

## Art Progression Grid

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour <i>pigment – paint, inks, dyes etc</i>	Experiencing and using colour	<p>Experiencing and using primary colour naming</p> <p>Exploring mixing colours</p> <p>Begin to notice that colours change when they're mixed together</p>	<p>To be able to mix and create new colours – secondary colours.</p> <p>To be able to shade and tint</p> <p>To know about complimentary colours</p> <p>To experiment with colour in order to convey ideas and mood.</p>	<p>To be able to mix and create new colours for a purpose</p> <p>To know what Primary &amp; Secondary colours are</p> <p>Mix and create new colours for a purpose</p>	<p>To mix colours to create secondary and tertiary colours</p> <p>To know some pairs of complementary colours</p> <p>Colour wheels, complementary colours and optical mixing</p> <p>Develop mixing and matching colour skills, using the double primary system</p>	<p>Begin shading to create tone</p> <p>Mixing paints/tints and tones can create different effects in artwork.</p> <p>Further develop mixing and matching colour skills, using the double primary system</p>	<p>Experimenting particular qualities of tone, shades, hue and mood</p>	<p>Considering colour for purposes</p> <p>To manipulate a range of techniques to achieve a specific outcome</p> <p>To explore how pastels can create various tonal qualities</p>
Pattern <i>painted, printed, dyed, rubbed, imprinted, embossed</i>		<p>Beginning to paint using curved and straight line.</p> <p>Use body parts to print/make marks on the paper.</p> <p>Create a simple collage</p> <p>Using 2d and 3d shapes to print to create a picture or a pattern</p> <p>Potato printing</p> <p>Begin creating a representation an object</p>	<p>To know what is meant by layering</p> <p>To be able to investigate a range of media - fabric, paper, card, tissue paper</p> <p>Begin using techniques such as smudging, blending and layering</p> <p>Use a range of techniques to create patterns in clay e.g. scraping, scoring</p> <p>Begin to control the types of marks made with the range of media on different surfaces</p>	<p>To work spontaneously and expressively using marks, lines and curves.</p> <p>Explore/experiment with a wide range of techniques using colour, pattern, texture, form and shape.</p>	<p>Use a variety of materials and techniques to create art - experimenting with: String, scratch art, shaving foam, card</p> <p>Begin using techniques such as collage string art and textured backgrounds</p>	<p>Creating effects using splashes and scratches</p> <p>Investigate abstract pattern</p> <p>Begin to alter an image digitally</p> <p>Create a digital self-portrait</p>		<p>Evaluate the properties of various papers, fabrics and threads, with a view to matching them to specific tasks</p> <p>To explore techniques of blending, working on point and layering using pastels, charcoal and chalk.</p>
Vocabulary		Marks, print, draw, collage, texture	pattern, print, repeat, rubbings, pattern,		Collage, string, texture, background,	Creating effects, splashes, scratches,		Blending, point and layering, pastels,

			scissors, weave, thread, fabric crayon, trim, cut, scraping		cut, join, pattern, design, symmetrical, asymmetrical,	pattern, abstract pattern,		charcoal and chalk.
Drawing <i>pencil, chalk, pen, brushes, wax, fingers etc.</i>	Enjoy using a variety of media.  Draw on different surfaces and coloured paper.  Produce lines of different thickness and tone using a pencil	Enjoy using a variety of media.  Use and begin to control a range of media.  Produce lines of different thickness and tone using a pencil.  Start to produce different patterns and textures from observations, imagination  To be able to draw a person with basic features in the right place  To draw different styles of lines straight, curved, wavy, zig-zag	Develop skills in drawing and composition  Begin to control the types of marks made with the range of media.  Start to record simple media explorations in a sketch book.  Investigate the effect of light / hard lines	To use line and tone with intent 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.  Work spontaneously and expressively using marks, lines and curves	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  Add marks, lines and patterns to drawings for effect  Start to consider scale (comparative size of objects in a still life) when drawing  Begin to use observational drawings to create a realistic representation	To use drawing techniques (including mixed media as well as line, tone, pattern, texture) used by various artists to develop and create one's own works of art, independently  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.  Know that drawing leads to a range of careers and engineering, designing and architecture require the use of representations of buildings	Practise sketching by using a wide range of marks with varied angle, speed, pressure and sharpness to show tone, shape, pattern and texture  Develop a key element of their work: line, tone, pattern, texture.  Make observational drawings and sketches  Use sketchbooks to collect, record and plan for future works.  Start to develop their own style using tonal contrast and mixed media.  Develop simple perspective in using a single focal point and horizon.  Begin to develop an awareness of composition, scale and proportion in their work.	Use a wide variety of drawing tools and media, selecting and combining them to explore the visual elements (line, tone, texture, pattern and so on).  Show increased control of drawing tools and a greater understanding of their potential to achieve specific effects  Use sketchbooks to collect, record and plan for future works.  Experiment with different approaches when sketching to improve skills - including using different tools to sketch, e.g. different pencils  Adapt their work according to their views and describe how they might develop it further.  Develop practical skills, including working on different scales  To explore how artists create perspective in their work.  To explore how artists

