



Danegrove Primary School

Progression in Art



Year Group	Developing Ideas	Drawing	Painting	3D	Print Making	Textiles, Pattern, Colour, Line and Tone	Art through Technology	Responding to Art
EYFS	<p>Observations and examples of artwork to be kept in Child initiated books.</p> <p>A piece of artwork per term to show progress and development and coverage of a wide range of art processes</p>	<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and media inside and outside.</p> <p>Introduce the Artabot/Write dance Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Draw upright and flat, holding their pencil in a tripod grip in almost all cases.</p> <p>Use drawings to tell a story and to assign meaning to their mark making and drawings.</p>	<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. Name the colours of different objects. Sort by colour.</p> <p>Experiment with mixing colours and matching 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>Paint in flat and upright positions, on flat surfaces and at easels.</p>	<p>Enjoy using a variety of malleable media such as clay, papier mache, and salt dough. Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Experiment with a range of materials such as recycled, natural and malleable to make models, sculptures and structures</p> <p>Begin to explore the use of shape and form.</p> <p>Begin to apply simple decoration techniques</p>	<p>Enjoy taking rubbings: leaf, brick, and coins.</p> <p>Simple pictures by printing from objects. □</p> <p>Develop simple patterns by using objects. □</p> <p>Enjoy using stencils to create a picture.</p> <p>To experiment printing with a range of natural and man-made objects with different media and on a range of surfaces both inside and outside.</p>	<p>Enjoy playing with and using a variety of textiles and fabric</p> <p>Decorate a piece of fabric. Show experience in simple stitch work.</p> <p>Show experience in simple weaving: paper, twigs.</p> <p>Show experience in fabric collage: layering fabric.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p>	<p>Enjoy taking rubbings: leaf, brick, and coins.</p> <p>Simple pictures by printing from objects. □</p> <p>Develop simple patterns by using objects. □</p> <p>Enjoy using stencils to create a picture.</p> <p>To experiment printing with a range of natural and man-made objects with different media and on a range of surfaces both inside and outside.</p>	<p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p>Talk about their favourite and least favourite part.</p>
1	<p>Introduce term "sketchbook"</p> <p>Children can use their sketch</p>	<p>Introduce Artabot/Write dance</p> <p>Experiment with a variety of media;</p>	<p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p>	<p>Experiment/manipulate with a variety of malleable media such as clay, papier Mache, Salt dough, Modroc</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p>	<p>Investigate textures by describing, naming, rubbing, copying. □</p>	<p>To be introduced to the use of cameras and iPad to take photos.</p>	<p>Look at and talk about their own work and that of other artists and the techniques they had used</p>

	<p>books/scrapbooks to:-</p> <p>Record thoughts and ideas and experiment with materials and understand some of the activities, which might take place in a sketchbook (e.g. drawing, cutting/sticking, and collecting).</p> <p>To show initial ideas, thoughts and feelings about a piece of artwork. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media</p>	<p>pencils, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Draw on different surfaces with a range of media.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p>	<p>Paint on different surfaces with a range of media</p> <p>Work on different scales. Create and experiment using textured paint by adding different items to the paint e.g. sawdust, sand</p> <p>Begin to show control over the types of marks made with a range of media.</p> <p>Mix and match colours to artefacts and objects</p> <p>Explore techniques such as lightening and darkening paint without the use of black or white.</p> <p>Name the primary colours and experiment simply with mixing secondary colours, moving towards predicting resulting colours.</p>	<p>including rolling, coiling, shaping, kneading etc.</p> <p>Explore sculpture with a range of malleable media</p> <p>Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form.</p> <p>Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Use simple 2-D shapes to create a 3-D form</p>	<p>Experience impressed printing: e.g. printing from objects.</p> <p>Explore printing in relief: e.g. String and card.</p> <p>Begin to identify forms of printing: Books, posters, pictures, fabrics.</p> <p>Build repeating patterns and recognise patterns in the environment. Use printmaking to create a repeating pattern.</p> <p>Make rubbings to collect textures and patterns</p>	<p>Begin to understand how colours can link to moods and feelings in art</p> <p>Begin to identify different types and textures of fabric and materials for collage.</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate. And develop a range of them.</p> <p>Explore creating fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p>	<p>To introduce the children to the use of software to manipulate pictures creating different colours and effects.</p> <p>To be introduced to simple art programs.</p>	<p>expressing their likes and dislikes.</p> <p>Explore 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>
2	<p>Children can use their sketchbooks to:-</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show what you have seen, drawing to experiment, collecting, sticking, and writing notes....</p> <p>To record thoughts and ideas.</p> <p>To develop skills and experiment with materials.</p> <p>Use annotation in their books to show how their ideas have progressed.</p>	<p>To Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>To develop sketching skills in the style of Lowry</p> <p>To be introduced to the concept of Landscape art and perspective.</p> <p>Draw lines/marks from observations.</p> <p>Demonstrate control over the types of marks made with a range of media such</p>	<p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Continue to experiment in lighten and darken without the use of black or white.</p> <p>Understand how to make tints using white and tones by adding black to make darker and lighter shades and tones</p> <p>Be able to mix all the secondary colours using</p>	<p>To develop and extend Experimenting/manipulating a variety of malleable media such as clay, papier Mache, Salt dough, Modroc including rolling, coiling, shaping, kneading etc.</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p>Use clay, Modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc... □</p>	<p>Printmaking using the natural environment</p> <p>Continue to explore printing with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Make simple marks on rollers and printing palettes Take simple prints i.e. mono - printing. Create simple printing blocks with press print.</p> <p>Make simple marks on rollers and printing palettes</p> <p>Demonstrate experience at</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Use more than one simple type of stitch. Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go.</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc.</p> <p>To develop and extend weaving by Creating</p>	<p>Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it</p>	<p>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</p> <p>Express thoughts and feelings about a piece of art</p> <p>Reflect and explain the successes and challenges in a piece of art created.</p> <p>Explain how a piece of art makes them feel – link to emotions. Identify changes they</p>

