

### Art Progression Grid

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour <i>pigment – paint, inks, dyes etc</i>	Experiencing and using primary colour naming (presentation of pigments, adhesives etc. and exploring mixing colours)	To be able to mix and create new colours.  Shading Tinting  complimentary colours  To experiment with colour in order to convey ideas and mood.	To be able to mix and create new colours for a purpose  To experiment with colour in order to convey ideas and mood.  Primary & Secondary colours	To mix colours to create secondary and tertiary colours  To know some pairs of complementary colours  Colour wheels, complementary colours and optical mixing	Shading to create tone  Using colour to express and describe  Mixing paints/tints and tones can create different effects in artwork.  Using block colours for different parts of a portrait	Controlling and experimenting particular qualities of tone, shades, hue and mood  Different brush strokes, colour mixes, textures to create mood	Considering colour for purposes  To manipulate a range of painting techniques to achieve a specific outcome  To explore how pastels can create various tonal qualities
Pattern <i>painted, printed, dyed, rubbed, imprinted, embossed</i>		Layering  To be able to investigate a range of media - fabric, paper, card, tissue paper  smudging, blending	To work spontaneously and expressively using marks, lines and curves.	Collage  String art  Textured backgrounds	Creating effects using splashes and scratches  abstract pattern  Altering an image digitally  digital self-portrait		To learn techniques used in abstract art: dripping pouring spattering flinging  To explore techniques of blending, working on point and layering using pastels, charcoal and chalk.
Drawing <i>pencil, chalk, pen, brushes, wax, fingers etc.</i>	Enjoy using a variety of media.  Use and begin to control a range of media.  Draw on different surfaces and coloured paper.  Produce lines of different thickness and tone using a pencil.  Start to produce different patterns and textures from observations,	Develop skills in drawing and composition  Begin to control the types of marks made with the range of media.  Draw on different surfaces.  Start to record simple media explorations in a sketch book.  Effect of light / hard lines	To use line and tone expressively to represent objects  Use a sketchbook to plan and develop simple ideas.  Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.  Name, match and draw lines/marks from observations.	To experiment with charcoal, chalk, pastels  Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.  Begin to show an awareness of objects having a third dimension	trace and transfer  Draw for a sustained period of time at an appropriate level.  Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.	To use drawing techniques used by various artists to develop and create one's own works of art.  Work in a sustained and independent way to create a detailed drawing.  Develop a key element of their work: line, tone, pattern, texture.  Use sketchbooks to collect, record and	Use sketchbooks to collect, record and plan for future works.  Adapt their work according to their views and describe how they might develop it further.  To explore how artists create perspective in their work.  To explore how artists use foreshortening to give perspective.

	imagination and illustrations.					<p>plan for future works.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Develop simple perspective in using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p>	
Painting	<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 i.e. coloured, sized and shaped paper</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>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>To be able to investigate a range of media - paints, chalk, wax crayons, coloured papers.</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>Begin to mix colour shades and tones.</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>Pointillism technique</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>To experiment with different materials and types of paints: acrylic, tempera, powder paints, marble paint</p> <p>Adding sand to paint.</p> <p>Confidently control types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</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>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>Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Understanding which works well in their work and why.</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</p>

							work according to their views and describe how they might develop it further.  Annotate work in sketchbook.
Form 3D: <i>experience, rigid and malleable materials</i>	<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>To be able to design a house.</p> <p>To explore using stronger materials and joining other materials together to strengthen their structure</p> <p>To use different materials: matchsticks, lolly sticks, card, fabric, cupcake cases and tools: glue, blu-tack, plasticine, scissors, masking tape</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Use equipment and media with increasing confidence.</p> <p>To model in malleable/plastic materials to assemble basic shapes or forms.</p> <p>To investigate wheels, axles and chassis</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media</p>		<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Use language appropriate to skill and technique.</p> <p>How Papier Mache can be used to create 3D forms.</p> <p>To explore the properties of clay.</p> <p>Electrical &amp; mechanical components</p> <p>To design and make a battery powered torch for a specific use</p>	<p>Explore how clay can be used to create 3D forms.</p> <p>To use sculpting techniques used by various artists to develop and create one's own works of art.</p> <p>To create a pot or plate with clay</p> <p>To design and sculpt using mud rock - Olympic structure.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Mechanical components including: Pneumatic systems Hydraulic systems Electrical systems</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>To select appropriate techniques and to manipulate a range of sculpting tools to achieve a specific outcome</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Annotate work in sketchbook.</p>
Use of possible artists/ sculptors/ designers as reference		Wallisy Kandinsky Geprgia O'Keefe	Keith Haring Paul Klee	George Seurat	Andy Warhol Jane Morris – textiles.	Constantin Brâncuși Anish Kapoor	Jackson Pollock