Curriculum Progression - Art



		Reception	Years 1 and 2	Years 3 and 4	Years 5 and 6
Drawing	**Skills**	• Hold and learn to control a variety of media. • Use lines to create shapes, patters and textures.	• Develop use and control of a variety of media, name them and predict the results that they will achieve. • Colour in accurately. • Work to the size of the paper. • Make drawings to show increasing detail and context. • Begin to learn about line and pattern and creating tones. • Begin to describe what they have achieved and make observations about others work. • Begin to use reflective practise to recognise how they might improve their work. • Begin to learn the difference between line, pattern and tonal differences.	• Use and control an increasing variety of media to explore ways in which they can be applied to achieve certain effects. • Begin to match the approach to the scale of the work. • Describe what they have done and how it is has been produced using art vocabulary. • Use reflective practise to critique their own work and begin to recognise how they can develop their work. • Make drawings that include detail and context. • Learn and differentiate between line, pattern and tone and other visual elements.	• Work with a wide range of media including more specialist media to achieve the desired effects. • Compose the work and plan effective use of available space. • Describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment and defines the processes of working in the context of key elements. • Develop reflective practise further, critiquing their own work, the work of others and identifying how they can develop their work further. • Develop techniques to enable them to create the key elements of line, tone etc, including proportion and simple perspective in their work. • Discover, know and use the proportion and simple perspective in their work. • Discover, know and use the proportions of the human body.
	Experience	• Draw a range of subjects from observation	• Draw from observation, experience and imaginations, emphasis on first-hand experience.	• Draw from observation, experience and imaginations, emphasis on first-hand experience.	• Draw from observation, experience and imaginations, emphasis on first-hand experience.



		and imagination. • Drawing on a range of surfaces Inc. light lines on black paper. • Looking at other artists.	• Begin to draw for a range of purposes. • Draw from natural objects and the human figure in a range of circumstances. • Draw on a range of surfaces and scales. • Look at drawings from a range of artists representing a variety of cultures, relating them to their own work.	• Draw for different purposes using a range of styles. • Select media from a limited range and decide how it might be used. • Working on a range of surfaces and scales, beginning to choose the scale and surface appropriate to the work. • Look at a wide range of drawings of other artists to begin to identify styles. made by artists from a variety of cultures and times and relate them to their own work. • Experience the work of other artists and begin to identify styles.	• Select the media and predict how they might be used. • Choose the scale and surface appropriate to the work. • Still life drawing experience. • Draw the human figure in isolation, in groups and set in different environments. • Experience a wide range of drawings made by other artists from a variety of cultures and times and relating them to their own work. • Choose the style of drawing to match the purpose. Identify the styles of a range of artists.
Painting	**Skills**	• Name, chose and match primary and secondary colours. • Colour mixing. • Using different brushes and tools.	• Develop brush control and painting accurately. Name primary, secondary and some tertiary colours, qualify their tonal value. • Mix and match basic colours and make them lighter or darker. Learn that they can add water to lighten. • Paintings to show increasing detail and context.	• Identify key visual elements in their work and the work of other e.g. colour, line, shape and space. • Begin to adapt and apply colours to achieve tonal effects, patterns and textures. • Begin to match the approach to the scale of the work. • Describe what they have achieved and how it is	• Work with a wide range of more specialist media and mix media to achieve desired effects. • Use the primary colours and black and white to mix a full range of hues and tones. • Compose the work and plan effective use of available space. • Describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment and defines



			• Begin to explore and combine techniques in their paintings.	produced using art language. • Make paintings that include detail and context. • Combine techniques in their work.	the processes of working in the context of key elements.
	Experience	• Paint a range of subjects from observation and imagination. • Paint on a range of surfaces. • Looking at other artists.	• Paint from observation, imagination and experience, emphasis on first had experience. • Increasing range of media for painting. • Paint on a range of surfaces and scales. • Look at paintings of other artists representing a variety of cultures, relating them to their own work.	• Paint from observation, imagination and experience, emphasis on first-hand experience. • Selecting media from a limited range and deciding how it might be used. • Working on a range of surfaces and scales, beginning to choose the scale and surface appropriate to the work. • Look at a wide range of painting s made by artists from a variety of cultures and times and relate them to their own work. • Experience the work of other artists to begin to identify styles.	• Paint from observation, imagination and experience, emphasis on first-hand experience. • Select the media and predict how they might be used. • Choose the scale and surface appropriate to the work. • Paint the human figure in isolation, in groups and set in different environments. • Experience a wide range of paintings made by other artists from a variety of cultures and times and relating them to their own work.
Sculpture	**Skills**	• Mould and create simple shapes with malleable materials.	• Mould and create simple shapes with malleable materials.	• Mould malleable materials to create objects and people. • Use simple techniques for building and joining clay.	• Design and create planned sculptures from single and combined media using some of the following processes:



