Art and Design Progression

Procedural knowledge	Class 1	Class 2	Class 3	Class 4
Drawing	Year 1 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 Explore mark-making, experimenting with drawing lines and use 2D shapes to draw	Year 2 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. Explore drawing techniques, begin to apply tone to describe form and skill and control with a range of drawing materials 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 Year 3 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.	Year 4 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. Draw still life from observation and for mark making. Further develop mathematical proportion and geometry Year 5 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,	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. Learn and apply new drawing techniques such as negative drawing, expression, sketching and still life

Art and Design Progression

		Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading	pattern, texture, colour and shape. Further develop drawing from observation. Drawing using perspective, mathematical processes, design, detail and line	
Procedural knowledge	Class 1	Class 2	Class 3	Class 4
Painting	Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades - using different types of paint Create different textures e.g. use of sawdust. Develop skill and control. Paint with expression.	Year 2 Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects. Further improve skill of control and paint with creativity and expression Year 3 Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary.	Year 4 Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. 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. Analyse painting by artists. Year 5 Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.	Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition). Paint with greater skill and control, applying tonal techniques and more complex colour theory to their work.

Art and Design Progression

		Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc Apply expression and creativity to own paintings	Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources control brush strokes and apply tints and shade.	
Procedural knowledge Craft design and material techniques	Class 1	Class 2	Class 3	Class 4
Printing	Year 1 Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment	Year 2 Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques. Year 3 Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. to explore pattern and shape, creating designs for printing.	Year4 Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, silkscreen and coldwater paste. Year 5 Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures.	Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently. Create photomontages. Making repeated patterns, using printing techniques, create digital art form and 3 d sculptural form.

Art and Design Progression

			Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours	
Textiles	Year 1 Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.	Year 2 Use a variety of techniques, inc. weaving, French knitting, tie-dying, fabric crayons and wax or oil resist, appliqué and embroidery. Create textured collages from a variety of media. Make a simple mosaic. Stitch, knot and use other manipulative skills. Year 3 Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc.	Year 4 Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Experiments with paste resist. Year 5 Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage.	Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work

Art and Design Progression

			Experiment with using batik safely	
3D	Year 1 Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form.	Year 2 Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. Year 3 Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively. Make a simple papier mache object. Plan, design and make models.	Year 4 Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Year 5 Use a variety of materials, including recycled. Describe the different qualities involved in modelling, sculpture and construction. Create mixed media art using found and reclaimed materials and select materials for a purpose. Use recycled, natural and manmade materials to create sculpture. Plan a sculpture through drawing and other preparatory work.	• Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence. Create photomontages. Making repeated patterns, using printing techniques, create digital art form and 3 d sculptural form.

Art and Design Progression

Knowing and applying formal elements				
Colour	Remember the primary colours and how to mix them to create secondary. Shades of colour and choose and justify them carefully	Mix and refine and apply colour using wet and dry media. Describe their choices Increase awareness of natural pigment and aspects of colours such as tints and shades for different purposes	Analyse and describe colour and painting techniques in artists work Manipulate colour for print Mix and select more complex colours to depict thoughts and feelings	Mix and apply colours to represent still life from observations Express feelings and emotions through colour Study colour used by impressionist painters
VOCABULARY	Vivid; strong; dramatic; vibrant; brilliant; intense; powerful; primary; secondary; subtle; dull; sepia; delicate; gloomy; faded; vlend; warm; cold; mixed; translucent; opaque;pastel; complementary; saturation; shade; hue; monochromatic			
Form	Learn about form and space through making sculptures and developing language	Extend to 3d sculptural form and begin to represent form when drawing Develop ability to describe 3D form in a range of materials inc drawings	Analyse and describe how artists use and apply form in their work Further develop ability to describe and model form using a range of materials	Express and articulate a personal message through sculpture Analyse and study artists use of form
Vocabulary	Jagged; sharp; mechanical; rounded; curved; natural; angled; pointed; itrregular; heavy; solid; overlapping; floating;advance;human;grid; enlarge; aerial view; ornament; 3D; 2D, stacked; woven; symmetrical;asymmetrical; illusion			
Line	Uses , express and experiment with line for purpose and use language to describe lines	Draw lines with increasing skills and confidence. Use line for expression when drawing portraits Express and describe organic and geometric forms through different types of lines	Learn and apply symmetry to draw accurate shapes Analyse and describe how artist use line in their work Greater understanding of expression when using line	Deepen knowledge and understanding of using line when drawing portraits Develop greater skills and control Study and apply techniques of artists
Vocabulary	Angular; broken; confident; faint; flowing; free; scribble; sweeping; rhythm; contour			
Pattern/ shape	Understand patterns in nature, design and make pattern in a range of materials Identify describe and use shape for purpose	Learn a range of techniques to make repeating and non repeating patterns. Identify natural and man made patterns Create patterns of their own Construct pattern through craft methods	Create original designs for patterns using geometric repeating shapes Analyse and describe how other artists use pattern Construct pattern through various methods	Represent feelings and emotions through pattern Create sophisticated artwork using their knowledge of pattern Fluently sketch key shapes