	Keep notes in their sketch book as to how they have changed their work or would change their work next time. To show their knowledge of artists and their techniques....	as crayons, pastels, felt tips, charcoal, pen, chalk.	primary colours confidently Understand the colour wheel and colour spectrums. Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks	Explore carving as a form of 3D art	impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Experiment with overprinting motifs and colour	fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel		might make or how their work could be developed further.
3	Children can use their sketchbooks to: - Collect and record visual information from different sources. Practice and try out ideas and techniques. Make a record of the world around them, their ideas, likes, dislikes, thoughts, observations, feelings and discoveries. Express original thoughts and ideas about the art and techniques of others Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Adapt work as and when necessary and explain why. To plan how to join parts of the sculpture Keep notes/annotations in their sketch book as to how they have changed their work	Develop intricate patterns/ marks with a variety of media. Begin to indicate facial expressions in drawings Begin to show consideration in the choice of pencil grade they use Experiment with different grades of pencil and other implements to achieve variations in tone, different forms, shapes, lines and make marks on a range of media. Have opportunities to develop further drawings featuring the third dimension and perspective. Begin to show awareness of representing texture through the choice of marks and lines made Attempt to show reflections in a drawing Begin to use media and techniques (line, tone, and colour) to show representation of	Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Become increasingly confident in creating different effects and textures with paint according to what they need for the task. Understand how to create a background using a wash Use more specific colour language Mix and use tints and shades.	Begin to show an awareness of objects having a third dimension and perspective. Construct a simple base for extending and modelling other shapes. To design and make models from observation and imagination. Plan, design, make and adapt models. Demonstrate awareness in an environmental sculpture way, caring for equipment. Gain experience in modelling over an armature: newspaper/recycled materials frame for Modroc. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Demonstrate experience in relief and freestanding work	Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing. Demonstrate experience in combining prints taken from different objects to produce an end piece. Create printing blocks using a relief or impressed method. Create repeating patterns Print with two colour overlay Demonstrate experience in fabric printing	Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc. Investigate textures and produce an expanding range of patterns. Use line and tone in different media to consider shape, shade, pattern and texture. Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells) Show an awareness and name a range of different fabrics. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Continue to gain experience in applying colour with printing. Demonstrate experience in looking at fabrics from other countries.	Use printed images taken with a digital camera and combine them with other media to produce artwork Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet)	Continue to explore 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 Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Respond to art from other cultures and other periods of time Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further

