



Art Progression: EYFS and Key Stage 1

Statements in **BOLD** are lifted directing from the Early Years Development matters document

	Nursery (3-4 years DM)	Reception (The Reception Year DM)	Year 1	Year 2
Use a range of materials to design and make products	<p>I can explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>I can develop their own ideas and then decide which materials to use to express them.</p> <p>I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>I can join different materials and explore different textures</p>	<p>I can return to and build on previous learning, refining ideas and developing their ability to represent them.</p> <p>I can create collaboratively sharing ideas, resources and skills.</p> <p style="color: red;"><i>End of year ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p style="color: red;"><i>Share their creations, explaining the process they have used.</i></p>	<p>I can explore a range of mediums and discover their range of effects when designing and making a product.</p> <p>I can investigate different materials and how they can be adapted, including experimenting with pleating, cutting and folding paper and thin card to understand the difference between 2D and 3D.</p>	<p>I can investigate different methods of designing; including drawing, investigating, evaluating and discussing to decide on methods, materials and processes.</p> <p>I can use a range of mediums to design products and decide on a preference.</p> <p>I can experiment with an increasingly wider range of materials to design and make products with control.</p>

	Nursery (3-4 years DM)	Reception (The Reception Year DM)	Year 1	Year 2
Use drawing, painting, and sculpture to develop and share ideas and experience imagination	<p>I can create closed shapes with continuous lines, and begin to use these shapes to represent objects</p> <p>I can explore colour and colour-mixing</p>	<p>I can explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>I can create collaboratively sharing ideas, resources and skills.</p>	<p>I can share ideas about what art is and where it can be found.</p> <p>I can work as part of a group to create a piece of work and also create art work independently.</p>	<p>I can observe different artists by having the opportunity of seeing real art and identifying possible inspiration behind the artist's work.</p> <p>I can make art individually and collaboratively, sharing ideas for design, technique and use of materials.</p>



	<p><i>End of year ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Share their creations, explaining the process they have used.</i></p>		
<p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Continue to develop this during the Reception Year</p>	<p>I can draw from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others.</p>	<p>I can discover together how to use drawing as a precursor for other art work, including for example in a class sketch book.</p>
<p>I can show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<p>Continue to develop this during the Reception Year</p>	<p>I can create representations of real life objects using a range of shapes.</p>	<p>I can confidently use a range of shapes within my artwork to realistically represent objects.</p>
<p>I can use drawing to represent ideas like movement or loud noises.</p>	<p>Continue to develop this during the Reception Year</p>		



	Nursery (3-4 years DM)	Reception (The Reception Year DM)	Year 1	Year 2
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<p><u>Collage:</u></p> <p>I can choose the right resources to carry out their own plan</p> <p>I can use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p><u>Collage</u></p> <p>I can develop their small motor skills so that I can use a range of tools competently, safely and confidently.</p> <p>I can return to and build on my previous learning, refining ideas and developing my ability to represent them</p> <p>I can create collaboratively, sharing ideas, resources and skills</p> <p><i>End of year ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Share their creations, explaining the process they have used.</i></p>	<p><u>Collage:</u></p> <p>I understand what a collage is,</p> <p>I can learn how to make collage pictures by cutting, tearing and sticking varied papers and materials to a background.</p> <p>I can sort and group materials for different purposes in different ways/shapes, i.e. texture, colour, triangles etc.</p>	<p><u>Collage:</u></p> <p>I can experiment with a range of media (paper, magazines, fabric, photocopies, crepe paper) to create a variety of images.</p> <p>I can arrange and glue materials to a variety of backgrounds.</p> <p>I know how to cut shapes accurately to create different shapes needed for the content of the collage.</p> <p>I am beginning to experiment with texture by folding, crumpling, tearing and overlapping materials.</p>
	<p><u>Drawing:</u></p> <p>I can use a comfortable grip with good control when holding pens and pencils.</p>	<p><u>Drawing:</u></p> <p>I can develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p><u>Drawing:</u></p> <p>I can hold and use a range of drawing tools such as pencils, crayons, pens and chalk with some dexterity and control to</p>	<p><u>Drawing:</u></p> <p>I can experiment with an extended variety of drawing tools. (Graded pencils, rubbers, crayons, pastels,</p>



