

Art and Design Curriculum: Progression Ladder

Nursery

Reception

Early Years Foundation Stage

| Drawing | | | |
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| Skills: <ul style="list-style-type: none"> To begin to use a variety of drawing tools. To draw circles and lines. Give meaning to drawing. | Knowledge: <ul style="list-style-type: none"> To be able to use variety of tools appropriately. | Skills: <ul style="list-style-type: none"> To use drawings to tell a story. To explore different textures. To show different emotions in drawings. To encourage accurate drawings of people and objects. | Knowledge: <ul style="list-style-type: none"> To be able to understand drawing represents ideas and emotions. |
| Painting | | | |
| Skills: <ul style="list-style-type: none"> To begin to use a variety of tools such as paint and brushes. To choose colour for a purpose. | Knowledge: <ul style="list-style-type: none"> To know how to choose paint and brushes to make simple marks. | Skills: <ul style="list-style-type: none"> To use a variety of tools, including different size / shape of brushes and tools e.g. sponges, fingers, twigs. To mix and match colours to different artefacts and objects. To paint from direct observation and imagination. | Knowledge: <ul style="list-style-type: none"> To know how to look at and talk about what they have produced, describing simple techniques and media used. To know that when colours are mixed, new colours are created. To be able to explore working with paint on different surfaces and in different ways. To know how to talk about what they have produced, describing simple techniques and media used. To know that a portrait is a picture of someone. |
| Sculpture | | | |
| Skills: <ul style="list-style-type: none"> To handle, manipulate and enjoy using materials by stretching, pulling, twisting, squeezing. To explore different materials freely, in order to develop ideas about how to use them and what to make. To make simple representations of animals and people. | Media: <ul style="list-style-type: none"> play-dough construction sand clay Knowledge: <ul style="list-style-type: none"> To know what materials can be used or twisted for a particular purpose. | Skills: <ul style="list-style-type: none"> To safely handle, manipulate and enjoy using a variety of materials, tools and techniques. To make representations of animals or people using a 3D structure. To adapt and refine ideas. To use different techniques for joining. | Media: <ul style="list-style-type: none"> play-dough clay construction junk modelling natural materials. Knowledge: <ul style="list-style-type: none"> To know that materials can be manipulated to create new affects. To know which materials to use when joining (e.g glue, sellotape, masking tape, split pins) |

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Generating ideas

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| <ul style="list-style-type: none"> Use simple drawings and sketches to record ideas, thoughts and feelings in a sketchbook. Talk about, describe and draw simple images and artefacts. | <ul style="list-style-type: none"> Make drawings in a sketchbook of artefacts and images adding notes where appropriate. Explore and respond to direct sensory experiences, memory and imagination. | <ul style="list-style-type: none"> Use a sketchbook, selecting a range of papers and fabrics for different purposes. Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. Use and combine a range of visual elements in artwork. | <ul style="list-style-type: none"> Use a sketchbook to create a series of sketches over time to develop ideas on a theme or mastery of a technique. Select and record visual and other information to develop ideas on a theme. | <ul style="list-style-type: none"> Use a sketchbook that includes pockets and flaps. Review and revisit ideas and sketches to improve and develop ideas. Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. Explain how an idea has developed over time. | <ul style="list-style-type: none"> Make own papers to use in a sketch book or journal. Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. Explain intentions when developing ideas, identifying any changes and improvements made as work progresses. |
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Making

