## Art Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>School</u>							
Specific Artist							
Study <del>Areas of</del>							
study							
Generating	U <del>Children u</del> se what	U <del>Begin to u</del> se a	Use sketch books to	Use sketch books to	Select and use	Engage in <del>open</del>	Use sketch books to
Ideas	they have learnt about	sketch books to	e <del>Begins to</del>	collect, record and	relevant resources	ended-research and	Independently develop a
iucas	media and materials in	gather and collect	experiment with	review artistic ideas	and references to	exploration in the	range of ideas which show
			artistic ideas of their	from a range of	develop their ideas.	process of initiating	curiosity, imagination and
	original ways, thinking	ideas for art work.	own in sketchbooks.	different sources.		and developing their	<u>originality.</u>
	about uses and	A	<u>-</u>	Gather and review	Use sketch books,	own personal ideas	
	purposes. <del>They</del>		Experiment with	information,	purposefully to	Confidently and	Systematically investigate,
	Rrepresent their own	Experiment with	different techniques	references and	improve	precisely use	research and test ideas
	ideas, thoughts and	different techniques	and make sensible	resources related to	understanding.	sketchbooks for a	and plans using
	feelings through		choices about what	their ideas and	develop and	variety of purposes	sketchbooks <del>-and-other</del>
	design and technology,		to do next to	intentions.	refine <del>inform</del> ideas	including: recording	appropriate approaches.
	art, music, dance, role		improve.		and plan for an	observations;	(e.g. <del>for instance.</del>
	play and stories. Work		-	Use sketch books to	specific outcome.	developing ideas; testing materials and	Sketchbooks will show in
	purposefully			collect and record		techniques and	advance how work will be
	responding to colours,			visual information	(e.g. <del>for instance,</del>	planning. <del>and</del>	produced and how the
	shapes, materials etc.		Use drawing to	from different	sketchbooks will	recording	
	<del>snapes, materials etc.</del>		record ideas and	sources including	show several	information.	<u>qualities of materials will</u>
	A			recording,	<u>different versions of</u>	•	<u>be used).</u>
	Create simple representations of		experiences.		an idea and how		
	people and other things			observations,	research has led to		Develops ideas using
	A			planning and	improvements in		different or mixed media
				shaping ideas.	their proposed		using a sketch book.
					outcome.)		
					<u>outcome.y</u>		
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Making	Work spontaneously and enjoy the act of	Investigate a range of materials and	Deliberately choose to use particular	Develop technical skills by	Investigate the nature and qualities	Confidently investigate and	Independently refine their technical skills in order to
	making/creating	media and	materials, media	experimenting with,	of different materials	exploit the potential	improve their mastery of
	making/creating	recognise that they	and techniques for a	and testing the	and processes	of new and	materials and techniques
	Sustain concentration	have different	given purpose	qualities of a range	systematically.	unfamiliar materials	
	and control when	qualities.	<u> </u>	of different		(e,g, try out several	Independently select and
	experimenting with		Develop and	materials and	Apply the technical	different ways of	effectively use relevant
		Experiment with	exercise some care	techniques.	skills they are	using tools and	processes in order to
	tools and materials	different techniques	and control over		learning to improve	materials that are	create successful and
		<u> </u>	their art work (e.g.,	Select, and use	the quality of their	new to them)	
	They Ssafely use and	<u> </u>	they do not accept	appropriately, a	work. (e.g., in painting they select		finished work
	explore a variety of	ĺ	they do not accept	variety of materials	puniting they select	Use their acquired	

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	materials, tools and techniques, experimenting with colour, design, texture, form and function.		the first mark but seek to refine and improve)	and techniques in order to create their own work.	brushes for different purposes)	skills to make work which effectively reflects their ideas and intentions.		•
				similar/repetitive from Y3 upwards				
Evaluating	Recognise and describe key features of their own and others' work  *Checking how well their activities are going, *Changeging strategy as needed, *Review ing-how well the approach worked	Describe what they think about the work of others	Express clear preferences and give some reasons for these [e.g. "] like that because").	Reflect upon what they like and dislike about their own work in order to improve it.	Reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.	Analyse and reflect on their progress taking account of what they hoped to achieve.	Provide a reasoned evaluation of both their own and professionals', work which takes account of the starting points, intentions and context behind the work	

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Generating	Work purposefully	Recognise that	Experiment with	Gather and review	Select and use	Engage in open	Independently develop a
Skills of Designing & Developing Ideas	responding to colours, shapes, materials etc.  Create simple representations of people and other things	Recognise that ideas can be expressed in art work  Experiment with a range of materials and media.	different techniques and make sensible choices about what to do next to improve  Use drawing to record ideas and experiences.	Gather and review information, references and resources related to their ideas and intentions.  Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.	select and use relevant resources and references to develop their ideas.  Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)	ended research and exploration in the process of initiating and developing their own personal ideas  Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.	independently develop a range of ideas which show curiosity, imagination and originality  Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)

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Kommentar [HE3]: I dislike this term - don't need

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Kommentar [HE4]: Specifying people is a bit developmental – need to also mention ideas and experiences. Could say. E.g, people...

