

Art and Design Progression

The national curriculum for Art and Design aims to ensure that all pupils by the end of year 6:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

EYFS

We have selected the Early Learning Goals that link most closely to the Art and Design National Curriculum.

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

	Skills
Explore and develop ideas	<ul style="list-style-type: none"> • Respond to ideas and starting points, such as colours, shapes, materials, objects. • Think about what art is and share ideas with others. • Talk about the stories and ideas in their art work, sharing with others how and why they generated their ideas.
Drawing	<ul style="list-style-type: none"> • Hold and manipulate drawing materials with correct grip and control. • Begin to use a variety of drawing tools (pencil, finger, coloured pencils, pastels, chalk). • Use drawings to tell a story (retelling or imagination). • Investigate different lines (thick, thin, wavy, and straight). • Explore different textures. • Encourage accurate drawings of people that include all visible parts of the body (head, hands, fingers). • Represent their own ideas, thoughts and feelings through art.
Painting	<ul style="list-style-type: none"> • Experiment with primary colours. • Experiment with mixing colours independently.

	<ul style="list-style-type: none"> • Experiment with a variety of brushes and tools for the application of paints, i.e. scraping, scratching, rolling. • Name colours.
Sculpture	<ul style="list-style-type: none"> • Handle, feel and manipulate, pull apart and reconstruct materials. • Construct and build from simple objects. • Shape and model from observation and imagination. • Impress and apply simple decoration. • Use the natural world in their artwork. • Design and construct puppets.
Collage	<ul style="list-style-type: none"> • Hold and manipulate scissors with increasing control and precision. • Make pictures and patterns by cutting, tearing and sticking a variety of materials. • Create simple collages using fabric, paper, pasta, beans and larger tactile things.
Textiles	<ul style="list-style-type: none"> • Make simple weavings. • Experiment with different textures, including sensory experience. • Explore how media and materials can be combined and changed.
Printing	<ul style="list-style-type: none"> • Make rubbings showing a range of textures and patterns. • Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc. • Produce simple pictures by printing objects. • Work from imagination and observation. • Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc. • Print with block colours.
Work of other artists	<ul style="list-style-type: none"> • Describe a picture created by an artist. • Experiment with a technique that an artist uses.

KS1 and KS2

	KS1	LKS2	UKS2
Explore and develop ideas	<p>National Curriculum link To produce creative work, exploring their ideas and recording experiences.</p>	<p>National Curriculum link Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>National Curriculum link Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>

	<ul style="list-style-type: none"> • Respond to ideas and starting points, such as colours, shapes, materials, objects. • Record and explore ideas from first hand observation and collect visual information. • Explore different methods and materials as ideas develop. 	<p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <ul style="list-style-type: none"> • Develop ideas from first hand observation, experience and imagination. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	<p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketchbook. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
<p>Drawing</p>	<p>National Curriculum link To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> • Experiment with applying pressure to line and mark making. • Draw lines and marks of different sizes and thickness. • Colour neatly following the lines. • Show pattern and texture by adding dots and lines. 	<p>National Curriculum link To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <ul style="list-style-type: none"> • Use different hardness of pencils to show line, tone and texture. • Experiment with a variety of drawing and mark making materials, including pencil, pastel, ink, charcoal, etc. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no rubber to correct mistakes). 	<p>National Curriculum link To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of light source). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).

	<ul style="list-style-type: none"> • Experiment with a variety of drawing and mark making materials, including pencil, pastel, ink, charcoal, etc. • Observe and draw landscapes, patterns, faces and objects. • Express sound and feeling through mark making. 	<ul style="list-style-type: none"> • Use shading to show light and shadow. • Use hatching and cross hatching to show highlight, shadow and texture. • Use a view finder to select an area of a subject for drawing. • Continue to observe and develop the drawing of landscapes, patterns, faces and objects, with increasing accuracy. • Draw for a sustained period of time at their own level. 	<ul style="list-style-type: none"> • Work in a sustained and independent way from observation, experience and imagination. • Manipulate and experiment with the elements of art, i.e. line, pattern, texture, form, space, colour and shape. • Show confidence in using a variety of drawing mediums. • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Develop the effect of light on objects and people from different directions, i.e. using highlight and shade to create 3D effect. • Develop accuracy and expression in observational drawings, including the human figure and perspective and ratio. • Choose and combine different drawing materials as appropriate to task and purpose, i.e. multimedia artworks.
Painting	<p>National Curriculum link To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> • Use a variety of tools, including made and thick and thin brushes. 	<p>National Curriculum link To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <ul style="list-style-type: none"> • Use a number of brush techniques (e.g. stippling, blending, scraffito, 	<p>National Curriculum link To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <ul style="list-style-type: none"> • Sketch lightly before painting to combine line and colour.