		• Assemble and dis-assemble with construction kits. • Junk modelling. Using simple tools to cut and shape. Develop language to describe structures	• Follow instructions to assemble and dis-assemble a range of construction kits. • Junk modelling and cover with layers of paper for painting and decorating. • Use a wider range of simple tools to cut, shape and impress patterns. • Fold, pleat, cut and roll paper and card of varying thicknesses.	• Use a wider range of tools to cut, shape and impress patterns. • Create simple shapes from paper and card. • Manipulate paper and card using a variety of techniques e.g. folding, rolling, cutting, pleating. • Create papier-mache and use it to model 3D shapes. • Make armatures/ produce preliminary experiments to support the work and to show exploration.	- A range of techniques for building, joining and decorating clay. - A wide range of simple to fold to cut, shape and impress patterns in a range of materials. - Papier-mache to model 3D shapes. - Weaving patterns using threads and varying materials. - Plaster impregnated bandage over armatures. - Manipulate paper and card using a variety of techniques including changing the surface texture of the materials e.g. piercing, scrunching etc before creating sculptures and incorporating other art techniques.



	Experience	• Build and construct structures from separate objects (e.g. junk). • Model with malleable materials. • Explore tactile qualities of materials. • Talk about the materials and processes of working with them.	• Build and construct structures from separate objects (e.g. junk). • Work on a range of scales. • Model with malleable materials. • Explore tactile qualities of materials. • Talk about the materials, how they have been worked and the final result. • Talk about their sculpture and relating them to the work of other sculptures. • Begin to use reflective practise and recognise how they can improve their work.	• Build and construct structures from a wide range of materials and objects. • Work on a range of scales and sizes. • Combine materials and processes to achieve required effects and meet specific design requirements. • Work with specific malleable and resistant materials to explore their qualities. • Plan the sculpture and select appropriate tools. • Talk about their sculpture and relate it to the work of other sculptors. • Use reflective practise to critique their own work.	• Planning the sculpture, methods, tools and materials. • Choosing materials appropriate to the subject. • Talk about their sculpture and how they were created and the ideas being investigated. • Relating the work to the work of other sculptors.
Collage	**Skills**	• Hold scissors. • Cut a range of materials. • Cut straight lines. • Tear paper into strips. • Apply glue sparingly, place glued surfaces	• Cut straight and curved lines from a range of materials with some accuracy. • Tear paper into strips and shapes with some accuracy. • Glue and stick accurately. • Classify materials into colours and surface textures.	• Cut complex shapes from a range of materials with some accuracy. • Tear paper to pre-determined strips and shapes. • Change the surface of materials by, e.g. crumpling, creasing, folding, pleating, scoring, tearing and fraying.	• Accurately cut complex shapes from a range of materials. • Use more specialist cutting equipment and adhesives. • Alter and amend a range of surfaces to create new textures appropriate to the work drawing upon and incorporating other areas of art.



		together carefully. • Classify materials by colour and texture.	• Begin to overlap shapes and layer to add embellishment. • Begin to develop reflective practise with questioning self e.g. Is this the most effective place to place it? Would it look better if I moved it? Which colours look best together?	• Apply adhesive sparingly and stick shapes accurately. • Learn how to layer effectively and overlap shapes. • Add detail and embellishment and arrange effectively. • Continue to develop reflective practise and consider what looks most effective by exploring different options and selecting what looks most effective.	• Further develop reflective practise and consider what looks most effective by exploring different options and selecting what looks most effective. • Consider which colours and textures look most effective and explore combinations.
	Experience	• Handle and manipulate a range of natural and man-made materials. • Talk about textures and colours of materials. • Work on group or individual collages by cutting and sticking similar objects together to	• Handle and manipulate a wide range of natural and man- made materials, making choices to match texture and colour to purpose. • Make their own simple collage. • Talk about their own work and the work of others in relation to shape, texture and colour. • Work as a member of a group to produce a single collage.	• Produce their own collage, choosing, cutting, arranging and applying materials focussing on colour, shape, texture and pattern. • Experiment with materials to achieve new textures and colours. • Talk about their work and the work of others using language appropriate to the visual elements of shape, texture, pattern and colour and identify how they combine in the work to achieve specific results.	• Plan and produce their own collage, choosing, cutting, arranging and applying materials focussing on colour, shape, texture and pattern. • Further experimentation with materials to achieve new textures using a range of colour tones. • Talk about their work and the work of others using language appropriate to all the visual elements and identify how they combine with the work to achieve specific results. • Look at and talk about collages created by other artists, critiquing



