



ART & DESIGN
PROGRESSION FRAMEWORK

EYFS						
ELG- Physical Development		Fine Motor Skills		Children at the expected level of development will: <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing 		
ELG – Expressive Arts and Design		Creating With Materials		Children at the expected level of development will: <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used 		
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
NC	<p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn about 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>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p>			

Generation of Ideas (To be taught in each unit of art)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communicate their ideas simply before creating artwork.	Make simple sketches to explore and develop ideas.	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique	Create a series of sketches over time to develop ideas on a theme or develop a technique	Review ideas and sketches to improve and develop ideas, improving on a technique	Review ideas and sketches to improve and give reasons for their final design whilst mastering a technique
Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.	A sketch is a quickly produced or unfinished drawing, which helps artists develop their ideas.	Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.	Artists use sketching to develop an idea over time.	Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques	Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and mastering techniques by making models or prototypes of the finished piece.

Evaluation (To be taught in each unit of art)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Say what they like about their own work using simple artistic vocabulary	Analyse and evaluate their own work and others using artistic vocabulary	Make suggestions for ways to adapt and improve a piece of artwork.	Give constructive feedback to others about ways to improve a piece of artwork and respond to suggestions made about their own	Compare and comment on the ideas, methods and approaches in their own and others' work, explaining ways to develop the technique further	Adapt and refine artwork in light of constructive feedback and reflection, demonstrating a secure understanding of the technique taught
Aspects of artwork that can be discussed include use of colour and shape	Aspects of artwork to analyse and evaluate include colour, shape, form and texture	Suggestions for improving or adapting artwork could include aspects of the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading	Constructive feedback highlights strengths and areas for improvement and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the technique demonstrated	Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art. Children should be able to discuss how the technique could be improved	Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the technique has been achieved, and providing points for improvement relating to the artist studied

Comparison (To be taught in each unit of art)					
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Identify similarities and differences between two or more pieces of art.	Describe similarities and differences between art on a common theme.	Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.	Compare and contrast artwork from different times and cultures.	Describe and discuss how different artists and cultures have used a range of visual elements in their work.	Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
Similarities and differences between two pieces of art	Similarities and differences between two pieces of art include the materials used and the use of colour, shape and line	Explorations of the similarities and differences between the techniques and materials used or the ideas and concepts that have been explored or developed	Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.	Visual elements include line, light, shape, colour, pattern, tone, space and form.	Perspective is the representation of 3D objects on a 2D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.

Paint					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify and use paints in the primary colours.	Identify and mix secondary colours.	Identify, mix and use contrasting coloured paints.	Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.	Mix and use tints and shades of colours using a range of different materials, including paint.	Use colour palettes and characteristics of an artistic movement or artist in artwork.
The primary colours are red, yellow and blue.	The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.	Examples of contrasting colours include red and green, blue and orange, purple (violet) and yellow. They are obviously different to one another and are opposite each other on the colour wheel.	Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture.	A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.	Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.

Drawing and Sketching

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Use soft and hard pencils to create different types of line	Use the properties of pencil, ink and charcoal to create different textures and tones in drawings	Add tone to a drawing by using linear and cross hatching	Use the properties of pen and ink to create a range of effects in drawing	Use pen and ink (ink wash) to add perspective, light and shade to a composition	Use line and tone to draw perspective
<p>Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard.</p> <p>Different types of line include zigzag, wavy, curved, thick and thin.</p>	<p>Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.</p>	<p>Hatching, cross-hatching and shading are techniques artists use to add texture and form.</p>	<p>Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.</p>	<p>Ink wash is a mixture of Indian ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade.</p>	<p>Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).</p>

Malleable Materials (Sculpture)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.</p> <p>Press objects into a malleable material to make textures, patterns and imprints.</p>		<p>Create a 3D form using malleable or rigid materials, or a combination of materials.</p> <p>Use shape and form to create a 3D model from observation or imagination</p>		<p>Create a relief form using a range of tools, techniques and materials.</p> <p>Create a 3D form using malleable materials in the style of a significant artist, architect or designer, working directly from observation or imagination with confidence</p>	
<p>Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough.</p> <p>Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.</p>		<p>Malleable materials, such as clay, papier mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.</p> <p>Techniques used to create a 3D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3D forms.</p>		<p>Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculpture do not project far out of the surface and are visibly attached to the background.</p> <p>A 3D form is a sculpture made by carving, modelling, casting or constructing.</p>	

Collage					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use textural materials, including paper and fabric, to create a simple collage	Create a range of textures using the properties of different types of paper	Overlap and layer creating interesting colours, textures and effects	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures	Create a range of textures using the properties of different types of paper	Combine the qualities of different materials including paper, fabric and print techniques to create textural effects
Collage is an art technique where different materials are layered and stuck down to create artwork.				Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres	

Textiles					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.		Use a range of stitches to add detail and texture to fabric or mixed-media collages.		Combine the qualities of different materials including paper, fabric and print techniques to create textural effects	
Warp and weft are terms for the two basic components used in loom weaving . The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns.		Stitches include running stitch, cross stitch and blanket stitch.		Materials have different qualities , such as rough or smooth, hard or soft, heavy or light, opaque and transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork.	

Printing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Make simple prints and patterns Use the properties of various materials, such as clay or polystyrene, to develop a block print.		Make a two-colour print Combine a variety of printmaking techniques and materials to create a print on a theme		Add text or photographic samples to a print Use the work of a significant printmaker to influence artwork.	
A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern		A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography		Some artists, such as Kurt Schwitters, use text or photographic images to add interest or meaning to a print.	