Art and Design Progression

Vocabulary	Geometric; angular; bidy; figure; form; frame; image; model; precise; rough; uniform; free; open; closed Diamonds; embellish;flowing;geometric;irregular; natural;order; negative;overlap;plain;repeat;simple;stensil;stamp;structure; motif; symmetric			
Texture	Use materials to create textures	Identify and describe different textures Select and use appropriate materials to create textures Analyse and describe texture within artwork	Use a range of material to express complex textures Develop understanding through practical making activities	Understand how artists manipulate materials to create texture
Vocabulary	Bumpy; uneven; rough; jagged;serrated;splatter;thick;thin;gritty;wash;grainy;glossy; silky;complex; smooth;plain;soft;shiny;cross-hatching; fine; flat; brushstrokes; glaze;matt			
Tone	Understand what tone is and how to apply it in own work	Experiment with pencils to create tone Use tone to create form when drawing Learn and use simple shading rules	Use a variety of tones to create different effects Understand tone in depth to create 3D effects Analyse and describe use of tone in artists work	Increased awareness of using tone to describe light and shade, contrast, highlight and shadow Manipulate for halo techniques
Vocabulary	Dramatic; dark; deep; intense; heavy; rich;strong;pale; light;bleached; faded; ashen;bright;contrast;crisp;fair;graduation;harsh;smooth;gradient			
Generating ideas (Conceptual knowledge)	Class 1	Class 2	Class 3	Class 4
Sketchbooks	To use sketchbooks through teacher modelling To record thoughts and ideas and experiment with materials Explore and create ideas for purpose and intentions	To use more effectively To generate ideas and record thoughts Make records of visual experiments Use artists sources to develop their own artwork Gaining inspiration from the natural world	Use for planning and refining work to record observations and ideas and developing skills and techniques Use experimental media in sketch books Use literary sources to inspire art Manipulate materials to achieve desired effects Represents ideas from multiple perspectives	Make personal investigations and record observations Record experiments with media and try out techniques and processes. Develop personal imaginative response to a theme. Express ideas about art through messages, graphics , text and image

Art and Design Progression

			Design new architectural forms Create and invent for a purpose	
Vocabulary	Happy; cherrful;optimistic;joyful;vibrant;lively;positive;sad;depressed;moody; miserable; soothing; calming; restful; peaceful;gentle; sinister;delicate; dignified; exciting; expressive; fresh; humerous; imposing; nostaligic; mysterious; oppressive;menacing;ominous; threatening;alive;atmospheric			
Composition vocabulary	Symmetrical; asymmetrical; calm; still. Complex; poised; peaceful;precise;classical;energetic; off-centre; active;design;confused;eye-line;unity; harmony; lively; space; accent; viewfinder; Angle; dominant; emphasise; repetition; variation; proportion; focus; rule of third; form; distant; perspective; plane; foreground;mid ground; background; scale			
Factual knowledge	Class 1	Class 2	Class 3	Class 4
Artists, crafts people and designers	Rembrandt (Funny Faces) Picasso (Funny faces) Lucy McLaughlan (Funny faces) James Rizzi (Street View) Monet (Street View) Van Gogh Guiseppe Arcimboldo (Rio) Eileen Downes (Rio) Kandinsky	Cezanne (still life stand alone) Lowry , Seurat, Constable (People and Places) Pointilism Andy Goldsworthy sculpture Richard Pergeter multi media Hundertwasser Hockney Guiseppe Arcimboldo	Gustace Caillebotte (Vista) Williams Morris (Stand alone) Rembrandt (Line Light and Shadow) Henri Rousseau (Rainforest)	Fernand Leger (Rebel) Michelle Stitzein (Rebel) Christian Boltanski(Rebel) Pichi and Avo street artists (Rebel) Banksy/ Andy Warhol Katsushika Hokusai (Kensuke) Jacob Laurence (Slavery) Barbara Walker (Trailblazer) Turgo Bastien (Trailblazer) Augusta Savage (Trailblazer) Edvard Munch - Expressionism
Additional artists reviewed • Jasper Johns – painting with colour • Louis wain – animals in colour • Ed Ruscha – pencil drawings • Clarice Cliff – design • Nancy McCrosky – shading • Julian Opie – portraits • Diego Valaazquez – tints and shade • Barbara Hepworth – sculpture • Kathe Kollwitz – clay sculpture • Mark Wallinger – clay • Hannah Hoch; Peter Kennard; Jerry Uelsmann – photography • Edward Weston; Jenny Holzer – photography •				
Evaluation – Breadth of study	Class 1	Class 2	Class 3	Class 4

Art and Design Progression

(metacognition)				
	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Describe how they feel about their work and the art of others Use ICT Investigate different kinds of art, craft and design.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Describe choices and preferences using the language of art Reflect on their own work to make improvements Use ICT. Investigate different kinds of art, craft and design. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use their own and others opinion of work to identify areas of improvement Regularly analysing and reflecting on intentions and choices Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. Give reasoned evaluations of their own and other's work which takes into account context and intention