

Art and Design Progression Grid



	Nursery 2-3s	Pre-School Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Shape and Line: Make marks on paper. Make intentional marks with a range of tools.</p> <p>Ascribe meaning to marks that are made.</p> <p>Manipulate materials such as paper, by mark making.</p> <p>Steps to achieve skills</p> <p>Autumn 1: Make movements and marks within paint with fingers and some large graspable tools.</p> <p>Autumn 2: Notice marks that are made with and on materials or within gloop, flour, foam etc</p> <p>Spring 1: Make marks in paint with tools, moving on to making marks on paper.</p> <p>Spring 2: Make marks intentionally with an increasing range of tools.</p> <p>Summer 1: Communicate ideas through intentional marks on paper.</p> <p>Summer 2: Ascribe meanings to marks that are made.</p>	<p>Shape and Line: Be purposeful with marks that enclose a space. Add basic detail. Use marks to represent.</p> <p>Draw from observation and imagination.</p> <p>Steps to achieve skills</p> <p>Autumn 1: Becoming more purposeful with marks that begin to enclose a space, e.g a circle</p> <p>Autumn 2: Being purposeful with marks that enclose space and beginning to use this as representation.</p> <p>Spring: Regularly make purposeful marks that are representative.</p> <p>Summer: Regularly make purposeful marks that enclose space and have added detail.</p>	<p>Autumn 1: Shape and Line: Use line to create a basic desired shape.</p> <p>Draw from observation.</p> <p>Media: pencil</p> <p>Summer 2: Colour in one direction using pure colour.</p> <p>Shape and Line: Be more precise with line to create a desired shape (more realistic).</p> <p>Use lighter pressure when drawing.</p> <p>Draw from close observation.</p> <p>Media: pencil and coloured pencils</p> <p>(Teaching Point: Colouring skill in Summer 2 – teach children to colour whilst moving their hand, fluid motion, and in one direction).</p>	<p>Colour: Mark making using soft to hard lines to create tone.</p> <p>Texture: Use lines to depict texture e.g. fur on a bear, hair on a rabbit.</p> <p>Close observation.</p> <p>Media: HB pencil</p>	<p>Recap shape from EYFS and Year 1.</p> <p>Proportion and Scale: Enlarge close observational object/material on to A4 scale.</p> <p>Colour: Use coloured pencils to create tone (colours light to dark/saturation)</p> <p>Pattern: Children to draw natural patterns of objects from close observation.</p> <p>Media: coloured pencils (tone), oil pastels (pattern).</p>	<p>Recap shape and line from KS1</p> <p>Form and Space: Use hatching technique for shading. (Straight and curved parallel lines to show shading). Close lines = darker shading. Further apart lines = lighter shading.</p> <p>Colour, Form and Space: Tone to depict shadow using graded pencil, pen, charcoal.</p> <p>Texture: on a variety of paper using lines specific to the pattern or texture of the object and stippling.</p> <p>Media: graded pencil (3B – 2H) pen, graphite stick (graphite pencil)</p> <p>(Teaching Point: Pencil on side to create shallow angle for shading and tone. Pencil held near tip for control and precision. Specific hatching technique used by Da Vinci).</p>	<p>Recap proportion and scale from year 2.</p> <p>Texture: hatching and stippling (year 3 recap). New skill cross-hatching.</p> <p>Close observation.</p> <p>Imagination e.g. inspired by doodle artist.</p> <p>Media: graded pencil (3B, B, 2H, 5H), pen, charcoal</p> <p>(Teaching Point: Pencil on side to create shallow angle for shading and tone. Pencil held near tip for control and precision).</p>	<p>Form and Space: One point perspective (finding the vanishing point and horizon line/level).</p> <p>Imagination</p> <p>Proportion and Scale: Year 2 recap.</p> <p>(Teaching Point: Pencil on side to create shallow angle for shading and tone. Pencil held near tip for control and precision).</p> <p>Media: pencil, felt tip pens</p>	<p>Colour: Use shading and tone.</p> <p>Colour, Form and Space: Create shadows and highlights – shadow and light</p> <p>Form and Space: Perspective of 3D objects on 2D surfaces</p> <p>Texture: Recap Year 4.</p> <p>(Teaching Point: Pencil on side to create shallow angle for shading and tone. Pencil held near tip for control and precision. When shading, think about the direction of the lines – this can add to the illusion of form).</p> <p>Media: graded pencil (from 6B to 5H)</p>
