



Whole-School Art Progression Map

	EYFS	KS1		KS2			
	Playgroup Nursery Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ONGOING)	<p>Explore colour and colour-mixing</p> <p>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.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture,</p>	<p>Record and explore ideas from first-hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>

	form and function. Share their creations, explaining the process they have used.						
Evaluating and developing work (ONGOING)		Review what they and others have done and say what they think and feel about it. Annotate sketchbook Identify what they might change in their current work or develop in their future work.	Review what they and others have done and say what they think and feel about it. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.	Compare ideas, methods, and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.	Compare ideas, methods, and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.	Compare ideas, methods, and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.	Compare ideas, methods, and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.
Drawing	Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • .	Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour	Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour.	Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture.	Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
	Start to make marks intentionally.	Use a variety of tools and techniques	Mix a range of secondary colours,	Mix a variety of colours and know	Make and match colours with increasing	Demonstrate a secure knowledge	Create shades and tints using

	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p>	<p>including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales.</p> <p>Mix secondary colours and shades</p> <p>using different types of paint. Create different textures e.g. use of sawdust.</p>	<p>shades and tones.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects.</p>	<p>which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.</p>	<p>about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p>	<p>black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).</p>
Printing		<p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</p> <p>Make rubbings.</p> <p>Build a repeating pattern and recognise pattern in the environment.</p>	<p>Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p>	<p>Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p> <p>To explore pattern and shape, creating designs for printing.</p>	<p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want</p> <p>Resist printing including marbling, silkscreen and cold water paste.</p>	<p>Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</p> <p>Choose the printing method appropriate to task.</p> <p>Build up layers and colours/textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Choose inks and overlay colours.</p>	<p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p> <p>Work relatively independently.</p>
Textiles/collage	<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p>	<p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Carry out different printing techniques e.g. monoprint, block, relief</p>	<p>Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p>	<p>Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p>	<p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want</p>	<p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work</p>	<p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p>

	<p>Explore different materials freely, 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.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>and resist printing.</p> <p>Make rubbings.</p> <p>Build a repeating pattern and recognise pattern in the environment.</p>	<p>Print using a variety of materials, objects and techniques.</p>	<p>To explore pattern and shape, creating designs for printing.</p>	<p>Resist printing including marbling, silkscreen and cold-water paste.</p>	<p>within a specified technique.</p> <p>Use a range of media to create collage.</p> <p>Experiment with using batik safely.</p>	<p>To be expressive and analytical to adapt, extend and justify their work.</p>
3 D form		<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>Explore sculpture with a range of malleable media, especially clay.</p> <p>Experiment with, construct and join recycled, natural and manmade materials.</p> <p>Explore shape and form.</p>	<p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p>Build a textured relief tile.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with construct and join recycled, natural and man-made materials more confidently.</p>	<p>Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Cut and join wood safely and effectively.</p> <p>Make a simple papier mache object.</p> <p>Plan, design and make models.</p>	<p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled, or constructed.</p> <p>Use a variety of materials.</p>	<p>Describe the different qualities involved in modelling, sculpture, and construction.</p> <p>Use recycled, natural and manmade materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p>	<p>Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p>
		<p>Work on their own, and collaboratively</p>	<p>Work on their own, and collaboratively</p>	<p>Work on their own, and collaboratively</p>	<p>Work on their own, and collaboratively</p>	<p>Work on their own, and collaboratively</p>	<p>Work on their own, and collaboratively</p>

		<p>with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT Investigate different kinds of art, craft and design.</p>	<p>with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT. Investigate different kinds of art, craft and design.</p>	<p>with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>
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