



Art Progression Grid - 2021

Proverbs 22 v 6 Train up a child in the way they should go and they will not depart from it

The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, along with the specific vocabulary which supports this understanding. All skill development to be evident in a yearly art sketchbook which relates to current topics, encompassing artist style studies rather than being based around them.

DRAWING (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software) Possible Artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	<p>Begin to use a variety of drawing tools</p> <p>Use drawings to tell a story</p> <p>Investigate different lines to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Encourage accurate drawings of people</p>	<p>Extend the variety of drawings tools</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Produce an expanding range of patterns and textures.</p> <p>Observe and draw landscapes</p> <p>Observe patterns</p> <p>Observe anatomy (faces, limbs)</p>	<p>Experiment with tools and surfaces</p> <p>Control the types of marks made with the range of media</p> <p>Discuss use of shadows</p> <p>Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</p> <p>Sketch to make quick records and use sketchbooks to plan and develop simple ideas</p>	<p>Experiment with the potential of various pencils</p> <p>Close observation using view finders</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Accurate drawings of people – particularly faces</p>	<p>Identify and draw the effect of light</p> <p>Scale and proportion</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Accurate drawings of whole people including proportion and placement</p> <p>Work on a variety of scales</p> <p>Computer generated drawings</p>	<p>Effect of light on objects and people from different directions</p> <p>Interpret the texture of a surface</p> <p>Produce increasingly accurate drawings of people</p> <p>Develop further simple perspective in using a single focal point and horizon.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p>Effect of light on objects and people from different directions</p> <p>Interpret the texture of a surface</p> <p>Produce increasingly accurate drawings of people</p> <p>Develop the concept of perspective and an awareness of composition, scale and proportion in their drawings</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>

PAINTING (watercolour, ready mixed, acrylic,) Possible Artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rembrandt, Lowry, Matisse, Margritte.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes fingers, twigs.</p> <p>Recognise and name the primary colours being used.</p> <p>Mix and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces and in different ways</p>	<p>Explore with a variety of media; different brush sizes and tools.</p> <p>Explore lightening and darkening paint without the use of black or white.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Paint on different surfaces with a range of media.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Continue to experiment in lighten and darken without the use of black or white.</p> <p>Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p> <p>Continue to control the types of marks made with the range of media.</p>	<p>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.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Confidently create different effects and textures with paint according to what they need for the task</p>	<p>Confidently control types of marks made and experiment with different effects and textures</p> <p>Start to develop a painting from a drawing.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas.</p> <p>Start to look at working in the style of a selected artist (not copying).</p>	<p>Confidently control the types of marks made and experiment with different effects and textures.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Use sketchbooks to collect and record visual information from different sources for future works.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p>	<p>To continue to develop their own style of painting. through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>

SCULPTURE (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Possible Artists:(Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	<p>Enjoy a range of malleable media such as clay, Papier Mache, Salt dough.</p> <p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials</p>	<p>Experiment in a variety of malleable media such as clay, Papier Mache, Salt dough, modroc.</p> <p>Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed, painted, and applied.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Shape, form, construct and model from observation and imagination.</p> <p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Demonstrate experience in surface patterns/textures and use them when appropriate.</p> <p>Explore carving as a form of 3D art.</p>	<p>Use equipment and media with confidence</p> <p>Join two parts successfully and construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface patterns/textures and use them when appropriate.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Make a slip to join to pieces of clay. Decorate, coil, and produce Marquette’s</p> <p>Model over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and trying out ideas.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Gain more confidence in carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p> <p>Show awareness of the effect of time upon sculptures.</p>	<p>Work in a safe way, caring for equipment.</p> <p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Gain experience in modelling over an armature: newspaper frame for modroc.</p> <p>Confidently and successfully joining.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Confidently carve a simple form.</p> <p>Use language appropriate to skill and technique.</p>	<p>Continue to work in a safe, organised way,.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p> <p>Collect and record visual information from different sources and plan how to join parts of the sculpture.</p> <p>Solve problems as they occur.</p> <p>Use language appropriate to skill and technique.</p>