Sculpture (All sculpture projects cover the element of form).	<p>Pinch, roll and squash playdough.</p> <p>Explore large scale loose parts, junk modelling, sand and mud.</p> <p>Steps to achieve skills</p> <p>Autumn: Squash playdough. Explore arranging junk modelling materials. Explore large scale loose parts, sand and mud.</p> <p>Spring: Pinch playdough. Explore stacking junk modelling materials. Explore large scale loose parts, sand and mud.</p> <p>Summer: Roll playdough. Explore large scale loose parts, junk modelling, sand and mud.</p>	<p>Independently pinch, roll and squash playdough to represent an object or shape.</p> <p>Explore the use of junk modelling to represent an object.</p> <p>Steps to achieve skills</p> <p>Autumn: Pinch, roll and squash playdough. Explore junk modelling.</p> <p>Spring: Pinch, roll and squash playdough to make shapes. Explore junk modelling, creating shapes.</p> <p>Summer: Pinch, roll and squash playdough to represent an object. Explore junk modelling, representing an object.</p>	<p>Shape clay with purpose to create a figure using hands and fingers: pinch, roll and squash.</p> <p>Media: Clay</p>	<p>Recap shape techniques from EYFS.</p> <p>Texture and Detail: Use tools to mark make on clay and to add texture. Mark making and texture created adds detail to the artwork.</p> <p>Media: Clay</p>	<p>Shape and Form: To design and make a basic structure on which to use the given media</p> <p>Cutting and Joining: Cutting, tearing and joining.</p> <p>Media: Papier Mache</p>	<p>Cutting and Joining: To be able to cut modroc</p> <p>To join modroc to the armature</p> <p>Media: Modroc</p> <p>Teacher note: Sticky back plastic to create wings with children joining two pieces, sticking together and cutting around wire frame.</p> <p>Joining: Small overlap of modroc (not layering), joining skill within the wings (see above)</p> <p>Cutting: Placement of modroc within scissors, how to hold and angle scissors, how to hold modroc for cutting</p>	<p>Recap shape from EYFS and texture from Year 1.</p> <p>Cutting and Joining: Slip and Score (joining) and cutting of new pieces (cutting)</p> <p>Pattern: Design and create even and regular patterns, specifically geometric pattern</p> <p>Media: Clay</p>	<p>Joining, slip and score, cutting and tearing. Impression - carving</p> <p>Plan and design a sculpture using one's own imagination.</p> <p>Media: Clay</p>	<p>Design, shape and build an armature (e.g. aluminium wire, flexi-tube etc - inner layer) to use the medium modroc on the outer layer.</p> <p>Media: Modroc</p>
Painting	<p>Colour: Name colours – red, yellow, blue, green, orange, pink, purple.</p> <p>Use a variety of tools to apply paint with intentional marks on paper.</p> <p>Manipulate materials such as paper, printing and mark making.</p> <p>Shape and Line: See drawing</p> <p>Steps to achieve skills</p> <p>Autumn 1: Make movements and marks within paint with fingers and some large graspable tools.</p> <p>Autumn 2: Noticing marks that are made with and on materials or within gloop, flour, foam etc</p> <p>Spring: Making marks in paint with tools, moving on to making marks on paper.</p>	<p>Colour: recap 2-3s and add black, white and brown</p> <p>Explore a range of objects, materials, paints and patterns of different colours</p> <p>Notice colours can change via colour mixing. (Autumn)</p> <p>Shape and Line: See drawing</p> <p>Steps to achieve skills</p> <p>Autumn 1: Enjoy exploring a range of paints and patterns of different colour.</p> <p>Autumn 2: Notice that colours can change through exploring different media and materials, e.g. mixing paint</p> <p>Spring: Explore mixing colours to make new ones and name the colours created.</p> <p>Summer: Explore the use of the paintbrush in different ways: drip the paint, tap the brush with fingers, dab the brush on the page</p>	<p>Colour: Know which colours are primary and secondary colours. Know how to colour mix and make desired colours: secondary colours and brown. Know when to use a thick or thin brush.</p> <p>Shape and Line: Create shapes that represent objects from observation and imagination.</p> <p>Media: ready mix paint</p> <p>(Teaching Point: Use thick and thin brushes to create different lines).</p>	<p>Colour: Add white and black to make colour lighter and darker (shade and tint).</p> <p>Texture: Create texture using thick and thin brushes in different ways</p> <p>Shape and Line: Create shapes that represent objects.</p> <p>Media: ready mix paint</p> <p>(Teaching Point: Use thick and thin brushes to create different lines).</p>	<p>Colour: Recap Year 1 Colour. Recap reception colour mixing. Introduce colour wheel relating to colour mixing.</p> <p>Shape and Line: Recap of Year 1</p> <p>Shape and Line: make lines that follow more specific detail and shapes through observation</p> <p>Texture: Create texture using a variety of tools (sponges, cotton wool, tin foil etc).</p> <p>Media: acrylic paint</p>	<p>Colour: Recap of KS1 colour concepts. Use the colour wheel to choose contrasting and complementary colours.