



			Art and Design I	Progression	
Nursery	Reception	KS1	Lower KS2	Upper KS2	KS3
			Sketchboo	oks	
		To use sketchbooks through teacher modelling Use sketchbooks to record thoughts and ideas and to experiment with materials	To use sketchbooks to generate ideas and record thoughts and observations Make records of experiments with media Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks Make personal investigations and record observations Record visual experiments with media and try our new techniques and processes	To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
			Creating Origina	al Artwork	
Explore different materials freely, in order to develop ideas about how to use them & what to make Join different materials & explore different textures Handling, feeling, enjoying and manipulating materials Use variety of construction materials	Experiment to create different textures Use tools to create different textures Use a range of materials to create different textures Manipulate materials to achieve a planned effect	Explore and create ideas for purposes and intentions Use artist sources to develop their own original artwork	Create personal artwork using the artwork of others to stimulate them Begin to express thoughts and feeling through the creation of art Manipulate materials to achieve desired effects	Develop personal, imaginative responses to a theme Express ideas, thoughts and feelings through the creation of art	To develop their creativity and ideas, and increase proficiency in their execution





			Art	Analysis	
		Recognise and describe key features of their own other's work Compare other's work, identifying similarities and differences Begin to use art language (formal elements) when discussing art Describe what they feel about their work and the art of others Describe choices and preferences using the language of art	Discuss own and other's work using an increasingly sophisticated use of art language (formal elements) Reflect upon their own and other's opinion of their work in order to identify areas of improvement	Use the language of art with greater sophistication when discussing own and others art Analyse and reflect on their intentions and choices Give reasoned evaluations of their own and others work which takes account of context and intention	To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or application of their work
			Knowledge of Artists, crafts	people and designers	
Notice what other children & adults do, mirroring what is observed Practise artist's techniques Discuss likes & dislikes about artwork	Respond imaginatively to artworks & objects Explore, use & refine a variety of artistic effects to express their ideas & feelings Expresses & communicate working theories, feelings & understandings in the form of art work & objects	Study famous works of art, craft and design, learning how and when they were made. Describe the content and the feelings and emotions conveyed by the work	Study significant works of art, craft, design or architecture and give personal opinions about it. Study how other artist's make art, including the work of other peoples and cultures, past and present Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements)	Study significant works of art using the following method: Content - Describe the art. What social, historical factors affect the work? Process - When & how was the work made? What materials & techniques are used? Formal elements - line, tone, colour, shape, form, composition, pattern, texture Mood - What emotions does the work convey? Make studies of artist;s work to learn the techniques & processes used. Use some of what they have	To know about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.





	learned from their arti	sts's studies
	to produce original wo	ork

Drawing Sk	ills							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
Create closed shapes with continuous lines, & begin to use these shapes to represent objects Begin to use a variety of drawing tools Draw with increasing complexity & detail, such as representing a face with a circle & including details Show different emotions in their drawings Explore colour & colour mixing	Use a range of tools competently & safely Explore different textures. Encourage accurate drawings of people Create representations of both imaginary & real-life ideas, events, people & objects Explore, use & refine colour mixing techniques Use colour for purpose, including creating moods	Explore mark-making with the following media: -HB and 2B pencils -Coloured pencils -Pastel -Charcoal -Oil pastel Explore together qualities of line Explore together mark-making to create textures	Explore mark-making with the following media: -HB and 2B pencils -Coloured pencils -Pastel -Charcoal -Oil pastel Explore independently qualities of line Explore independently mark-making to a variety of create textures	Begin to explore marks, textures and the tonal range of sketching pencils: B to 6B Explore the qualities of line with a variety of materials. Explore the use of shading to show light and dark and to create texture	Become confident in exploring the qualities of line with a variety of materials. Become confident in the use of shading to show light and dark and to create texture	Media chosen for their properties Explore the use of cross-hatching, shading and thick/thin lines to show the quality of tone with a variety of media Explore the use of line to create movement Use the above to create form	Media chosen for their properties Become confident in the use of cross-hatching, shading and thick/thin lines to show the quality of tone with a variety of media Become confident in the use line to create movement Use the above to create form	To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.





