



Art & Design Progression

Progression of Skills

Making Skills			
	Drawing	Painting	Craft, design, materials and technique
Year 1	<ul style="list-style-type: none"> Explore mark making, experiment with drawing lines and use 2D shapes to draw. 	<ul style="list-style-type: none"> Develop skill and control when painting. Paint with expression. 	<ul style="list-style-type: none"> Learn a range of materials and techniques such as clay, sketching, printing and collage.
Year 2	<ul style="list-style-type: none"> Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. 	<ul style="list-style-type: none"> Further improve skill and control when painting. Paint with creativity and expression. 	<ul style="list-style-type: none"> Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.
Year 3	<ul style="list-style-type: none"> Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. 	<ul style="list-style-type: none"> Increase skill and control when painting. Apply greater expression and creativity to own paintings. 	<ul style="list-style-type: none">
Year 4	<ul style="list-style-type: none"> Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. 	<ul style="list-style-type: none"> Develop skill and control when painting. Paint with expression. Analyse painting by artists. 	<ul style="list-style-type: none"> Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.
Year 5	<ul style="list-style-type: none"> Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Year 6	<ul style="list-style-type: none"> Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. 	<ul style="list-style-type: none"> Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. 	<ul style="list-style-type: none"> Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.

Generating Ideas			
	Sketchbooks	Creating Original Artwork	
Year 1	<ul style="list-style-type: none"> Use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. 	<ul style="list-style-type: none"> Explore and create ideas for purposes and intentions. 	
Year 2	<ul style="list-style-type: none"> Use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. 	<ul style="list-style-type: none"> Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world. 	
Year 3	<ul style="list-style-type: none"> Use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments. 	<ul style="list-style-type: none"> Create personal artwork using the artwork of others to stimulate them. 	
Year 4	<ul style="list-style-type: none"> Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique. 	<ul style="list-style-type: none"> Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives. 	
Year 5	<ul style="list-style-type: none"> Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. 	<ul style="list-style-type: none"> Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. 	
Year 6	<ul style="list-style-type: none"> Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbook. 	<ul style="list-style-type: none"> Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images. 	



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	Formal Elements						
	Colour	Form	Line	Pattern	Shape	Texture	Tone
Year 1	<ul style="list-style-type: none"> Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. 		<ul style="list-style-type: none"> Use, express and experiment with line for purpose, then use appropriate language to describe lines. 	<ul style="list-style-type: none"> Understand patterns in nature, design and make patterns in a range of materials. 	<ul style="list-style-type: none"> Identify, describe and use shape for purpose. 	<ul style="list-style-type: none"> Use materials to create textures. 	<ul style="list-style-type: none"> Understand what tone is and how to apply this to their own work.
Year 2	<ul style="list-style-type: none"> Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections. 	<ul style="list-style-type: none"> Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing. 	<ul style="list-style-type: none"> Draw lines with increased skill and confidence. Use line for expression when drawing portraits. 	<ul style="list-style-type: none"> Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own. 	<ul style="list-style-type: none"> Compose geometric designs by adapting the work of other artists to suit their own ideas. 	<ul style="list-style-type: none"> Identify and describe different textures. Select and use appropriate materials to create textures. 	<ul style="list-style-type: none"> Experiment with pencils to create tone. Use tone to create form when drawing.
Year 3	<ul style="list-style-type: none"> Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. 	<ul style="list-style-type: none"> Further develop their ability to describe 3D form in a range of materials, including drawing. 	<ul style="list-style-type: none"> Express and describe organic and geometric forms through different types of line. 	<ul style="list-style-type: none"> Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. 	<ul style="list-style-type: none"> Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. 	<ul style="list-style-type: none"> Analyse and describe texture within artists' work. 	<ul style="list-style-type: none"> Develop skill and control when using tone. Learn and use simple shading rules.
Year 4	<ul style="list-style-type: none"> Analyse and describe colour and painting techniques in artists work. Manipulate colour for print. 	<ul style="list-style-type: none"> Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work. 	<ul style="list-style-type: none"> Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. 	<ul style="list-style-type: none"> Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. 	<ul style="list-style-type: none"> Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work. 	<ul style="list-style-type: none"> Analyse and describe texture within artists' work. 	<ul style="list-style-type: none"> Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.
Year 5	<ul style="list-style-type: none"> Select and mix more complex colours to depict thoughts and feelings. 	<ul style="list-style-type: none"> Further extend their ability to describe and model form in 3D using a range of materials. 	<ul style="list-style-type: none"> Extend and develop a greater understanding of applying expression when using line. 	<ul style="list-style-type: none"> Construct patterns through various methods to develop their understanding. 	<ul style="list-style-type: none"> Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape. 	<ul style="list-style-type: none"> Using texture within drawings to show careful observation and understanding of illustrating different surfaces. 	<ul style="list-style-type: none"> Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.
Year 6	<ul style="list-style-type: none"> Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters. 	<ul style="list-style-type: none"> Express and articulate a personal message through sculpture. Analyse and study artists' use of form. 	<ul style="list-style-type: none"> Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists. 	<ul style="list-style-type: none"> Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. 	<ul style="list-style-type: none"> Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work. 	<ul style="list-style-type: none"> Explore art through a range of different textural mediums. 	<ul style="list-style-type: none"> Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.



