with particular qualities of tone, shades, hue and mood. - Consider artists use of colour and application of it. - Create shades and tints independently and with increasing complexity.	

Printing (fingers, vegetables, wood, string, lino, clay, polystyrene etc) **Pattern** - (painted, printed, dyed, rubbed, imprinted, embossed etc.)

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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. Explore printing using a range of materials available in the natural environment.		To use a range of materials creatively to design and make products. To use painting to develop and share ideas, experiences and imagination. To develop a wide range of art and design in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of craft makers and designers, describing the differences and similarities, making links to their own work. - Explore prints using a growing range of objects, including manmade and natural printing tools - Create patterns and pictures by printing from objects using more than one colour. - Develop impressed images with some added pencil or decorative detail. - Use printmaking as a means of drawing - Create order, symmetry, irregularity and pattern - Experiment creating repeating patterns on paper using drawing or printing of own design. - Extend repeating patterns - overlapping, using two contrasting colour - Talk simply about own work and that of other artists. - Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.		To create and use sketch books to review and revisit ideas. Improve their mastery of art and design techniques, including painting. Learn about great artists in history. - Use sketchbook for recording textures/patterns. - Use equipment and media with increasing confidence. - Use relief and impressed printing processes. - Discuss own work and that of other artists. - Explores images and recreate texture through deliberate selection of materials wallpaper, string, polystyrene etc - Explore colour mixing through overlapping colour prints deliberately.		To create and use sketch books to review and revisit ideas. Improve their mastery of art and design techniques, including painting. Learn about great artists in history. - Experienced in combining prints taken from different objects to produce an end piece. - Experiment with ideas, to plan in sketchbook. - Produce pictorial and patterned prints. - Organise own patterns, shape or abstract to reflect personal experiences and expression. - Create a pattern for purposes - Discuss and evaluate own work and that of others, including artists.	

Texture – (collage, weaving, threads, fibres, fabrics, surfaces, wood, clay)

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Safely use and explore a variety of materials, tools and techniques. Share their creations, explaining the process they have used. Begin to join different materials and explore different textures.		Learn about the work of a range of craft makers and designers, describing the differences and similarities, making links to their own work. - Build on skills of using various materials to make collages – using some smaller items - Sort materials according to specific qualities, e.g. warm, cold, shiny, smooth etc. - Discuss how textiles create things – curtains, clothing, decoration - Simple appliqué work attaching material shapes to fabric with running stitches, exploring other simple stitches such as backstitch, cross stitch. (<i>Covered in DT work</i>). - Explore ways of colouring or patterning material. - Use a variety of techniques, e.g. rolling, cutting, pinching		Improve their mastery of art and design techniques, including textiles. Learn about great artists and designers in history. - Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground - Use initial sketches to aid work. - Continue experimenting with creating mood, feeling, movement and areas of interest. - Use colour to express an idea in weaving – seasons, moods, or create a picture – swamp, seascape.		Improve their mastery of art and design techniques, including textiles. Learn about great artists and designers in history. - Select and use materials to achieve a specific outcome. - Develop experience in embellishing, pooling together experiences in texture to complete a piece drawing, sticking, cutting, paint, layering. - Applies knowledge of different techniques to express feelings.	

3D Sculpture – 3D experience, rigid and malleable materials (including clay, mod roc, salt dough)

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Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Construct using a range of construction materials and with a clear purpose in mind. - Creates 2D and 3D models using dough with a clear purpose in mind.		To use a range of materials creatively to design and make products. To use sculpture to develop and share ideas, experiences and imagination. To develop a wide range of art and design in using texture, shape, form and space. Learn about the work of a range of craft makers and designers, describing the differences and similarities, making links to their own work. - Manipulate clay and other malleable media in a variety of ways, e.g. rolling, kneading and shaping. - Explore shape, form and texture. - Explore joining techniques.		To create and use sketch books to review and revisit ideas. Improve their mastery of art and design techniques, including sculpture. Learn about great architects and designers in history. - Join clay adequately and work with developing independence. - Construct a simple clay base for extending and modelling other shapes. - Plan, design, make and adapt models. - Make informed choices about the 3D technique chosen. - Talk about their work understanding that it has been sculpted, modelled or constructed. - Use a variety of materials. - Make patterns on a range of surfaces.		To create and use sketch books to review and revisit ideas. Improve their mastery of art and design techniques, including sculpture. Learn about great architects and designers in history. - Use recycled, natural and man-made materials to create sculpture. - Plan a sculpture through drawing and other preparatory work. - Develop skills in using clay inc. slabs, coils, slips, etc. - Create sculpture and constructions with increasing independence.	

Evaluating and Developing Work

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Share their creations, explaining the process they have used. - Talk about the features of their work and compare it to the work of others. - Talk about their work and state what they would do differently in the future.		Describe the differences and similarities between different practices and disciplines, making links to their own work. - Review what they and others have done and say what they think and feel about it. - Identify what they might change in their current work or develop in their future work. - Annotate work in sketchbook to record ideas and development..		Use sketch books to review and revisit ideas. Learn about great artist, architects and designers in history. - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Annotate work in sketchbook to record ideas and development.. - Adapt their work according to their views		Use sketch books to review and revisit ideas. Learn about great artist, architects and designers in history. - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Annotate work in sketchbook to record ideas and development.	

Exploring and Developing Ideas

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Share their creations, explaining the process they have used. Create by planning their own ideas and building or creating with a purpose in mind.		Describe the differences and similarities between different practices and disciplines, making links to their own work. - Ask and answer questions about the starting points for their work, and develop their ideas. - Record and explore ideas from first hand observation, experience and imagination. - Know about great artists and understand the historical and cultural development of their art forms		Use sketch books to review and revisit ideas. Learn about great artist, architects and designers in history. - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.		Use sketch books to review and revisit ideas. Learn about great artist, architects and designers in history. - Question and make thoughtful observations about starting points and select ideas and processes to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	

Adopted from: The Pines Primary School, Gareth