		create new textures.		• Work as a member of a group to produce a single collage. • Look at and talk about collages created by other artists	their own work and others and analysing the materials and processes used and the effects achieved.
Print-making	**Skills**	• Load an object with paint and print from it. • Make rubbings. • Make a range of other prints (e.g. from bubbles) • Recognise patterns in natural and man-made objects.	• Load a range of objects with paint and print from them. • Make a simple printing block. Ink up a block and print a regular and irregular printing pattern. • Make a monoprint using wax crayons. Investigate a range of techniques e.g. using stencils. • Learn how to create rubbings using pencils and crayons on man made and natural surfaces. • Create mono prints by applying felt tip pens to acetates and objects e.g. leaves	• Make a more complex printing block from polystyrene printing tiles or similar. • Build a printing block by applying card, string wool, etc. Ink up a block and print a regular and off-set pattern. • Investigate a range of other techniques e.g. printing on fabric, with a range of objects and as seen in work of other artists. • Use the computer to make patterns. • Create rubbings using pencils and crayons and develop mono printing techniques.	• Make a more complex printing block from polystyrene printing tiles and cutting it to apply more than one colour. • Build a complex printing block by applying card, string and wool. • Ink up a block and print regular and irregular patterns. • Develop offset prints that investigate a range of tessellated approaches. • Develop art language to enable them to identify and talk about pattern and texture in natural and man-made objects. • Relate their work to the work of other artists and describe how the prints could have been made.



				• Create mono prints by applying felt tip pens to acetates and objects e.g. leaves, learning to layer and arrange effectively.	
	Experience	• Choose objects to print with. • Print objects to make pictures and patterns (regular and irregular). • Work on a range of textures and surfaces. • Talk about their prints.	• Experiment with a growing range of printing methods. • Choose an object to print with to achieve specific results. • Print to make pictures, patters or textures. • Print on a range of surfaces and textures. • Identify and talk about pattern and texture in natural and man-made objects. • Talk about their prints and how they were made and begin to use reflective practise.	• Experimenting with a growing range of printing methods. • Choose objects to print to achieve specific results. • Developing monoprints to show use of line, pattern and texture. • Printing to make pictures, patterns and textures. • Printing more complex patterns. • Working on a range of scales and surfaces including fabric. • Designing and creating printed patterns for collage. • Identifying and discussing pattern and texture in natural and man-made objects. • Talk about their print, and the works of others including other artists.	• Experiment with and combine a range of printing techniques. • Choose methods of printing to achieve specific results. • Show use of line pattern, texture, shape and colour in their prints. • Plan to use printing to make pictures, patterns and textures. • Collecting and classifying a range of printed effects. • Printing more complex regular and irregular patterns. • Planning to incorporate the scale, surface and method to achieve the final result. • Design printed patterns and textures for collage. • Talk about their print, explain the process and relate it to prints of other artists.

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Textiles	**Skills**	• Collect and classify fabrics by colours and textures. • Hold scissors and cut fabrics and threads. • Thread beads onto lace or string.	• Cut fabrics into basic shapes. • Cut threads into a variety of similar lengths. • Thread a large eyes needle. • Sew individual straight stitches as decoration on open weave fabrics. • Dye a range of fabrics and threads for collage purposes. • Weave with paper and card. • Wrap threads, strings and hand cut fabric ribbons around card shapes.	• Cut and apply fabrics and threads with some accuracy. • Create and apply new fabric textures by, e.g. crumpling, creasing, pleating. • Thread and sew with fine needles. • Sew straight stitches to create patterns and surface decoration. • Use sewing to apply one fabric to another. • Weave using fabric strips, threads and materials. • Begin to create new threads adding texture by knotting/ plaiting. • Create patterns in fabric as a result of dyeing, fabric paints/ pens and printing techniques. • Use threads to 'paint' shapes.	• Cut a simple paper patter and use it to create a basic shape from fabric. • Sew pieces of fabric together accurately using the sewing machine and/or by hand. • Create new threads by, creating texture for example knotting and plaiting to use as decoration. • Develop wrapping and weaving techniques further with a variety of materials.
	Experience	• Handling and manipulating fabrics and threads. • Using fabrics in collages.	• Select fabrics and thread by colour and texture. • Simple sewing to create surface texture or pattern. • Weaving to create textures and patterns.	• Create collages using appropriately selected fabrics and threads. • Use weaving to create textures and patterns.	• Planning and creating 2D textile collages and 3D structures using fabrics and threads and combining previously learned techniques as appropriate to the work. • Selecting fabrics and threads to enhance the purpose of the work.