	<p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I can use drawing to represent ideas like movement or loud noises.</p> <p>I can show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors.</p> <p>I can explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><i>End of year ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Share their creations, explaining the process they have used.</i></p>	<p>investigate marks.</p> <p>I can draw lines of different thickness.</p> <p>I can use line and shapes to represent objects seen, remembered or imagined.</p> <p>I can investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p>I can draw lines and shapes on different surfaces. (textured/coloured/different sizes)</p>	<p>felt tips, chalk, charcoal, chalk etc.)</p> <p><i>I can create both large and small scale observational drawings of natural and man-made objects.</i></p> <p><i>I can use a view finder to focus on a particular area of an object.</i></p> <p>Exploring the meaning of light and dark tones using different grades of pencil</p> <p>I can experiment with creating a range of texture/patterns using a variety of different marks/lines.</p>
	<p><u>Painting:</u></p> <p>I can identify different colours</p> <p>I can select different colours</p> <p>I can mix colours.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p> <p><i>I can identify that different tools can be used to apply paint, including fingers and</i></p>	<p><u>Painting:</u></p> <p>I can select different colours</p> <p>I can colour-mixing.</p> <p>I can explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><i>I can explore using a wider range of materials to apply paint; brushes, cotton buds, sticks with a range of sizes.</i></p>	<p><u>Painting:</u></p> <p>I can hold a brush correctly and clean it before changing colours.</p> <p>I can use a variety of painting tools including brushes, sponges, cotton buds etc. for effect.</p> <p>I can create different textures with my painting tool. E.g dabbing, smoothing, washing, stippling etc.</p> <p>I can name the 3 primary colours.</p> <p>I am beginning to mix primary colours to make secondary colours.</p>	<p><u>Painting:</u></p> <p><i>I can name different types of paint.</i></p> <p><i>I can use a wider range of brushes. Different sizes, different types.</i></p> <p><i>I can use colours with a purpose to represent real life ideas and objects.</i></p> <p>I can add different materials to paint to produce different textural effects e.g. water, sand, glitter, sawdust, plaster, glue etc.</p> <p><i>I can use white and black paint to create tones of colours (tint and shade).</i></p>



	<p>natural resources.</p>	<p><i>End of year ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Share their creations, explaining the process they have used.</i></p>		
	<p><u>Sculpture:</u></p> <p>I can explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>I can develop their own ideas and then decide which materials to use to express them.</p> <p>I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>I can join different materials and explore different textures</p>	<p><u>Sculpture:</u></p> <p>I can return to and build on previous learning, refining ideas and developing their ability to represent them.</p> <p>I can create collaboratively sharing ideas, resources and skills.</p> <p><i>End of year ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Share their creations, explaining the process they have used.</i></p>	<p><u>Sculpture:</u></p> <p>I can manipulate malleable materials in a variety of ways including rolling, cutting, pinching and kneading.</p> <p>I can create 3D models by constructing and joining recycled/natural/manmade/junk materials to represent an object/idea.</p> <p>I can experiment in building temporary sculpture using stones, sand, sticks, leaves and other natural objects.</p>	<p><u>Sculpture:</u></p> <p>I can explore a wider variety of malleable media such as clay, Papier Mache, Salt dough and Modroc.</p> <p>I am beginning experiment with changing the surface texture of a malleable material by impressing and carving.</p> <p>I can manipulate and model materials such as clay to represent a design.</p> <p>I can use clay to create a simple functional form such as a pinch pot.</p>
	<p><u>Printing:</u></p>	<p><u>Printing:</u></p>	<p><u>Printing:</u></p>	<p><u>Printing:</u></p> <p>I can apply ink to a shape or surface</p>



			<p>I can print with a range of hard and soft materials. E.g. corks, domino, pen lid, sponge, flower, feather, fruits/vegetables etc.</p> <p>I can print simple repeating patterns and recognise patterns in the environment.</p> <p>I can find out how to print by loading an object with paint and applying it to a surface</p> <p>I can create prints by taking rubbings from a range of interesting surfaces/textures.</p> <p>I can explore light and dark prints e.g. white paint onto black paper.</p>	<p>to experiment with printing and be able to produce a clean printed image by improving the quality and placement of the printing tool.</p> <p>I can use rubbings to explore different textures/patterns and then use this to inform my print.</p> <p>I can design and build more intricate/detailed repeated patterns.</p> <p>I can explore simple mono-printing by applying paint/ink to a surface, removing some of the ink to create a pattern/motif and then placing paper over the top to transfer the ink.</p> <p>I can explore with different ways of transferring ink from printing plate to surface such as press, roll, rub and stamp.</p>
	<p><u>Textiles:</u></p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Join different materials and explore different textures.</p>	<p><u>Textiles:</u></p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p><u>Textiles:</u></p> <p>I can begin to identify different forms of textiles.</p> <p>I am beginning to cut and shape fabric/threads using scissors.</p> <p>I can decorate/embellish fabric by sticking a range of textile products/shapes.</p> <p>I can add additional decoration to my</p>	<p><u>Textiles:</u></p> <p>I can experiment with manipulating fabrics before weaving for effect. E.g plaiting, twisting, cutting, fraying and knotting.</p> <p>I can choose fabrics and threads based on their colour, texture and shape.</p>