</p> <p>Shape and Line: Increase accuracy and control of lines and shapes.</p> <p>Media: Water colour (background), acrylic (foreground)</p> <p>(Teaching Point: Introduce types of brushes e.g. liner, flat, rounded. Introduce the use of watercolour – how to use correctly and make a wash background).</p>	<p>Colour: Tone (saturation of colour) and graded wash.</p> <p>Texture: Create texture using a variety of tools (KS1 recap) and a variety of media combined with acrylic paint (e.g. sand mixed with paint, sand sprinkled on wet paint).</p> <p>Media: Water colour (background), acrylic (foreground)</p>	<p>Colour, Space and Form: Shadow based on light source.</p> <p>Proportion and Scale: Proportion and correct sizing in relation to other objects painted. Shapes and lines refined with accuracy and confidence.</p> <p>Media: Watercolours</p> <p>(Teaching Point: Introduce types of brushes e.g. liner, flat, rounded).</p>	<p>Colour: Recap Tone and the three washes from Year 4.</p> <p>Shape and Line: Master precision of lines and use of detail by mark making with acrylic ink.</p> <p>Colour, Form and Space: Shadow and light</p> <p>Media: Acrylic ink</p> <p>(Teaching Point: Introduce types of brushes e.g. liner, flat, rounded). New skill is mastering precision of lines and use of detail by adding less water to create a variety of pigmentation. Explore using a dry brush to spread the ink (dry on dry), wetting paper and dropping colour (ink on wet), wetting brush and dipping in ink. Taught skill: wetting paper and dropping colour (ink on wet).</p>

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	Nursery 2-3s	Pre-School Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing (Nursery and Years 1, 3 and 6)	Explore block printing, e.g. vegetables, Numicon, leaves	Independently explore block printing, e.g. vegetables, Numicon, leaves Steps to achieve skills Autumn: Explore block printing. Spring: Explore block printing with increasing independence. Summer: Independently explore block printing.		Pattern: Make a printing block to create a simple, regular, repeating pattern (ABAB pattern). Media: polystyrene tiles, paint		Pattern: Make a printing block to create a regular linear pattern that forms a straight line (man-made pattern). Media: Polystyrene tiles, printing ink or paint			Pattern: Make a printing block to create a mixture of regular and irregular patterns. Repeat the pattern using precision and layering. Media: lino, printing ink
Sketchbooks			Begin to record ideas through pictures, e.g. drawing, photographs, pictures Practise new skills from the progression model	Record and annotate ideas when designing and planning, e.g. displaying artist images, drawing their designs and labelling their own or artists' work Practise and develop new skills from the progression model Evaluate their own work and others', e.g. I like ___ work because... This shows my painting skills because I have used...	Record and annotate ideas when designing and planning, e.g. displaying artist images, drawing their designs and labelling their own or artists' work Practise and develop new skills from the progression model Evaluate their own work and others', e.g. I like ___ work because... This shows my painting skills because I have used...	Create sketchbooks to record experiences, observations and develop creative ideas. Create sketchbooks to plan, design and revisit ideas within the project. Master previous skills and techniques in line with progression model. Practise and develop new skills from the progression model (where appropriate) in sketchbooks. Evaluate and analyse their own and artists' work using the language of art, craft and design.	Create sketchbooks to record experiences, observations and develop creative ideas using annotations and sketches. Create sketchbooks to plan, design and review ideas within their own whole sketchbook. Master previous skills and techniques in line with progression model. Practise, develop and experiment new skills from the progression model (where appropriate) in sketchbooks to develop proficiency. Evaluate and analyse critically their own and artists' work using the language of art, craft and design.	Create sketchbooks to record experiences, observations and develop creative ideas using annotations and sketches. Plan, design and review ideas within their own whole sketchbook. Master previous skills and techniques in line with progression model. Practise, develop and experiment new skills from the progression model (where appropriate) in sketchbooks to develop proficiency. Evaluate and analyse critically their own and artists' work using the language of art, craft and design.	