PRINTING (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string) Possible Artists: Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	<p>Enjoy taking rubbings: leaf, brick and coin.</p> <p>Simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects.</p> <p>Print using block colours</p> <p>Enjoy using stencils to create a picture</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: Sting and card.</p> <p>Begin to identify forms of printing: Books, posters pictures, fabrics.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image</p> <p>Make simple marks on rollers and printing palettes Take simple prints i.e. mono - printing.</p> <p>Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.</p> <p>Experiment with overprinting motifs and colour.</p>	<p>Print sample pictures using different printing techniques.</p> <p>Continue to explore both mono-printing and relief printing.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>3 colour printing.</p> <p>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.</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p>	<p>Demonstrate experience in fabric printing.</p> <p>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.</p> <p>Expand experience in 3 colour printing.</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>Create repeating patterns.</p>	<p>Use tools in a safe way</p> <p>Continue to gain experience in overlaying colours. Start to overlay prints with other media.</p> <p>Show experience in a range of mono print techniques.</p> <p>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.</p>	<p>Develop ideas from a range of sources. See positive and negative shapes.</p> <p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe techniques and processes.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>

TEXTILE (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye) Possible Artists: Ashley, Fassett, African/ Indian, Adire								
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Skill	Enjoy playing with and using a variety of textiles and fabric.	Begin to identify different forms of textiles.	To continue to identify forms of textiles.	Show an awareness and name a range of different fabrics.	Plan a design in a sketchbook and execute it. Use a technique as a basis for stitch embroidery.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.	Experiment with a variety of techniques Use a number of different stitches creatively to produce different patterns and textures.	
	Decorate a piece of fabric.	Have experience in colouring textiles: printing, fabric crayons.	Match and sort fabrics and threads for colour, texture, length, size and shape.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Apply decoration using beads, buttons, feathers etc.	Become confident in applying colour with printing, tie dye.	Demonstrate experience in 3D weaving.	Work in 2D and 3D as required.	
	Show experience in simple stitch work.	Use more than one type of stitch. Explain how to thread a needle and have a go.	Gain confidence in stitching two pieces of fabric.	Continue to gain experience in applying colour with printing.	Continue to use resist paste and batik.	Continue to gain experience in batik-use more than one colour.	Design, plan and decorate a fabric piece.	
	Show experience in simple weaving: paper, twigs.	Have some experience of weaving and understand the process and some techniques.	Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel	Explore using resist paste and batik. Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.	Adapt work as and when necessary and explain why.	Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye.	Recognise different forms of textiles and express opinions on them. Use sketchbooks to collect and record visual information from different sources.	
	Show experience in fabric collage: layering fabric.	Begin to identify different types and textures of fabric and materials for collage.	Use a sketchbook to plan and develop simple ideas		Change and modify threads and fabrics, knotting, fraying, pulling threads, twisting, plaiting.	Use language appropriate to skill and technique.	Show awareness of the skills involved in aspects such as knitting, lace making.	Adapt their work according to their views and describe how they might develop it further.
	Use appropriate language to describe colours, media, equipment and textures.	Continue to use and develop appropriate language to describe colours, media, equipment and textures	Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.	Demonstrate experience in looking at fabrics from other countries.	Use language appropriate to skill and technique.	Change and modify threads and fabrics		
			Gain experience in applying colour to fabric	Use a sketchbook to plan, collect and develop ideas for future work.	Use language appropriate to skill and technique.	Use language appropriate to skill and technique.	Confidently use and understand language appropriate to skill and technique	

Overarching (subject) Vocabulary	
EYFS	Soft, Scribble, portrait, primary, faint, light, Pointed, Sharp, Straight, Soft, Cool, mixed, Loose, Free, Still life, Shiny, Matt, smooth
KS1	Soft, Scribble, portrait, primary, faint, light, Pointed, Sharp, Straight, Soft, Cool, mixed, Loose, Free, Still life, Shiny, Matt, smooth, Rounded, Curved, strong, Bright, secondary, design, Intricate, Angular, size, Faded, Landscape, foreground, Middle, ground, Shading, cylindrical, Background, Simple, plain
LKS 2	Confident, Sharp, dark, Wet, Hard, overlapped, Short, Cylindrical, cracked, Body, complimentary, figurative , Pure, Density, perspective, Print, Focus, Continuous , Centered, Flat, thick, Sculpture, Symmetry, size, Broad, Shadow, solid, Figure, Symmetrical , smooth, Contrast, Highlight, circular, Dull, Bold, glossy
UKS 2	Thin, Soft, irregular, Dull, Proportion, flowing, Dry, Rough, natural, Complicated, Abstract, bumpy, Pastel, Shade, blended,, Reflected, Silky, wavy, Spiral, Complex, square, Deep, Harmonious, Curvaceous, Organic, Angular, cast, Structured, Sculpture, bulky, Warm, Vibrant, graduated, Tinted, Hue, diffused