		• Wrapping dolls and other shapes in fabrics. • Dressing themselves and discussing different fastening.	• Dyeing threads and fabrics to use in other textile activities. • Create simple wrapped textile hangings 2D/3D and art work.	• Tie-dyeing fabrics to achieve patterns and textures. • Create wrapped and woven textile hangings and art work.	• Dyeing fabrics and threads to achieve particular effects.
Art and ICT	**Skills**	• Paint packages on computers to make pictures. • Online art activities to create repeating patterns. • Create papers and patterns to	• Select formats and programmes for own use. • Use images found on the computer in sketchbooks. • Save and print own artworks. • Print and source images for inspiration. • Use online galleries.	• Find images for inspiration and save them in an art images file. • Create ICT files of their own artwork. • Create a graphic document with text. • Use information from a range of sources on the internet to put together a	• Develop a system to organise images of own artwork and collected images. • Create a graphic document with text for a specific purpose. • Critically evaluate work and its effectiveness and suitability for purpose. • Use information from a range of sources on the internet to put together a presentation on a



		print and use for collage. • Begin to use digital cameras to record own work. • Stick photographs in sketchbooks/learning journal. • Begin to use an art package to convey ideas (e.g. create a clown or house). • Begin to combine text and images. • Use drag and drop activities for labelling stories and pictures.	• Use favourites file with websites selected by teacher. • Combine text and image. • Use simple tools in art packages. • Scan an image and make changes to it. • Save digital pictures and videos to a computer. • Use photographed textures and patterns to add to collages. • Create patterned pages to add to a collage. • Use digital cameras to record collaborative and 3D work. • Change digital photographs in a paint package. • Use a digital camera/video camera. • Create posters/ leaflets/ stories etc. • Create story sequences using photography and small world toys. • Begin to create simple animations.	presentation on a theme, artist and genre. • Explore new tools within an art package. • Use a digital camera/video camera. • Combine text image and sound. • Use photo-editing software. • Use photographs and digital images as starting points for artwork. • Use software to create repeating patterns. • Use cameras to document collaborative, non-permanent or 3D work as a record and to evaluation in sketchbooks. • Change the appearance of text-colour, size and font. • Explore colour mixing on screen. • Create an animation sequence using a sequence of images.	theme, artist or genre using text, images and sound. • Select and use a range of software and hardware tools to produce a presentation or digital film for a specific audience. • Confidently use the full range of tools within an art package. • Evaluate when it is appropriate to use an art package or when another medium would be more suitable. • Consider choices such as angle, light, focus and composition when taking a photograph. • Use photographs and digital images as starting points for artwork. • Combine an image created with ICT with other art materials. • Use photo-editing software. • Use words in the context of graphic art by selecting appropriate fonts and changing the colour/orientation. a specific purpose suing images/3D models. • Plan and make an animation independently
	Experience	• Computer art package to: explore mark	• Discuss the use of ICT in art, developing their art and ICT vocabulary.	• Opportunities for children to reflect on, discuss and	• Make choices about how they will incorporate ICT into their work and



		making, pattern making, different tools and effects. • Use a microscope or visualizer to explore textures. • Use a digital camera/video camera. • Look at and talk about digital pictures. • Explore mark making on the IWB.	• Reflect on work created using ICT and explain/describe how they made it. • Exploring a range of tools on the IW. • Use a microscope or visualizer to explore, sort, classify and describe textures, patterns and shapes.	evaluate artwork created using ICT. • Opportunities to make choices about how they will incorporate ICT into their artwork. • Opportunities to comment on the effectiveness of using ICT in artwork. • Change to use the internet to explore websites, online galleries and children's sites to look at work made by other children and artist. • Use ICT to create multiples of art works (e.g. leaflets, posters)	which programmes and equipment they will use. • Find, use and save images and inspiration. • Use the internet to explore websites, galleries and the works of others. • Continue to develop skills in manipulating images using art packages. • Use cameras to document collaborative, non-permanent or 3D work as a record and to evaluate in sketchbooks. • Use ICT to create multiples of art words (e.g. cards, exhibition invites, etc.) • Using ipads/ cameras to take pictures to use in art work