



Art Progression



	Develop	Drawing	Painting	Collage	Sculpture	Print	Textiles	Digital Media	Artists
EYFS	Develop artistic awareness	Enjoy drawing freely;	Explore paint using fingers and other parts of the body	Repeat actions that have an effect	Develop manipulation	Print on different types of paper	Explore lengths of fabric including fabric from different cultures	Move/dance to music and respond when music changes	Show interest in different occupations
	Engagement with art/ explore and play with a wide range of media and materials	Add some marks to drawings which they give meaning to	Explore paint brushes and tools	Make choices about which collage materials to use	Use textures for exploration e.g. wet sand, clay and playdough	Notice different types of print	Know where materials are stored and choose to access them	Notice strong contrasts	Use artistic inspiration to widen our range of ideas
	Communication through art and movement	Draw with increasing complexity and detail	Paint on vertical surfaces	Join materials e.g. use glue to stick scrap materials onto paper or card	Explore materials and tools	Print using 2D and 3D shapes	Sort/ Investigate new materials	Mix marks, photos and videos to express meaning	Notice when the features of artists' work overlap with our own
	Develop self-expression	Show different emotions in drawing/ draw to represent own ideas	Show different emotions in paintings/ explore colour and colour mixing	Explore different techniques for joining materials e.g. using different sorts of glue	Make models with malleable materials such as clay	Use different artistic effects to express own ideas	Collaborate alongside peers using materials/ use tools to cut and join offcuts	Comment on images	Use artistic effects
Year 1	To respond to ideas and starting points.	Draw lines of different sizes and thickness.	Use thick and thin brushes.	Use a combination of materials that are cut, torn and glued.	Use a combination of shapes.	Use repeating or overlapping shapes.	Use weaving to create a pattern.	Use a wide range of tools to create different textures, lines, tones, colours and shapes.	Use some of the ideas of artists studied to create pieces.
		Colour (own work) neatly following the lines	Mix Primary colours to make secondary colours.		Include lines and texture.	Use objects to create prints (e.g. fruit, vegetables or sponges).			Join materials using glue
		Show pattern and texture by adding dots and lines.	Create colour wheels.	Sort and arrange materials.	Use rolled up paper, straws, paper, card and clay as materials.	Press, roll, rub and stamp to make prints.			
Year 2	Explore ideas and collect visual information.	Draw lines of different sizes and thickness	Use thick and thin brushes.	Use a combination of materials that are cut, torn and glued.	Use a combination of shapes.	Mimic print from the environment (e.g. wallpapers).	Use plaiting.	Use a wide range of tools to create different textures, lines, tones, colours and shapes.	Describe the work of notable artists, artisans and designers.
	Explore different methods and materials as ideas develop.	Show pattern and texture by adding dots and lines.	Add white to colours to make tints and black to colours to make tones.	Sort and arrange materials.	Use techniques such as rolling, cutting, moulding and carving		Press, roll, rub and stamp to make prints.		Use dip dye techniques.
		Show different tones by using coloured pencils.		Mix materials to create texture					
Year 3	Develop ideas from starting points throughout the curriculum.	Use different hardnesses of pencils to show line, tone and texture.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	Select and arrange materials for a striking effect.	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).	Use layers of two or more colours.	Shape and stitch materials.	Create images, video and sound recordings and explain why they were created.	Replicate some of the techniques used by notable artists, artisans and designers.
	Collect information, sketches and resources.	Annotate sketches to explain and elaborate ideas.	Mix colours effectively.	Use coiling, overlapping, tessellation, mosaic and montage.		Replicate patterns observed in natural or built environments.	Use basic cross stitch and back stitch.		
	Adapt and refine ideas as they progress in a sketchbook.	Use shading to show light and shadow.	Use watercolour paint to produce washes for backgrounds then add detail.		Use clay and other mouldable materials.	Make printing blocks (e.g. from coiled string glued to a block).	Create weavings.		Create original pieces that are influenced by studies of others.
Year 4	Develop ideas from starting points throughout the curriculum.	Use pencils of differing hardness to show line, tone and texture.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	Select and arrange materials for a striking effect.	Include texture that conveys feelings, expression or movement.	Replicate patterns observed in natural or built environments.	Colour fabric	Create images, video and sound recordings and explain why they were created.	Replicate some of the techniques used by notable artists, artisans and designers
	Collect information, sketches and resources.	Annotate sketches to explain and elaborate ideas.	Use watercolour paint to produce washes for backgrounds then add detail.	Ensure work is precise.		Make precise repeating patterns.	Quilt, pad and gather fabric.		
	Adapt and refine ideas as they progress in a sketchbook.	Use hatching and cross hatching to show tone and texture.	Experiment with creating mood with colour.	Use coiling, overlapping, tessellation, mosaic and montage.	Add materials to provide interesting detail.				
Year 5	Develop and imaginatively extend ideas from starting points throughout.	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).	Create a colour palette based upon colours observed in the natural world.	Mix textures (rough and smooth, plain and patterned).	Use tools to carve and add shapes, texture and pattern.	Build up layers of colours.	Choose from a range of stitching techniques.	Enhance digital media by editing (including sound, video, animation, still images and installations).	Give details (including own sketches) about the style of some notable artists, artisans and designers.
	Collect information, sketches and resources and present ideas imaginatively in a sketch book.		Combine colours, tones and tints to enhance the mood of a piece.	Combine visual and tactile qualities.	Combine visual and tactile qualities.	Create an accurate pattern, showing fine detail.			Create original pieces that show a range of influences and styles.
	Comment on artworks using visual language.	Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).	Use brush techniques and the qualities of paint to create texture.						
Year 6	Develop and imaginatively extend ideas from starting points throughout the curriculum.	Use a choice of techniques to depict movement, perspective, shadows and reflection.	Use the quality of watercolour and acrylic paints to create visually interesting pieces.	Mix textures (rough and smooth, plain and patterned).	Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.	Use a range of visual elements to reflect the purpose of the work.	Show precision in techniques.	Enhance digital media by editing (including sound, video, animation, still images and installations).	Show how the work of those studied was influential in both society and to other artists.

	Collect information, sketches and resources and present ideas imaginatively in a sketch book.		Combine colours, tones and tints to enhance the mood of a piece.					
	Use the qualities of materials to enhance ideas.	Use lines to represent movement.	Use brush techniques and the qualities of paint to create texture.	Combine visual and tactile qualities.	Combine visual and tactile qualities.		Combine previously learned techniques to create pieces.	
	Comment on artworks with a fluent grasp of visual language		Develop a personal style of painting, drawing upon ideas from other artists		Use frameworks (such as wire or moulds) to provide stability and form.			