



Progression Grid

Art

2023-2024

Skill	Nursery	Reception	EYFS Statutory Framework
Physical Development	<ul style="list-style-type: none"> Use large-muscle movements to eave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility. 	<p>Expressive Arts and Design</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>
Expressive Arts and Design	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas live movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, feat etc. Explore colour and colour mixing. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	
ELG	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 	

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Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Generating Ideas	<p>Develop a sketchbook habit and understand some of the activities which might take place in a sketchbook e.g: drawing, cutting/sticking, collecting.</p> <p>Develop questions to ask when looking at artworks and /or stimulus: -Describe what you can see. -Describe what you like? Why? -How does it make you feel? -What would you like to ask the artist?</p> <p>Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.</p>	<p>Practice and develop sketchbook use, incorporating the following new activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing notes...</p> <p>Look at a variety of types of source material and understand the differences: including images on screen, images in books and websites, art work in galleries and objects in museums.</p> <p>Generate ideas through exploration of materials, building an understanding of what each material can do, how it can be constructed, being open during</p>	<p>Practice and develop sketchbook use, incorporating the following new activities: exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around...</p> <p>Use digital media to identify and research artists, craftspeople, architects and designers.</p> <p>Discuss artist's intention and reflect upon your response.</p> <p>Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.</p> <p>Use growing knowledge of how materials and medium</p>	<p>Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.</p> <p>Develop questions to ask when looking at artworks and /or stimulus: -Describe the artwork. -What do you like/dislike? Why? -Which other senses can you bring to this artwork? -What is the artist saying to us in this artwork? -How might it inspire you to make your own artwork? -If you could take this art work home, where would you put it and why? -Take part in small scale crits throughout so that</p>	<p>Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.</p> <p>Develop a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.</p> <p>Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.</p> <p>Develop questions to ask when looking at artworks and /or stimulus: -Describe the artwork. -What do you like/dislike? Why? -Which other senses might you bring to this artwork? How does it make you feel? -What is the artist saying to us in this artwork? -How might it inspire you to make your own artwork? -Who or what else might you look at to help feed your creativity?</p> <p>Take part in small scale crits throughout so that brainstorming becomes part of the creative process</p>		

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	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.</p>	<p>the process to unexpected ideas.</p>	<p>act, to help develop ideas.</p> <p>Continue to generate ideas through space for playful making.</p> <p>Develop questions to ask when looking at artworks and /or stimulus: -Describe what you see -What do you like/dislike? Why -What is the artist saying to us in this artwork? -How does it make you feel? -How might it inspire you in making your own art?</p>	<p>brainstorming becomes part of the creative process.</p> <p>Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p> <p>Use digital media to identify and research artists, craftspeople, architects and designers.</p>	<p>Use digital media to identify and research artists, craftspeople, architects and designers.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p> <p>Use camera phones (still and video) to help "see" and "collect" (digital sketchbook).</p>
<p>Evaluating</p>	<p>Enjoy listening to other people's views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p>	<p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression.</p> <p>Use documenting the artwork as an</p>	<p>Think about why the work was made, as well as how.</p> <p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p> <p>Make suggestions about other people's work, using things you have seen or experienced yourself.</p>		<p>Share how other artists/artwork inspired you and how your work fits into larger context.</p> <p>Present work in retrospect, i.e. to class, assembly or parents.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression.</p>

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	<p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p>	<p>opportunity for discussion about how to present work, and a chance for pupils to use digital media.</p>	<p>Share work to others in small groups, and listen to what they think about what you have made.</p> <p>Discuss problems which came up and how they were solved. Think about what you might try next time.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression.</p>	<p>Use documenting the artwork as an opportunity for discussion about how to present work as an artist/maker/designer would to a client, and a chance for pupils to use digital media.</p> <p>Share your response to the artwork.</p> <p>Ask questions about process, technique, idea or outcome.</p> <p>Share work to others in small groups, and listen to what they think about what you have made.</p> <p>Make suggestions about other people's work, using things you have seen or experienced yourself.</p>		
<p>Drawing</p>	<p>Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal.</p> <p>Explore mark making to start to build mark-making vocabulary.</p> <p>Undertake projects which explore observational</p>	<p>Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal.</p> <p>Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary</p>	<p>Practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching.</p> <p>Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and</p>	<p>Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly.</p> <p>Use growing technical skill and</p>	<p>Continue with the key drawing exercises.</p> <p>Explore the relationship of line, form and colour.</p> <p>Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative response.</p>	<p>Continue with the key drawing exercises</p> <p>Revisit still life. Develop drawing skills using observational drawing</p> <p>Explore drawing and mark making on new surfaces, e.g. clay, linking to genres such as</p>

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	<p>drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt.</p> <p>Become familiar with 2 or more drawing exercises repeated over time to build skill.</p>	<p>source material, drawing from memory and imagination. These might include figurative, still life and landscape.</p> <p>Use drawings as basis for collage.</p>	<p>introduce new ones, which are practiced regularly.</p> <p>Make larger scale drawing from observation and imagination.</p>	<p>knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following child's own interests/affinities.</p> <p>Layering of media, mixing of drawing media</p>	<p>Explore scaling up drawings, bringing in all mark-making skills previously learnt, and using technique to provide opportunity to transform original.</p>	<p>portraiture or landscape.</p> <p>Explore geometric design/pattern / structure.</p> <p>Explore sequential drawing and narrative e.g. manga and graphic novels, possibly linking into develop into set design.</p>
<p>Painting and Collage</p>	<p>Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours.</p> <p>Benefit from experiences learnt through drawing (mark-making, observational drawing, experimental drawing) and</p>	<p>Continue to mix colours experientially.</p> <p>Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project.</p> <p>Explore painting on different surfaces,</p>	<p>Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome.</p> <p>Explore painting on new surfaces using colour as decoration.</p>	<p>Combine artforms such as collage, painting and printmaking in mixed media projects</p>	<p>Paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts)</p> <p>Explore sculptural ideas of balance (physical and aesthetic) and creative risk taking and play.</p>	<p>Combine artforms such as collage, painting and printmaking in mixed media projects.</p> <p>Paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts)</p>