Vocabulary	Drawing: Paper, pencil, crayon, pen (Equipment and media names) Painting: Red, yellow, blue, green, orange, pink, purple, paint (Equipment and media names) Sculpture: Make, build Print: Print Mixed Media: Paper, glue (media and equipment names)	Drawing: Draw, shape, line, look (Equipment and media names) Painting: Dip, wipe, wash, mix Black, white, brown (Equipment and media names) Sculpture: pinch, roll, squash (Equipment names) Print: Print, press Mixed Media: Cut, tear, stick	Drawing autumn 1: Draw, shape, line, straight, curved (Equipment and media names) Drawing summer 2: Autumn 1 vocab + look closer, sketch (Equipment and media names) Painting: Primary, secondary, thick, thin. (Equipment and media names) Sculpture: Recap: make Pinch, roll, squash, to shape (verb) (Equipment and media names) Mixed Media: Cut, tear, stick, collage	Drawing: Recap: shape, line. Texture: tone, light, dark, soft, hard Painting: Recap: thick, thin, primary, secondary. Shade, tint, lighter, darker, texture (Equipment and media names) Sculpture: Recap: pinch, roll, squash, shape (verb) Texture, detail (Equipment and media names) Print: Recap: Print, press	Drawing: Recap: tone, light, dark. Observe, enlarge, pattern Painting: Recap: shade, tint, lighter, darker, texture Detail, colour wheel, (equipment and media names) Sculpture: Structure, cut, join, tear, papier mache (Equipment and media names) Mixed Media: geometric shape, mood, media, composition	Drawing: Recap: tone, texture Hatching, shading, shadow, parallel, stippling and equipment/media names Painting: Recap: shade, tint Contrasting, complementary, tone (Equipment and media names) Sculpture: Recap: cut, join, tear, structure Modroc, form (Equipment and media names) Print: Recap: print, press, pattern, printing block Linear pattern, regular (equipment and media names)	Drawing: Recap: hatching, stippling, Cross-hatching, doodle, scale, proportion and equipment/media names. Painting: Recap: tone, texture Recap: tone, texture Graded wash, flat wash, variegated wash, (Equipment and media names) Sculpture: Recap: join, cut, form, regular, pattern Slip, score, geometric, (Equipment and media names) Mixed Media: Recap: proportion, scale Batik, gutta, silk	Drawing: Recap: proportion, Form, horizon line, vanishing point, space, perspective Painting: Recap: shade, tint, tone Light source, proportion, (Equipment and media names) Sculpture: Recap: join, slip, score, form, cut, tear Impress, carving (Equipment and media names) Mixed Media: Expressive mark making, layering, depth. (Equipment and media names)	Drawing: Shading, tone, shadow, form, space, texture Graded pencils – 2H, H, HB, 2B etc Painting: Recap: light source, (Equipment and media names) Sculpture: Recap: Modroc, form, join Armature, layer (Equipment and media names) Print: Recap: print, press, pattern, regular, printing block, layering Irregular, precise
Significant Figures and the History of Art		Faith Bebbington (sculptor) Marilyn Spellman (Leeds artist - rock art)	Drawing Autumn 1: Amrita Sher-Gil (Indian artist) Drawing Summer 2: Frida Kahlo (Mexican artist) Sculpture: Samuele Makoanyane (African craftmaker) Painting Marilyn Spellman (Leeds artist) Mixed Media: Gail Bartel (mixed media artist)	Drawing Ester Curini (artist) Painting Wassily Kandinsky (artist) Sculpture Lesley Anne Greene (craft maker) Printing Clare Caulfield (printer)	Drawing Dominique Salm (artist) Painting Robert Hawthorn Kitson (artist) Sculpture A brief history of the origin of paper mache (China) Mixed Media Pablo Picasso (composition and mixed media artist)	Drawing Leonardo Da Vinci (artist) Painting Lee Campbell (ammonite artist) Odili Donald Odita (contrasting and complementary colour artist) Sculpture George Segal – pioneer of modroc (craft maker) Maja Novak (Leeds artist) Printing Ancient Greek Pottery	Drawing George Earle (doodle artist) Painting Arteen Wild (mixed media artist) George Braques (French artist for composition) Sculpture Roman Britain – Mosaic tiles from Roman Empire. Mixed Media The History of Batik	Drawing George Corson (architect) Grant Haffner (artist) Painting Georgia O'Keeffe (artist) Sculpture Burmantofts' pottery Mixed Media Eileen Agar (artist)	Painting and Drawing Renaissance period, e.g. study Rembrandt Van Rijn Odoardo Fialetti when hatching Sculpture Alberto Giacometti (Craft maker) Printing William Morris (designer)