			<p>textile products by sticking buttons, beads, feathers, ribbon etc.</p> <p>I understand what weaving is and can experiment with weaving using a range of media E.g. strips of paper/card/fabrics/natural resources.</p>	<p>I can thread a needle. (large eyes)</p> <p>I am beginning to use a running stitch to join two pieces of material together.</p>
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	Nursery (3-4 years DM)	Reception (The Reception Year DM)	Year 1	Year 2
The work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and discipline, and making links to their own work.	I know what an artist is.	I know the names of some artists and I can talk about what I like and dislike in their work. Explore, use and refine a variety of artistic effects to express their ideas and feelings	I know the names of some artists and can talk about their work describing how it makes me feel and whether I like it.	I can discuss and describe the work of notable artists, artisans and designers and begin to recognise different techniques within their work including drawing, collage, painting, use of ICT etc.
	I can talk about the works of an artist.	I can begin to create a piece of art in the style of an artist.	I can create a piece of art in the style of an artist.	I can use some of the studied artists to create pictures in the style of their works, copying techniques to reproduce the artwork.



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Art Progression: Key Stage 2

Children create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.

	Year 3	Year 4	Year 5	Year 6
Improve mastery of art & design techniques	<p><u>Collage:</u></p> <p>I can select and arrange colours/materials for a purpose.</p> <p>I can refine my collage as I go to ensure precision.</p> <p>I can experiment with a range of techniques such as tearing, overlapping, folding, crumpling, tearing, fraying and layering to create images.</p> <p>I can cut multiple shapes with a scissors and arrange /stick these on a surface for a purpose.</p>	<p><u>Collage:</u></p> <p>I can select and arrange materials/textures/colours for a purpose and justify my choices.</p> <p>I can confidently manipulate materials to create an intended texture or effect.</p> <p>I can experiment with creating mood, feeling, movement and areas of interest using different media.</p>	<p><u>Collage:</u></p> <p>I can add collage to a painted, printed or drawn background.</p> <p>I can create textures to combine visual and tactile qualities.</p> <p>I can create real-life or abstract proportions when creating collage.</p>	<p><u>Collage:</u></p> <p>I can make effective and exciting choices when creating textures to combine visual and tactile qualities.</p> <p>I can select and use a variety of art resources to assemble and represent a surface or thing e.g. water</p> <p>I can embellish a collaged surface using a variety of techniques, including drawing, painting and printing</p>



	<p>Drawing:</p> <p>I can understand that objects can be three dimensional and can draw from different viewpoints (above, below, front, back)</p> <p>I can choose and use from a wide range of drawing tools with control and dexterity.</p> <p>I can experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>I can apply tone in a drawing in a simple way.</p> <p>Experiment with create surface textures.</p> <p>I can use my sketchbook to plan and develop ideas, gather evidence and investigate techniques and effects.</p>	<p>Drawing:</p> <p>I can draw for a sustained period of time.</p> <p>I can create textures with a wide range of drawing implements and apply a simple use of texture in drawings.</p> <p>I can further develop my use of light/dark tones within my drawing to create a realistic representation.</p> <p>I can develop skills of hatching and cross hatching to explore three dimensional work.</p> <p>I can draw in proportion.</p> <p>I can refer to previous work in my sketchbook to explore, refine, develop and revisit ideas and techniques.</p>	<p>Drawing:</p> <p>I can select appropriate materials for a task (drawing media, surface etc.)</p> <p>I can develop close observational skills and work on sustained, independent, detailed drawings.</p> <p>I can show an awareness of composition, scale and proportion i.e. foreground, middle ground, background.</p> <p>I can explore colour mixing and blending techniques with graphite and coloured pencils.</p> <p>I can draw from imagination and memory to begin to design and illustrate.</p> <p>I can begin to develop accuracy and expression in their drawings including the human figure.</p>	<p>Drawing:</p> <p>I can use both wet and dry media to make different marks, lines, patterns, textures and shapes.</p> <p>I am starting to develop my own drawing style.</p> <p>I can express my ideas and observations by responding to advice from others to refine my artwork.</p> <p>I can confidently convey tonal qualities in response to light and dark, shadows and well-lit areas</p> <p>I am learning to make a distinction between a working sketch and a drawing.</p> <p>I can draw from imagination and memory to design and illustrate.</p> <p>I can use accuracy and expression in my drawings including the human figure.</p>
	<p>Painting:</p> <p>I can identify colours needed in my artwork and effectively mix different tones of secondary colours for a purpose.</p>	<p>Painting:</p> <p>I can select which type paint to use, justifying my choices.</p> <p>I can match and mix primary and secondary colours to make tertiary colours</p>	<p>Painting:</p> <p>I can paint using different scales. E.g. selecting thinner brushes when working on a smaller picture.</p> <p>I can read and use a colour wheel when</p>	<p>Painting:</p> <p>I can select and use appropriate materials and media for a purpose/effect.</p> <p>I can use acrylic paints and apply paint to board or canvas using</p>