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Making	Work spontaneously	Investigate a range	Deliberately choose	Develop practical	Investigate the	Confidently	Independently refine their
	and enjoy the act of	of materials and	to use particular	skills by	nature and qualities	investigate and	technical and craft skills in
CL:IIf	making/creating	processes and	techniques for a	experimenting with,	of different materials	exploit the potential	order to improve their
Skills of		recognise that they	given purpose	and testing the	and processes	of new and	mastery of materials and
<del>Making Art,</del>	Sustain concentration	have different		qualities of a range	systematically.	unfamiliar materials	techniques
<del>Craft and</del>	and control when	<del>qualities</del>	Develop and	of different		(for instance, try out	
<del>Design</del>	experimenting with		exercise some care	materials and	Apply the technical	several different	Independently select and
2 co.g	tools and materials	Use materials and	and control over the	techniques.	skills they are	ways of using tools	effectively use relevant
<b></b>		media purposefully	range of materials		learning to improve	and materials that	processes in order to
		to achieve	and media they use.	Select, and use	the quality of their	are new to them)	create successful and
		<del>particular</del>	(for instance, they	appropriately, a	work. (for instance,		finished work
		<del>characteristics or</del>	do not accept the	variety of materials	in painting they	Use their acquired	
		qualities (colour,	<del>first mark but seek</del>	and techniques in	select and use	skills to make work	
		texture, tone, line,	to refine and	order to create their	different brushes for	which effectively	
		shape, form,	<del>improve)</del>	<del>own work.</del>	different purposes)	reflects their ideas	
		<del>pattern).</del>			33 1 7	and intentions.	
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Skills of Judgement and others' work of others work of others work of others work of say "Hike that" shink carefully shink car	<del>ride a reasoned</del>
work of others  for these (for instance, be able to say "I like that because"   before explaining to their teacher what they like and what   they like and what   they like and what   with the work of others (pupils and others (pupils and others)	uation of both their
Judgement and Evaluation work of others in these for instance, be able to say "I like that because" their teacher what they like and what work of the say "I like that because be able to say "I like that because be able to say "I like that think carefully before explaining to their teacher what they like and what they like and what work of their teacher to what they of the of the interior instance, be able to say "I like that the work of their teacher they interior interior interior interior interior interior interior interior interior instance, be able to say "I like that they like that they like and what interior	and professionals'
and  Evaluation  say "Like that think carefully artists) to identify intention  because"  before explaining to their teacher what they like and what	k which takes account
and Evaluation  Say "I like that think carefully artists) to identify intensity because"  because" before explaining to how to improve. behind their teacher what they like and what	ne starting points,
Evaluation because" before explaining to how to improve. behind their teacher what they like and what	ntions and context
their teacher what they like and what	<del>nd the work</del>
they will do next)	

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Knowledge and	Know that art <del>, (design and craft)</del> is made by	Know how to Rrecognise and	Know that different forms of creative	Know about and describe the work of	Know about and describe some of the	Research and discuss the ideas and	Know how to describe, interpret and explain the
understanding	artists exhibiting care and skill and is valued for its qualities.	describe some simple characteristics of	works are made by artists, crafts makers and	some artists, craftspeople, architects and	key ideas, techniques and working practices of a variety	approaches of various artists, craftspeople,	work, ideas and working practices of some significant artists,
Acquiring and applying knowledge to inform progress	Know how to explain what they are doing	different kinds of art, craft and design Know the names of the tools, techniques and the	designers, from all cultures and times.  Talk about the materials, techniques and	designers  Be able to explain how to use some of the tools and techniques they	of artists, crafts makers, architects and designers that they have studied. Know about, and be	designers and architects, taking account of their particular cultural context and intentions.	craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.
progress		formal elements (line, colours, shapes, tones texture, pattern, formete.) that they use.	processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)	have chosen to work with.	able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.	Know how to describe the processes they are using and how they hope to achieve high quality outcomes.	Know about the technical vocabulary and techniques for modifying the qualities of different materials different materials and processes.

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Drawing	Develop a range of	Develop scale and		Use graded pencils		
	techniques <del>such</del>	proportion in art		to create different		
Pencil, crayon,	as:(e.g. hatching,	work.		tones		
pastel,	scribbling, stippling					
charcoal,	and blending) to	Begin to show an				
chalks, felt	create light/dark to <u>ne</u>	awareness of				
pen, ICT	and/or texture. create	objects having a				
(where	light/dark tone.	third dimension.	Begin to show an			
appropriate)			awareness of			
	Use graded pencils to		objects having a			
	<u>create</u> Experiment		third dimension.			
	with different tones					
	using graded pencils.					
	Begin to show					
	consideration in the					
	choice of pencil grade					
	they use					
	Develop an awareness					
	of Use techniques to					
	show the effects of					
	light on form					
	(reflection/shadow).					
	through the use of					
	tone.					
	torici					
	Explore ways of					
	adapting line and tone					
	through sketching					
	(mark making) from					
	observational drawing.					
	Explore how artists use					
	line, colour and					
	pattern to reflect					
	mood.					
	Understand Develop					
	perspective in art					
	work.					