| Drawing | | | | | |
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| <ul style="list-style-type: none"> Talk about a range of mark-making media, e.g. pencils, chalk, charcoal etc. Use marks and pictures to describe thoughts and feelings. Make a range of marks using a wide range of tools. Use a wide range of different lines, e.g. thin, bold, faint, wavy, broken etc. | <ul style="list-style-type: none"> Talk about the drawing tools and techniques used to share ideas. Create simple drawings based on things observed in order to create designs. Add tone to a drawing by using linear, cross-hatching and stippling. | <ul style="list-style-type: none"> Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay. Use a range of drawing media to draw natural and man-made items, giving attention to pattern, shape and form. Explore and develop art that uses the human form to create a narrative, using ideas from contemporary or historical starting points. | <ul style="list-style-type: none"> Use the properties of pen, ink and charcoal to create a range of effects in drawing and tone. Draw from close observation to capture fine details. Use a viewfinder to select and record shapes and images. | <ul style="list-style-type: none"> Use pen and ink (ink wash) to add perspective, light and shade to a composition. Use simple rules of perspective in drawings of figures and buildings. Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work. | <ul style="list-style-type: none"> Use pen and ink to add line, tone and perspective using a tonal ink wash. Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing. Explore and create expression in portraiture. |
| Painting | | | | | |
| <ul style="list-style-type: none"> Talk about a range of painting materials, e.g. ready mix, powder, poster, water colours Use a wide range of tools to make marks, e.g. brushes, rollers, palette knife. Use different kinds of paint to make marks, shapes and patterns. Talk about what happens when colours are mixed together. Identify the primary colours needed to mix all secondary colours. | <ul style="list-style-type: none"> Use an increasing range of paints to create different textures. Use an increasing range of painting tools and simple techniques. Experiment with the production of light and dark shades of colour. | <ul style="list-style-type: none"> Identify, mix and use complementary and contrasting coloured paints. Copy and create patterns and textures with a range of paints. | <ul style="list-style-type: none"> Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. Use complementary and contrasting colours for effect. Add textural materials to paint, to create a desired effect. | <ul style="list-style-type: none"> Use colour palettes and characteristics of an artistic movement or artist in artwork. Use paint techniques characteristic of a specific genre (e.g. particular brush strokes, colours and paint application techniques). Use pattern to add detail, movement and interest to a piece of work. | <ul style="list-style-type: none"> Mix and use tints and shades of colours using a range of different materials, including paint. Add black and white to paint to create subtle tints and tones, light and shade. Use paint application techniques to create mood and atmosphere in a painting. |
| Printing | | | | | |
| <ul style="list-style-type: none"> Talk about a range of printing materials and tools, e.g. found objects, potato prints etc. | <ul style="list-style-type: none"> Use string and glue to make a simple printing block. Make prints and patterns using everyday natural and man-made objects. | <ul style="list-style-type: none"> Make repeat pattern prints for decorative purposes using various natural materials. Make a two-colour print. | <ul style="list-style-type: none"> Combine a variety of printmaking techniques and materials to create a print on a theme. Use a motif and stencil to create a mono or repeat print. Use bold colour and geometric shapes to create a graphic-style print. | <ul style="list-style-type: none"> Add text or photographic samples to a print. Create a detailed block for printing using string, card, foam or lino. | <ul style="list-style-type: none"> Use the work of a significant printmaker to influence artwork. Using digital software, create abstract prints which involve experimentation with colour, size, shape and repetition. |
| Sculpture | | | | | |
| <ul style="list-style-type: none"> Talk about a range of modelling materials e.g. salt dough, play dough, junk modelling materials etc. Explore the use of a range of modelling materials. Use a range of tools to create marks and patterns. | <ul style="list-style-type: none"> Talk about and explore a range of modelling materials Shape and join clay to make a thumb pot using slip and impress prints. Use tools to create linear patterns. | <ul style="list-style-type: none"> Create a 3-D form using malleable or rigid materials, or a combination of materials. Use clay to create a detailed 3-D human form. | <ul style="list-style-type: none"> Add embellishments and decorations to enhance a form or sculpture. Use a range of modelling materials and tools, choosing the one most appropriate to a given task. | <ul style="list-style-type: none"> Create a relief-form using a range of tools, techniques and materials. Carve and sculpt materials using a range of tools and finishing techniques (e.g. sanding, etching and smoothing). | <ul style="list-style-type: none"> Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. Create abstract forms choosing appropriate materials and tools, demonstrating the awareness and influence of a specific art genre. |
| Textile and Collage | | | | | |
| <ul style="list-style-type: none"> Talk about a range of textiles and materials e.g. plain, patterned, textured etc. Plan and create multi-media pictures and collages. Use a range of materials to create large-scale models, weavings and collage. Create simple symmetrical patterns. | <ul style="list-style-type: none"> Use and talk about natural and man-made materials. Draw a simple picture to represent a plan. Use a range of materials to create pictures and collage. Create a simple repeating pattern, e.g. over, under, over, under. | <ul style="list-style-type: none"> Weave natural or man-made materials on cardboard looms, making woven pictures or patterns. Use a variety of materials to create a collage on a theme. | <ul style="list-style-type: none"> Use a range of stitches to add detail and texture to fabric or mixed-media collages. Create a photo montage of digital images to achieve a particular purpose. | <ul style="list-style-type: none"> Make paper using traditional craft techniques. Create a monochromatic collage which incorporates text | <ul style="list-style-type: none"> Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. Embellish a 3-D form using collage techniques (decoupage). |
| Evaluating | | | | | |
| <ul style="list-style-type: none"> Compare the differences and similarities between different practices and differences in the work of artists, craft makers and designers, from different cultures and historical periods. | <ul style="list-style-type: none"> Begin to make simple suggestions for ways to adapt and improve a piece of artwork. Compare the differences and similarities between different practices and differences in the work of artists, craft makers and designers, from different cultures and historical periods, make links with own work. | <ul style="list-style-type: none"> Make suggestions for ways to adapt and improve a piece of artwork. Use a range of artistic vocabulary to compare artworks of a particular genre or movement. | <ul style="list-style-type: none"> Give constructive feedback to others about ways to improve a piece of artwork. Use a range of artistic vocabulary to compare artworks of a particular genre or movement. | <ul style="list-style-type: none"> Compare and comment on the ideas, methods and approaches in their own and others' work. Explain how a piece of artwork makes them feel, explaining views by reference to effects (e.g. colour and pattern). | <ul style="list-style-type: none"> Adapt and refine artwork in light of constructive feedback and reflection. Describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre. |