	Explore	Explore	Explore the use of	Become confident in			
	together	independently	shading to create	the use of shading to		Analysis of an	
	smudging with	smudging with	form	create form	Analysis of an	object or view	
	pastels	pastels	101111	create form	object or view	by making	
	pasicis	pasicis			by making	several drawings	
	D111	D14 .:11				from different	
	Blend oil pastel	Blend oil pastel			several drawings		
1	to achieve	to achieve			from different	viewpoints	
	colours	colours and			viewpoints	-	
		different effects				Become	
					Explore the	confident in the	
	Explore	Use space in			representation	representation	
	together space	drawings -			of space with	of space with	
	in drawings -	positioning			distant tones	distant tones	
	positioning	objects:- above,			being paler,	being paler,	
	objects:- above,	below, next to,			distant spaces	distant spaces	
I I	below, next to,	in front and			smaller, close	smaller, close	
I I	in front and	behind.			details visible	details visible	
	behind.				and distant	and distant	
	o crimica.				objects are	objects are	
					shapes without	shapes without	
					detail	detail	
					uctan	detaii	
						n	
					T .1 1	Become	
					Further explore	confident in the	
					the use of shape,	use of shape,	
					space, texture,	space, texture,	
					tone, line, form	tone, line, form	
					and colour	and colour	
	Explore	Develop mixed					To use a range of
	together mixed	media drawings					techniques and
1	media drawings	eg pastel and					





	eg pastel and	charcoal, pastels			media, including
	charcoal,	and paint			painting
	pastels and				
	paint				To increase their
					proficiency in the
					handling of
					different
					materials.

Painting S	kills							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
Create closed shapes with continuous lines, & begin to use these shapes to represent objects Begin to use a variety of drawing tools Draw with increasing complexity & detail, such as representing a face with a circle & including details Show different emotions in their drawings	Use a range of tools competently & safely Explore different textures. Encourage accurate drawings of people Create representations of both imaginary & real-life ideas, events, people & objects Explore, use & refine colour	Begin to use language to name colours eg yellowy green. To begin to mix with the 3 primary colours. With support, create a basic colour wheel:	Encourage the children to use a wider range of names for colours eg navy, turquoise, indigo, teal To mix confidently with the 3 primary colours. Independently create a basic colour wheel:	Begin to create paint using a variety of found materials eg mud To begin to mix tertiary colours. Mix tones of one colour by adding black or white to another colour	Create confidently paint using a variety of found materials eg mud To confidently mix tertiary colours. Confidently mix tones of one colour by adding black or	Experiment with media and tools before making a final work of art. Explore tones made by mixing a light colour (not white) with a dark colour (not black) eg lemon yellow with a dark red	Experiment confidently with media and tools before making a final work of art. Explore tones made by mixing a light colour (not white) with a dark colour (not black) eg lemon yellow with a dark red,	Use a range of techniques and media, including painting to increase their proficiency in the handling of different materials





T 1 1					1 . 1		. 1 1	
• Explore colour	mixing	primary	primary colours	_	white to another		identifying how	
& colour mixing	techniques • Use colour for	colours used	used to create	Explore tone to	colour		they could use	
	purpose,	to create	secondary	show light and			this skill in their	
	including	secondary	colours	shade	Use tone to show		own work.	
	creating moods	colours			light and shade			
				To paint using a				
		Mix variations	Discuss and mix	colour palette			Use knowledge	
		of one colour	variations of	similar to that used	To paint confidently	Develop their	of colour	
		(cold/warm	one colour (in a piece of art	using a colour	knowledge of	mixing to show	
		colours)	cold/warm`	being studied	palette similar to	colour mixing	space eg thin	
		/	colours)	0	that used in a piece	to show space	colours look	
				Mix colours to	of art being studied	eg thin colours	distant; intense,	
			Explore	match the colour of	or are semig occared	look distant;	war, thick	
		Explore	independently	an object	Mix colours	intense, war,	colours look	
		together	marks using a	an object	confidently to	thick colours	closer	
		marks using a	variety of		match the colour of	look closer	Closei	
		variety of	brushes and		an object	100k Closei	Use knowledge	
		brushes and	tools	Practise fine control	an object	D1 41:	of tone to show	
			toois			Develop their		
		tools		with small pointed	D 1 C	knowledge of	shadows giving	
				brushes and water	Develop fine	tone to show	illusion of form	
			Use a variety of	colours	control with small	shadows giving		
		Use a variety	types of paint:		pointed brushes and	illusion of form		
		of types of	ready mixed,		water colours		Draw on	
		paint: ready	water colours,			Draw on	experience to	
		mixed, water	thin paint and			experience to	select and use	
		colours, thin	discuss their			select and use	tools in	
		paint.	effects			tools in	appropriate	
						appropriate	ways to achieve	
			Develop an			ways	intentions	
			awareness that			-		





