



Art Progression Grid – 2021 (Updated April 2024)

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 skills and 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)

	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>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration.</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings.</p> <p>To control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.</p> <p>Drawing is a physical activity.</p> <p>You can make different marks by using different materials or changing the way we draw.</p> <p>Primary colours are red, yellow and blue and cannot be made by mixing other colours.</p>	<p>Use different media (sometimes combined in one drawing) to capture the nature of things we find.</p> <p>Hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p>Collect natural objects, explore composition and qualities of objects through arranging, sorting & representing.</p> <p>Use drawing exercises to focus an exploration of observational drawing.</p> <p>Experiment with mark making, using graphite, soft pencil, handwriting pen.</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore the quality of line, texture and shape.</p>	<p>Using the concept of Chiaroscuro, explore tone in drawings.</p> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).</p> <p>Charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.</p> <p>Know that Chiaroscuro means "light/dark"</p>	<p>Create own narratives by arranging toys in staged scenes.</p> <p>Use the scenes as subject matter to explore the creation of drawings using charcoal which convey drama and mood.</p> <p>Use light and portray light/shadow.</p> <p>Interpret poetry or prose and create sequenced images in a poetry comic format.</p> <p>Artists and illustrators interpret narrative texts and create sequenced drawings.</p>	<p>Create fonts inspired by objects/elements around you.</p> <p>Use close observational drawing with pen to inspire, and use creative skills to transform into letters.</p> <p>Explore line weight, rhythm, grip, mark making and shape</p> <p>Explore how 2D can become 3D through manipulation of paper.</p> <p>To know that Typography is the art of creating and arranging letters in a way that is visually appealing.</p> <p>Designers create fonts and work with Typography.</p>	<p>Explore using negative and positive space to "see" and draw a simple element/object.</p> <p>Use the grid system to scale up the image above, transferring the image onto card.</p> <p>Use collage to add tonal marks to the "flat image".</p> <p>There is often a close relationship between drawing and making.</p> <p>We can transform 2D drawings into 3D objects.</p> <p>There are technical processes we can use to help us see, draw and scale up our work.</p>

			<p>Create final collaged drawings which explore composition.</p> <p>Know that wax crayon will resist watercolour.</p> <p>Know that art can be made using the nature around us.</p>				
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PAINTING (watercolour, ready mixed, acrylic,)							
	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 how the properties of the paint that you use, and how you use it, will affect your mark making.</p> <p>Explore how primary colours can be mixed together to make secondary colours of different hues.</p> <p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media.</p> <p>Investigate how different marks can be made using different tools.</p> <p>Use an arrangement of objects or elements as the focus for an abstract still life painting using gestural marks and skills learnt above.</p>		<p>Explore colour (and colour mixing), line shape, pattern, and composition in creating a still life.</p> <p>Consider lighting surface, foreground and background when creating still life art.</p> <p>Use close observation and try different hues and tones to capture 3D forms in 2 dimensions.</p> <p>Still life is the name given to the genre of painting (or making) a collection of objects/elements.</p> <p>Still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today.</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>Explore “design’ through a free play making approach.</p> <p>Use a combination of two or more materials to make a sculpture.</p> <p>Use construction methods to build.</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.</p> <p>Sculpture is the name given for artwork that exists in 3 dimensions.</p>	<p>Use Design through Making philosophy to playfully construct towards a loose brief.</p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking.</p> <p>Think about shape (2D), form (3D), texture, colour and structure when creating.</p> <p>When we make sculpture by adding materials it is called Construction.</p> <p>A 2 Dimensional form (2D) is flat.</p> <p>A 3 Dimensional form (3D) is not flat and has height, width and depth.</p>	<p>Explore how newspaper and masking tape can be used to form a base layer of a sculpture (known as an armature).</p> <p>Use Modroc or air dry clay to model characters inspired by literature.</p> <p>Consider form, texture, character and structure when creating characters.</p> <p>Many makers use other artforms as inspiration, such as literature, film, drama or music.</p> <p>When we make sculpture by moulding with our fingers it is called modelling.</p> <p>Clay and Modroc are soft materials which finally dry/set hard.</p> <p>An armature is the base structure of a 3D form.</p>	<p>Develop construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials.</p> <p>Use tools to help us construct and take creative risks by experimenting to see what happens.</p> <p>Use ‘Design through Making’ philosophy and reflect at all stages to inform future making.</p> <p>Making a sculpture can be challenging and requires resilience.</p> <p>Sculpture requires a combination of skills that we can learn through practice.</p> <p>It is ok to take creative risks and ok if things go wrong as well as right.</p>	<p>Use ‘Design through Making’, inspired by a brief, to create a scale model “set” for a theatre production or an animation.</p> <p>Construct with a variety of media, using tools.</p> <p>Experiment with scale, foreground, background, lighting, texture, space, structure and intention.</p> <p>Set designers can design/make sets for theatres or for animations.</p> <p>Designers often create scaled models to test and share ideas with others.</p>	<p>Use a variety of materials to design (through making) and construct a scaled piece of furniture.</p> <p>Bring personality and character to the piece.</p> <p>Let personal preferences and character inform the choice of materials and shapes you use.</p> <p>Designers & makers sometimes work towards briefs, but always bring their own experience and style to the project.</p> <p>Artists and designers add colour, texture, meaning and richness to our life.</p> <p>As artists, we can take the work of others and re-form it to suit us.</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>Use hands and feet to make simple prints, using primary colours.</p> <p>Collect textured objects and make rubbings, and explore how we ink up the plates and transfer the image.</p>		<p>Explore how collage and print can be combined for artistic effect.</p> <p>Use mono print over collaged work to make a creative response to an original artwork.</p>		<p>Explore colour, mixing different hues, and explore composition, working with different shaped elements.</p> <p>Use knowledge gained through exploration (above) to use a mono print to layer lines and marks.</p>	<p>Explore what kinds of topics or themes pupils care about.</p> <p>Articulate fears, hopes, dreams.</p> <p>Consider what could be created (possibly working collaboratively) to share</p>

	<p>Print using block colours</p> <p>Enjoy using stencils to create a picture</p>	<p>Explore concepts like "repeat" "pattern" "sequencing".</p> <p>Prints are made by transferring an image from one surface to another.</p> <p>Relief prints are made when we print from raised images (plates).</p> <p>Secondary colours are orange, purple and green and these can be made by mixing primary colours (know which primary colours mix to make each secondary colour).</p>		<p>Consider use of layers to develop meaning.</p> <p>Monoprint can be used effectively to create prints which use line.</p> <p>Monoprints can only be used once.</p>		<p>Explore how print is combined with paint and collage to create a cohesive artwork.</p> <p>Mono types are single monoprints.</p> <p>Monotype is a process where we make images by transferring ink from one surface to another to make a single print.</p> <p>Artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book.</p>	<p>voice and passion with the world.</p> <p>Use monoprinting over collaged and painted sheets to create your piece of activist art.</p> <p>Artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better.</p> <p>The nature of the object (artwork in gallery, graffiti on wall,) can be specific to the intention of the artist.</p>
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