								use foreshortening to give perspective.
Vocabulary	Draw, pencil, grip, thickness, hard, light	Draw, pencil, grip, lines straight, curved, wavy, zig-zag	pencil, pastel, charcoal, chalk, crayon, drawing, figure, illustration, sketch, line, shape, colour, light, hard	sketchbook, pattern, blend, detail, texture, shade, light, dark, shape, stencil	charcoal, chalk, pastels, pencil grade, record, media, medium, tone, composition, line, cross hatch, vertical, horizontal, dimension, scale, realistic	pencil pressure, proportion, line, tone, pattern, texture, architecture, accurate,	depth, emphasis, focal point, foreground, middle ground, found object, geometric, gesture, horizon, line, optical illusion, perspective, tessellation, radial	line, tone, texture, pattern, manipulate, experiment, light, shade, vanishing point, aerial, perspective, sketching, scale, foreshortening,
Painting	Enjoy using a variety of tools including different size/ size brushes and tools	<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper</p> <p>Mix and match colours to different objects</p> <p>Exploring colours through painting</p> <p>Begin to recognise and name the primary colours being used.</p>	<p>Explore with a variety of media; different brush sizes and tools.</p> <p>Explore lightening and darkening paint with 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>Know that specific primary colours can be mixed to achieve specific secondary</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>Mix primary colours to create secondary colours.</p> <p>Begin to mix colour shades and tones.</p> <p>Begin to experiment with colour mixing and use understanding of the colour system, for effect in own paintings</p> <p>Use a sketchbook to plan and develop simple ideas and continue to store information on colour</p>	<p>Investigate Pointillism techniques</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>Investigate and explore mark making with paint, using a wider range of tools, consistencies and surfaces</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>Experiment freely with different approaches to using and applying paint</p>		<p>Purposely experiment with different effects and textures creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</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 work according to their views and describe how they might develop it further.</p> <p>Use increased awareness and understanding of painting methods and styles to refine own ideas</p> <p>Explore different tools and surfaces and selecting appropriately,</p>

				mixing, the colour wheel and colour spectrums.				experimenting with paint application, colour and scale
Vocabulary		colours, mixing, brushes, primary colour	action painting, colour wheel, primary colour, secondary colour, paint, paintbrush, pattern, mix, texture	shade, tone, tool, technique, layer, scrape, blend, brush strokes, complementary colour, primary colour, secondary colour mural, texture, layering, mixing	cool colours, warm colours, neutral colours, contrast, opaque, translucent, transparent, palette, rotate, spectrum, complimentary colours	acrylic, tempera, powder paints, marble paint, blocking in, wash, watercolour wash, thickened paint,		textural effects, colour, shades and tones, paint application, scale
Form 3D: <i>experience, rigid and malleable materials</i>	Enjoy a range of malleable media such as clay, papier Mache, Salt dough.  Impress and apply simple decoration.	Cut shapes using scissors and other modelling tools.  Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.  Creating Autumn pictures using natural materials  Joining using PVA glue and masking tape.  Joining paper or card using split pins.		Use equipment and media with increasing confidence.  To model in malleable/plastic materials to assemble basic shapes or forms.  Use scoring and slip to join clay parts together when creating their sculpture  Design purposeful, functional, appealing products for themselves and other users based on design criteria  Use a sketchbook to plan and develop simple ideas and making simple informed choices in media		Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.  Use language appropriate to skill and technique. To explore the properties of clay.  Experiment with clay to emphasise aspects of the design and produced a stylised representation  Refine the features of the sculpture using improved mastery of modelling with clay and techniques to create form	Explore how clay can be used to create 3D forms.  To use sculpting techniques used by various artists to develop and create one's own works of art.  Use modroc to create sculptures  To design and sculpt using mud rock - Olympic structure.  Use various sculpting tools (using modroc) to create different effects  Use the sketch book to plan how to join parts of the sculpture.  Adapt work as and when necessary and explain why.	
	mix, dough, shapes	Modelling, paper,		2D or Two		wetting, blending,	mod-roc, wetting,	

		card, scissors, cut, tape, join,		Dimensional, 3D or Three Dimensional, clay, glue, pottery, scissors, sculpture, roll knead, shape, join, natural material, man-made material, ceramic		additive technique, bust, carving, embellish, slab, tile	blending, additive technique, bust, carving, embellish, slab, tile, sculpt, design,	
Use of possible artists/ sculptors/ designers as reference		Matisse – The Snail Vincent Van Gogh – Sunflowers	Wallisy Kandinsky Geprgia O’Keefe	Learn about Keith Haring – line drawing / PoP Art  Paul Klee	Learn about Henri Matisse - colourful collage and George Seurat - pointillism	Andy Warhol Jane Morris – textiles.	Constantin Brâncuși Anish Kapoor	Mickalene Thomas