	<p>I can experiment different ways to apply paint to a surface e.g. splashing, scratching, dotting, blowing, layering etc.</p> <p>I can use different types of brushes for specific purposes</p> <p>I can make comparison between different types of paint (thin/thick) and their properties through exploration in my sketchbook.</p>	<p>effectively.</p> <p>I can experiment with effects and textures that I can create using paint and use these with intent in my work.</p> <p>I can understand how artists use warm and cool colour to express a mood in their work</p> <p>I am beginning to understand that a colour wheel can be used to find complimentary, harmonious, contrasting and monochromatic colour combinations.</p>	<p>creating artwork to identify and select colours for effect.</p> <p>I can show the effect of light and shadow, texture and tone on natural and manmade objects</p> <p>I can use colour to express mood and feelings within my work.</p> <p>I can confidently use a variety of paints, surfaces and painting tools.</p>	<p>palette knives, pieces of card, sponges and rags.</p> <p>I can create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</p> <p>I can create large and small- scale work showing controlled techniques and the influences of different artists.</p> <p>I can select and work skilfully with a limited palette, making informed choices about the colours I use.</p>
	<p><u>Sculpture:</u></p> <p>I can plan, design, shape and form models from observation or imagination</p> <p>I can model over an armature such as rolled/scrunched newspaper paper, masking tape/parcel tape, with Papier Mache/Mod Roc to create a simple 3D object.</p> <p>I can identify changes I might make or how my work could be developed further.</p> <p>I know the difference between</p>	<p><u>Sculpture:</u></p> <p>I can plan a sculpture through drawing and other preparatory work such as investigating different joins. (score and slip, smoothing coils) and exploring the creation of texture/pattern/carving.</p> <p>I can produce clay ware using either a pinch/ slab or coil technique.</p> <p>I can join clay using a slip.</p> <p>Create surface patterns and textures in a malleable material.</p>	<p><u>Sculpture:</u></p> <p>I can shape, form, model and construct from observation and imagination. Adapting work where necessary and being able to explain why.</p> <p>I can experience combining pinch, slabbing and coiling to produce end pieces.</p> <p>I can create my own wire armature to build a sculpture upon.</p> <p>I can develop understanding of different ways of finishing work: glaze,</p>	<p><u>Sculpture:</u></p> <p>I can make imaginative use of the knowledge I have acquired of tools, techniques and materials to express my own ideas and feelings</p> <p>I can demonstrate experience in relief and freestanding work using a range of media.</p> <p>I can work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>I can solve problems as they</p>