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	Understand Develop						
	scale and proportion in						
	art work.						
	Begin to show an						
	awareness of objects						
	having a third						
	dimension.						
<u> </u>	Pattern, shape, line,				•		Formatiert: Schriftart: 10 Pt.
Vocabulary	form, tone, texture, colour, mood						Formatiert: Einzug: Links: 0 cm
	scale						Formatiert: Schriftart: 10 Pt., Fett
	<u>Horizon</u>						
	<u>Focal point</u>						Formatiert: Block
	<u>Observational</u>						Formatiert: Schriftart: 10 Pt.
	<u>Landscape</u>						
	<u>Portrait</u>						
	<u>Figures</u>						
	<u>View finder</u> <u>Landscape</u>						
	Portrait						
	<u>Composition</u>						Formatiert: Einzug: Links: 0 cm
	Mid ground						rormatiert: Einzug: Links: 0 cm
	Back ground						
	<u>Foreground</u>						Formatiert: Schriftart: 10 Pt.
Painting	Use and understand	Use techniques to					
							Formatiert: Schriftart: 10 Pt.

	the term shade	show the effects of			
	(lighten) and tint	light on form			
	(darken) when	(reflection/shadow).			
	<u>describing</u> observing	Understand the			
	tone.	effects of light on			
		form.			
	Use techniques to				
	show the effects of	Examine spatial			
	light on form	relationships of			
	(reflection/shadow).	<del>images in</del>			
		composition.			
	Name the primary				
	colours and start to	Select view with an			
	mix a range of	awareness of			
	secondary colours.	foreground,			
l	•	midground,			
l	Mix paint to the	background.			
	appropriate				
l	consistency.	Frame/field/focus			
	·	through the use of viewfinders, pin-			
	Frame/field/focus	viewfinders, pin-			
	through the use of	hole camera.			
	viewfinders, pin-hole				
	camera.				
	Mix and match colours				
l	and accurately apply				
l	them to observational				
	work.				
l	Develop an awareness				
l	of midground,				
	foreground and				
	background.				
	- <del></del>				
	Justify choices made				
l	e.g. brush				
l	size/scale/paper.				
	• • •				
	Use overlapping				
	techniques				

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	<u>tint</u>	dark/light,			4	Formatiert: Einzug: Links: 0 cm
	tone – light/dark,	dark/light, pale/deep,,				Torridaera Emzag. Emilio. 5 cm
	intensity –	bright/dull.				
	strong/weak,					
	<u>shade</u>	Landscape, portrait				
	<u>hue</u>					
	<u>mood</u>					
	temperature –					
	warm/cold,					
	surface – shiny/matt,					
	pigment –					
	transparent/opaque-					 Formatiert: Schriftart: 10 Pt.
Vocabulary	<u>Landscape</u>					
	Portrait					Formatiert: Schriftart: 10 Pt., Fett
	<u>Primary colours</u> <u>Secondary colours</u>					Formatiert: Schriftart: 10 Pt.
	Complimentary colours					
	Horizon					
	<u>Focal point</u>					
	<u>Observational</u>					
	<u>Wash</u>					
					•	 Formatiert: Einzug: Links: 0 cm
	Three dimensional					Formatiert. Linzug. Links. O Citi
	Midground					
	Background					
	Foreground		 	 		
	Use tools and			 Explore plane and		 Formatiert: Schriftart: 10 Pt.
	equipment safely and			structure		
	in the correct way.					
	Make a slip to join					
	<del>pieces of clay.</del>					
Sculpture	Use the skills of cutting					 Formatiert: Schriftart: 10 Pt.
	and carving to create					Tomacera Schillara 10 1 a
	form,					
	Funlare plane and					
	Explore plane and					
	<u>structure</u>					
	Shape and model					
	materials for a					
1	materials for a					

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	<u>purpose</u>								
	Select and use								
	appropriate								
	techniques for joining								
	materials (e.g. slip for								
	clay, glue for card)								
	Mould	<u> </u>					mass, plane, assemblage,		Formatiert: Schrifta
	Construct						scale, relief, shadow,		
	<u>Join</u>						negative space,		
	<u>Structure</u>						<del>proportion.</del>		
	<u>Plane</u>								
	<u>Shape</u>								
<u> </u>	<u>Form</u>								Formatiert: Schriftar
	<u>Armature</u>								
Vocabulary	Carve								Formatiert: Schriftar
<b>A</b>	Coil								Formatiert: Schriftar
	<u>Pinch</u>								
	Glaze								
	Natural Mana made								
	Mana made Recycled								
	Three dimensional								
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Specific Artist	<b>A</b>								Formatiert: Schriftar
Study									
<del>Study</del>									FC-L'C
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