	<p>or would change their work next time.</p> <p>To show their knowledge of artists and their techniques</p>	<p>movement in figures and forms.</p>		<p>using a range of media.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings. Confidently carve a simple form. Solve problems as they occur and find object art. Show awareness of the effect of time upon sculptures</p>				
4	<p>Children can use their sketch books/scrapbooks to: -</p> <p>To practice and try out ideas and techniques.</p> <p>To make records of the world around them, their ideas, thoughts, feelings, observations and discoveries...</p> <p>To develop their skills and techniques using various media.</p> <p>To outline likes and dislikes of about a piece of artwork</p> <p>To adapt and improve their original ideas</p> <p>To show their knowledge of art history and the techniques of other artists that they have learnt about.</p> <p>Work collaboratively to explore ideas for meeting a design brief</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Further develop drawing a range of tones, lines using a pencil.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Begin to show awareness of representing texture through the choice of marks and lines made</p> <p>Attempt to show reflections in a drawing</p> <p>Begin to use media and techniques (line, tone, and colour) to show representation of</p>	<p>Confidently 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>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complementary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Work in the style of a selected artist (not copying)</p> <p>Confidently create different effects and textures with paint according to what they need for the task.</p>	<p>Show experience in combining pinch, slabbing and coiling to produce end pieces. Model and develop work through a combination of pinch, slab, and coil with a range of malleable media including clay.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Confidently carve a simple form.</p> <p>Work around armatures or over constructed foundations.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings. Confidently carve a simple form. Solve problems as they occur and find object</p>	<p>Interpret environmental and manmade patterns</p> <p>Create printing blocks using a relief or impressed method.</p> <p>Create repeating patterns.</p> <p>Print with two/three colour overlays</p>	<p>Use a wider variety of stitches</p> <p>Observation and design of textural art experimenting with creating mood, feeling, movement-compare different fabrics.</p> <p>Explore environmental and manmade patterns Tessellation</p> <p>To continue to demonstrate experience in looking at fabrics from other countries.</p>	<p>Create a piece of art which includes integrating a digital image they have taken.</p> <p>Take a photo from an unusual or thought-provoking viewpoint</p> <p>Take photographs and explain their creative vision</p>	<p>Discuss and review your own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Respond to art from other cultures and other periods of time</p>

		movement in figures and forms.		art. Show awareness of the effect of time upon sculptures				
5	<p>Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Develop their own style.</p> <p>Raise questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood. To practice and try out ideas and techniques and to see what works and what doesn't. To reflect and make links.</p> <p>To Record observations and research of artists, techniques and themes and to show the art history that they have learnt.</p>	<p>Develop an awareness of composition, scale and proportion in their paintings.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Explore further simple perspectives in using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of viewfinders.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge. Work with complementary colours</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>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Gain experience in modelling over an armature: newspaper frame for Modroc.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Show increasing confidence to carve a simple form.</p> <p>Use language appropriate to skill and technique.</p> <p>Work around armatures or over constructed foundations</p> <p>Solve problems as they occur.</p> <p>Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick)</p>	<p>Use tools in a safe way. Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Use print as a starting point to embroidery.</p> <p>Show experience in a range of monoprint techniques</p>	<p>Express links between colour and emotion.</p> <p>Experience in surface patterns/ textures and use them when appropriate.</p> <p>Use a variety of techniques, Inc. printing, quilting, weaving, embroidery, paper and plastic trappings ,appliqué., and to embellish work</p> <p>Use fabrics to create 3D structures</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>	<p>Use tools in a safe way. Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Use print as a starting point to embroidery.</p> <p>Show experience in a range of monoprint techniques.</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Discuss and review your own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events</p>
6	<p>Children can use their sketch books/scrapbooks to:-</p> <p>Raise questions which can be</p>	<p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p>	<p>Create printing blocks by simplifying an initial sketch book idea.</p> <p>Use relief or impressed method.</p>	<p>Develops experience in embellishing</p> <p>Work collaboratively on a larger scale</p>	<p>Scan an image or take digital photographs and use software to alter them, adapt them and create work with</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events.</p>

<p>explored/answered outside the sketchbook, so that the link between sketchbook, journey and outcome becomes understood. To reflect and make links</p> <p>Compare their methods to those of others and keep notes in their sketchbooks adapt and refine their work to reflect its meaning and purpose keeping notes and annotations, Record experiments with mixed-media, techniques and processes before applying them. To make references to methods and skills used in art work they have created or the artwork of others Contain research on artists and links to how this has impacted upon the work created. To reflect on their work and that of others and its meaning and purpose</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Colour</p>	<p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p>	<p>development of: colour, tone and shade.</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Purposely control the types of marks made and experiment with different effects and textures Inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge. Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours</p> <p>Understanding which works well in their work and why.</p>	<p>. Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p> <p>Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick)</p>	<p>Create prints with three overlays.</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints.</p>	<p>. Use a number of different stitches creatively to produce different patterns and textures.</p> <p>Design, plan and decorate a fabric piece.</p> <p>Recognise different forms of textiles and express opinions on them.</p>	<p>meaning. □ Compose a photo with thought for textural qualities, light and shade.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great Artists, architects and designers in history.</p>
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