	<ul style="list-style-type: none"> • Mix primary colours (hues) to make secondary (hues). • Create colour wheels. • Mix and match colours to pictures and objects. • Understand and use hot and cold colours. 	<p>dry brush, wet on wet) using a range of brushes to produce shapes, textures, patterns and lines.</p> <ul style="list-style-type: none"> • Mix colours effectively. • Create colour wheels or grids. • Add white to colours (hues) to make tints and black to colours (hues) to make shades. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	<ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Create colour wheels or grids. • Combine colours, tints and shades to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Explore the use of texture in colour (e.g. sawdust, glue, shavings, sand and on different surfaces). • Develop a personal style of painting, drawing upon ideas from other artists.
Sculpture	<p>National Curriculum link To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> • Use a combination of materials, shapes and objects, e.g. rolled up paper, straws, paper, card and clay. • Include lines and texture. • Use techniques such as rolling, cutting, moulding and carving. • Use basic coil, slab and ball building with clay. 	<p>National Curriculum link To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Make strong, well-joined sculpture from clay and other mouldable materials. 	<p>National Curriculum link To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire, willow or moulds) to provide stability and form.

	<ul style="list-style-type: none"> • Use the natural world in their artwork. • Design and construct puppets. 	<ul style="list-style-type: none"> • Add materials to provide interesting detail. • Use the natural world in their artwork. • Design and construct puppets. 	<ul style="list-style-type: none"> • Design and construct puppets.
Collage	<p>National Curriculum link To become proficient in other art, craft and design techniques- collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <ul style="list-style-type: none"> • Use scissors with control and precision. • Use a combination of materials that are cut, torn, folded and glued. • Sort and arrange materials. • Mix materials to create texture. 	<p>National Curriculum link To improve their mastery of art and design techniques with a range of materials- collage.</p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, tessellation, overlapping, mosaic and montage. 	<p>National Curriculum link To improve their mastery of art and design techniques with a range of materials- collage.</p> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
Textiles	<p>National Curriculum link To become proficient in other art, craft and design techniques- textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/ or a stitch. • Use plaiting. 	<p>National Curriculum link To improve their mastery of art and design techniques with a range of materials – textiles.</p> <ul style="list-style-type: none"> • Shape and stitch materials. • Use basic running and back stitch. • Colour fabric. • Create weavings. • Use applique, embroidery and beading for decorative effect. 	<p>National Curriculum link To improve their mastery of art and design techniques with a range of materials – textiles.</p> <ul style="list-style-type: none"> • Use felting techniques. • Use resist techniques such as batiq and adire. • Show precision in techniques. • Choose from a range of stitching techniques, including cross stitch.

	<ul style="list-style-type: none"> • Use dip dye techniques. 		<ul style="list-style-type: none"> • Combine previously learned techniques to create pieces.
Printing	<p>National Curriculum link To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpaper). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. 	<p>National Curriculum link To improve their mastery of art and design techniques with a range of materials – printing.</p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural and built environments. • Make printing blocks (e.g. collagraph, poly-block). • Make repeating patterns. 	<p>National Curriculum link To improve their mastery of art and design techniques with a range of materials – printing.</p> <ul style="list-style-type: none"> • Build up layers of colours and textures. • Describe techniques, including the use of layering, poly-blocks, relief and mono printing. • Be confident with printing onto paper and fabric. • Organise work in terms of pattern, symmetry or random printing styles.
Work of other artists	<p>National Curriculum link To understand 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.</p> <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<p>National Curriculum link To learn about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artisans and designers. • Create original pieces that are influenced by the study of others. 	<p>National Curriculum link To learn about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.