	<p>malleable and rigid materials.</p> <p>I can discuss my own work and work of other sculptors including a range of great artists, architects and designers in history.</p>	<p>Adapt work as and when necessary.</p> <p>I can discuss my own work and work of other sculptors including great artists, architects and designers in history, to identify modifications and opportunities for further development.</p>	<p>paint, polish, collage</p> <p>I can use sketchbooks to plan a sculpture through drawing and use the sketch book to plan how to join parts of the sculpture</p> <p>I can explore a range of great artists, architects and designers in history and identify those who have worked in a similar way to them.</p> <p>I can use language appropriate to skill and technique.</p>	<p>occur.</p> <p>I continue to confidently use sketchbooks to collect and record visual information from different sources and I can annotate work in sketchbook.</p> <p>I can use language appropriate to skill and technique.</p>
	<p><u>Printing:</u></p> <p>I can refine my mono-printing techniques by making controlled marks/patterns/motifs directly onto an ink block to remove ink, before placing paper on top to transfer the ink.</p> <p>I can press/roll a range of materials to create textures/negative space on an ink block before placing paper on top to transfer the ink.</p> <p>I am beginning to widen my monoprinting skills by using an inked block and drawing onto the back of paper controlling line and tone using tools or pressure.</p>	<p><u>Printing:</u></p> <p>I can use a drawing/sketch to inspire my print.</p> <p>I can develop my polystyrene block printing technique by applying printing ink to the printing plate.</p> <p>I can print using two colour overlays.</p> <p>I can cut away parts of the printing plate to emphasise certain features and create visual effects.</p> <p>I can demonstrate experiences of printing onto fabric.</p>	<p><u>Printing:</u></p> <p>I can confidently create both impressed/engraved prints and relief prints e.g. using card, string, wool</p> <p>I can recognise what skills/techniques make an effective print.</p> <p>I can create prints with three coloured overlays.</p> <p>I can describe techniques and processes</p> <p>I can make informed choices about the colours, space, lines and textures in my print.</p>	<p><u>Printing:</u></p> <p>I can demonstrate experience in a range of printmaking techniques.</p> <p>I can master my preferred printing technique(s) to create striking visual effect.</p> <p>I can work into prints with a range of media. E.g. pens, pencils, paints and embellishments.</p> <p>I can explore new techniques such as lino printing and screen printing.</p>



<p><u>Textiles:</u></p> <p>I begin to colour fabric using natural dyes, onion skins, tea, coffee etc.</p> <p>I can experiment with resist pastes (flour and water) when dyeing fabric.</p> <p>I can refine my running stitch when decorating textiles by joining pieces of fabric together. (Smaller eyed needles)</p> <p>I can secure a stitch when I am finished to prevent it from coming undone.</p>	<p><u>Textiles:</u></p> <p>I can use fabric dyes to colour fabric which I will use within creative pieces.</p> <p>I can print onto fabric using mono-printing/ block printing.</p> <p>I can embellish my fabric using sewing skills to attach beads, buttons etc.</p> <p>I am beginning to experiment using a basic cross-stitch/back stitch.</p> <p>I can use appliqué techniques to attach smaller pieces of fabric, ribbon, textiles for decorative effects.</p>	<p><u>Textiles:</u></p> <p>I can explore other ways of colouring fabric such as tie dye or dip dye.</p> <p>I can explore fastenings and recreate some within my own work. e.g. sew on buttons and make loops</p> <p>I can embellish using more advanced stitching and appliqué techniques</p> <p>I can refine weaving techniques to create a closely knit/tight weave in order to create my own textile.</p>	<p><u>Textiles:</u></p> <p>I can skilfully design shapes, tie-dyes, batiks and prints for a specific outcome.</p> <p>I can explore specialised techniques such as batik and felt making.</p> <p>I can combine previously learned techniques to create unique pieces.</p> <p>I can use different grades of thread and needles.</p> <p>I can experiment with a range of media to overlap and layer in order to create textures, effects and colours.</p>



	Year 3	Year 4	Year 5	Year 6
Learn about and take inspiration from notable artist/architects/ designers in history.	I can look at and talk about a larger range of artist's work and can study a piece to make comments on the techniques used.	I can look at and talk about the work of artists who use different mediums and identify what techniques may have been used.	I can look at and talk critically about and get inspiration from the work of artists using a variety of approaches to all aspects of art.	I can show the work of those studied was influential in both society and to other artists.
	I can replicate some of the techniques used by notable artists, artisans and designers.	I can create original pieces that are influenced by the studies of notable artists, artisans and designers.	I can show and explain the influence of notable artists, artisans and designers within my own work.	I can create original pieces that show a range of influences and styles from notable artists, artisans and designers.
	I am beginning to recognise aspects of key artistic terms/vocabulary (harmony, contrast, abstract etc.) when studying an artist's work.	I can recognise artistic techniques and use a wider range of artistic terminology to describe an artist's work.	I can make links between the techniques/styles/skills/mediums between an artist's work and my own.	I can confidently use a wide range of artistic vocabulary to describe my original pieces of art work.