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	<p>apply these skills to painting and collage</p> <p>Enjoy discovering the interplay between materials for example wax and watercolour</p>	<p>such as fabric and different scales</p> <p>Use new colour mixing knowledge and transfer it to other media, e.g.soft pastel and plasticine.</p>				
<p>3D Form</p>	<p>Explore, discover and invent ways for 2d to transform into 3d sculpture. This might be through creating drawings or prints on paper which are then folded, through collage which becomes relief, through 2d shapes which are cut out and constructed with.</p> <p>Explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do.</p>	<p>Cut simple shapes from card and use them to construct architectural forms.</p> <p>Use drawn, collaged and printed elements as surface decoration for the architectural maquettes.</p> <p>Use digital media (film and still photos) to create records of models made, including walk-through videos of the inside of the architectural spaces.</p>	<p>Make an armature from paper and tape and use as the basis to explore modelling with Modroc to make sculpture</p> <p>Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills</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</p>	<p>Work with a modelling material (clay or plasticine) to create quick 3d figurative sketches from life or imagination.</p> <p>Combine with developing visual literacy skills so that the 3d sketches explore how we read and communicate emotion and idea</p> <p>Develop visual literacy skills and discover how context and intention can change the meaning of objects</p>	<p>Explore architecture of another time and / or culture, and make individual work in response to what is seen. Enable evolution of ideas through a combination of design through making and drawn inspiration.</p> <p>Develop visual literacy skills: explore how we look at and respond to things people have made, and then include this awareness when making sculpture.</p> <p>Enable sketchbook work above to evolve and inform</p>	<p>Develop clay (and drawing) skills by creating pinch pots based upon still life observation</p> <p>Develop drawing and making skills and combine with narrative/character development and make puppets. Using tools to cut intricate shapes and use fastenings to create moving parts. Work collaboratively to perform, and use digital media to record.</p>

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			fasten them together (tie, bind, stick).	e.g. imagery within artwork Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually	into a sculpture project. Combine and construct with a variety of materials, including modelling and paint.	
Print Making and Design	Explore simple printmaking . For example using plasticine, found materials or quick print foam. Search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative . Use rollers or the backs of spoon to create pressure to make a print .	Explore simple mono printing techniques using carbon paper , using observational drawing skills and mark making skills explored through drawing and colour mixing skills.		Develop design through making skills and collaborative working skills through fashion design. Explore paper and card manipulation skills to build 3d forms . Extend into an exploration of fabric, deconstructing old clothes and reconstructing elements into new items.	Explore relationship between sculpture and design through a sketchbook project which takes film/literature/drama as its starting point and facilitates an open-ended sculptural exploration , with children working at their own pace and following their own journey.	Explore set design using mixed media and linking literature, drama, music and design. Explore transformation of materials following own journey to produce an object which conveys personality of maker/designer.

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	Explore pattern, line, shape and texture .				
Design and Animation			<p>Building on mark-making and observational skills, make drawings of animals, people and vehicles Use scissors to dissect the and reconstruct them into drawings that move</p> <p>Use digital media to make animations from the drawings that move</p>		<p>Use digital media to identify and research artists, craftspeople, architects and designers.</p> <p>Use camera (still and video) to help "see" and "collect" (digital sketchbook).</p>
Knowledge and Understanding	<p>Each child should know:</p> <ul style="list-style-type: none"> -How to recognise and describe some simple characteristics of different kinds of art, craft and design -The names of tools, techniques and formal elements (in bold above) 	<p>Each child should:</p> <ul style="list-style-type: none"> -Know how to recognise and describe some simple characteristics of different kinds of art, craft and design -Know the names of tools, techniques and formal elements (in bold above) -Know that different forms of creative 	<p>Each child should:</p> <ul style="list-style-type: none"> -Know the names of tools, techniques and formal elements (in bold above) -Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, 	<p>Each child should:</p> <ul style="list-style-type: none"> -Know the names of tools, techniques and formal elements (in bold above) -Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities 	<p>As Y5 +</p> <p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> -Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge) -Share their journey and outcomes with others. Feel celebrated and feel

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	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> -Discover that art is subjective (we all have our own legitimate understanding) -Understand ideas can come through hands-on exploration -Begin to build knowledge of what different materials and techniques can offer the creative individual -Work at different scales, alone and in groups 	<p>works are made by artists, craftspeople, and designers from all cultures and times, for different purposes</p> <ul style="list-style-type: none"> -Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary <p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> -Discover that art is subjective (we all have our own legitimate understanding) -Begin to feel confident to express a preference -Experience the connection between brain, hand and eye 	<p>craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</p> <ul style="list-style-type: none"> -Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary -Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with <p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> -Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge) 	<ul style="list-style-type: none"> -Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary -Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with <p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> -Experience the connection between brain, hand and eye - Understand ideas can come through hands-on exploration -Develop their knowledge of what different materials and techniques can offer the creative individual -Work at different scales, alone and in groups 	<p>able to celebrate others</p>
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		<ul style="list-style-type: none">-Understand ideas can come through hands-on exploration-Begin to build knowledge of what different materials and techniques can offer the creative individual-Work at different scales, alone and in groups	<ul style="list-style-type: none">-Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others		
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