Art & Design Progression

	Evaluating	
	Identifying similarities and differences to others' work	Reflecting
Year 1	<ul style="list-style-type: none">Recognise and describe key features of their own and other's work.	<ul style="list-style-type: none">Describe what they feel about their work and the art of others.
Year 2	<ul style="list-style-type: none">Compare other's work, identifying similarities and differences.	<ul style="list-style-type: none">Describe choices and preferences using the language of art.
Year 3	<ul style="list-style-type: none">Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).	<ul style="list-style-type: none">Reflecting on their own work in order to make improvements.
Year 4	<ul style="list-style-type: none">Build a more complex vocabulary when discussing your own and others' art.	<ul style="list-style-type: none">Reflecting on their own work in order to make improvements.
Year 5	<ul style="list-style-type: none">Develop a greater understanding of vocabulary when discussing their own and others' work.	<ul style="list-style-type: none">Regularly analysing and reflecting on their intentions and choices.
Year 6	<ul style="list-style-type: none">Use the language of art with greater sophistication when discussing own and others art.	<ul style="list-style-type: none">Give reasoned evaluations of their own and others work which takes account of context and intention.



Art & Design Progression

Progression of Knowledge

Artists, craftspeople, designers		Artists, craftspeople, designers	
Year 1	<ul style="list-style-type: none"> • Beatriz Milhazes (Abstract) • Bridget Riley (Drawing) • David Hockney and Vija Celmins (Drawing) • Louis Wain (Movement) • Kandinsky, Bernal, Bolotowsky (Shape and Colour) • Vincent Van Gogh (Texture) • Jasper Johns (Painting) • Renoir, Sorolla, Kroyer (Landscape) • Louise Bourgeois (Sculpture) 	Year 4	<ul style="list-style-type: none"> • Luz Perez Ojeda • Paul Cezanne • Giorgio Morandi • David Hockney • Paula Rego • Edward Hopper • Pieter Brueghel • Fiona Ra • Giuseppe Arcimboldo • Sokari Douglas Camp • El Anatsui • Barbara Hepworth
Year 2	<ul style="list-style-type: none"> • Max Ernst (Frottage) • Ed Ruscha (Shading, Tone) • Clarice Cliff (Design) • Nancy McCrosky (Mural) • Damien Hirst (Drawing) • Julian Opie (Portraits) • Edwina Bridgeman 	Year 5	<ul style="list-style-type: none"> • Hundertwasser • Banksy • John Singer Sargent E • Magdalene Odundo • Dominic Wilcox • Paul Klee • Rorschach
Year 3	<ul style="list-style-type: none"> • Carl Giles (Drawing) • Diego Velazquez (Tone) • Puppets • Prehistoric Artists 	Year 6	<ul style="list-style-type: none"> • Claude Monet • William Morris • Edward Hopper • Kathe Kollwitz • Pablo Picasso • Mark Wallinger