	Develop an	more water			
	awareness that	reduces the			
	thin paint	intensity of			
	blends and	colours.			
	merges.				

3D Skills								
Nursery	Receptio	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
	n							
• Join different	• Develop own	Collage	Collage	Collage	Collage	Collage	Collage	To use a
materials &	ideas through	Select from a variety	Select from a	Create a mosaic by	Create a mosaic by	-	-	range of
explore	experimentatio	of materials and use	variety of materials	positioning pieces to create	positioning pieces to create			techniques
different	n with diverse	to make a picture	discussing their	an image using a template	an image			and media,
textures	materials to		textures and use to					including
	express &		make a picture					painting to
• Develop own	communicate	Sculpture	Sculpture	Sculpture	Sculpture	Sculpture	Sculpture	increase
ideas & decide	their	To mould sand to	To mould sand to	With support, mold	Mold modroc onto a	Cut and	Cut and	their
which materials to use	discoveries &	create desired effect	create desired effect	modroc onto a plastic	plastic container to create a	bend wire	bend wire	proficiency
to express them	understanding		and explore adding	container to create a Greek	Greek vase.	to create	to create	in the
to express them			water to sand to	vase.		shapes that	more	handling of
		Explore shape and	vary the consistency			together	intricate	different
		space in creating	Take a leading role	With support, select plastic	Confidently select plastic	form a 3d	shapes that	materials
			in using shape and	junk modelling resources	junk modelling resources	sculpture	together	





	collaborative	space to create a	considering their shape and	considering their shape and		form a 3d
	sculpture	collaborative	form	form		sculpture
	l san Fan	sculpture				I I I
		1	Create a sculpture by	Create a sculpture by	Explore	Use a
			joining junk modelling	joining junk modelling	using a	sculpting
			pieces together, choosing	pieces together using	sculpting	tool to
			from a range of joining	joining techniques	tool to	confidently
			techniques provided by the	independently	create a	create a
			teacher	, ,	variety of	variety of
					effects	effects
			With support, create a sea	Create a sea creature from	when	when
			creature from clay	clay	sculpting	sculpting
					soap	soap
			Begin to use water to join	Use water to join pieces of		
			pieces of clay together	clay together	Cut and	Cut and
					shape card	shape card
					to create	confidently
					desired	to create
					shape and	desired
					form to	shape and
					create a 3d	form to
					structure	create a 3d
						structure
					D 1 1	TT .1
					Develop the	Use the
					correct	correct
					techniques to make a	techniques to make a
						I
					pinch pot.	pinch pot.



Printing S	Printing Skills												
Nursery	Reception	Year 1	Year 2 KS1	Year 3	Year 4 Lower KS2	Year 5	Year 6 Upper KS2	KS3					
		Explore together texture and pattern by printing with found objects eg leaves	Explore independently texture and pattern by printing with found objects eg leaves	Explore together printing with a variety of vegetables With support, create and print with a relief print	Explore independently printing with a variety of vegetables Create and print with a relief print			Use a range of techniques and media, including painting to increase their proficiency in the handling of different materials					



