

Art and Design Progression Document
2024/2025

		EYFS	Y1	Y2	Y3	Y4	Y5/6
			Key stage 1 Pupils should be taught: - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history		
Knowledge about the artist	Exploring and developing ideas	- Explains the processes they went through whilst making and choices they made. - Share their creations, explaining the process they have used. - Talk about their favourite and least favourite part.	- Record and explore ideas from first hand observation, experience and imagination. - Ask and answer questions about the starting points for their work, and develop their ideas. - Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	- Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. - Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures e.g. stories, rhymes, the natural world, first hand observations of objects, experiences and imagination.	- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. - Compare three or more pieces in different forms from two different time periods. - Analyse an artist's work to develop own ideas.	- Use independent research to explore a range of ideas which shows awareness of different kinds of art, craft and design - Question and make thoughtful observations about starting points and select ideas and processes to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in.
	Develop, Evaluate and Improve		- Recognise and describe key features of their own and other's work - Describe what they think about the work of others - Review what they and others have done and say what they think and feel about it. - Identify what they might change in their current work or develop in their future work	- When looking at a piece of artwork, express clear preferences and give some reasons for these - Begin to use some different techniques to develop work after talking about it - Use feedback to make improvements - Reflect by making comments (including annotations) about my first ideas and my final piece (and what may be changed in the future) and those of their peers	- Take time to reflect upon what they like and dislike about their work and the work of others in order to improve it, annotating work appropriately - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them - Review, adapt and refine their work according to their views and describe how they might develop it further	- Regularly reflect upon their own work, including methods and approaches, and use comparisons with the work of others (pupils and artists) to identify how to improve - Adapt their work according to their views and describe how they might develop it further - Review and refine work/ and alter ideas and explain choices using an art vocabulary	Y5 - Regularly analyse and reflect on their progress taking account of what they hoped to achieve in light of their starting points, contexts in which work was made and intentions - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them, adapting work accordingly and describing how they might develop it further - Adapt and refine work using a specified technique - Provide a reasoned evaluation of both their own and professionals' work, which considers the starting points, intentions and context behind the work Y6 - Compare, analyse, justify and comment upon ideas, methods and approaches in own and others' work and say what they think and feel in relation to the context and describe how they might develop it further - Adapt, alter and refine work to reflect my own view of its purpose

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Skills and Techniques	Drawing	• Show an interest in mark making and controlling the tools. • Give meaning to marks that they make. • Manipulate marks on paper. • Understand that line can be used to enclose a space. • Drawings include squares, rectangles and circles. • Marks recognisably represent an object for example a person with head, arms and legs. • Draw on different surfaces such as sand, chalk on the playground. • Draw upright and flat, holding their pencil in a tripod grip in almost all cases.	• Use basic shapes, lines and colours to draw observed things • Use a variety of tools, (pencils, rubbers, crayons, pastels and chalk) to create drawings • Draw lines of different shapes, sizes and thickness • Describe the shapes and patterns seen in work • Colour own work, following the lines carefully	• Record clearly observable light and dark areas using shading • Show shading and pattern by adding dots, lines (see above), colour or shape to represent observations and ideas in drawings • Begin to apply pressure to tools to achieve tones using black and white and coloured pencils • Use real objects as well as pictures to inspire art work • Choose and use different grades (6B through to 4H) of pencil when drawing	• Record shapes and lines with some degree of accuracy from observation • Work on a sustained drawing • Experiment with different grades of pencil to shade & show textures • Use different media (colouring pencils, wax/oil pastels) to experiment with variations in line, texture, colour, shape and pattern • Sketch lightly and use sketches to produce a final piece of art • Use different hardness and blackness of pencils to show line and texture • Represent objects with correct proportions	• Record shapes, lines and details after observing the drawings of Louis Wain • Discuss where objects and lines overlap • Use different pencil markings, including smudging, hatching and cross-hatching, to show tone and texture. • Experiment with angles, colours, grades of pencils and shading to show light and shadow • Use research to inspire and plan a final piece • Experiment with different lines, tones, patterns, shape and texture (Lesson 5, Drawing)	• Use different pencil markings (see above) to show line, tone and texture in form/shapes • Practise using shading, lines and marks to show texture, in the style of Andy Warhol • Investigate using a range of tones and use shading to show shadows and reflections on 3D shapes (Andy Warhol Soup Can). • Discuss how shading and colour can create mood and feeling • Use a variety of source material and sketches to inspire and develop work, discussing scale • Select the most suitable drawing materials/media for the intended outcome Y6 • Use appropriate shading styles (see above) to depict detail such as perspective, shadows, direction or reflections • Experiment with the elements of art: line, tone, pattern, texture, form, space, colour, shape and tone, showing an understanding of each • Show perspective and depth in drawing • Choose a drawing style suitable for the work (e.g. realist or impressionist) • Combine materials in work to show contrast
		See EYFS Coverage table below	Artist: Pablo Picasso End point: Snake drawings Media: Pencils (including colouring), rubbers, pastels, chalk	Artist: L.S Lowry End point: Industrial revolution drawings Media: Pencils and pastels	Artist: John Mccallan Swan End point: Animal art (tigers) Media: Pencils and pastels	Artist: Louis Wain Cats End point: Cat drawings Media: Pencils (May want to experiment with scraperboard)	Y5 Artist: Andy Warhol End point: Soup can drawings Media: Pencils, oil pastels Y6 Artist: Ernest Muehlmann End point: Sketches of owls against perspective backdrop Media: Pencils, pastels, charcoal, pen or pen/ink
	Painting	• Experiment with blocks of colour. • Experiments with applying paint with a brush using different movement's e.g dabs and splodges. • Use large and medium brushes to add colour to add lines in sweeping movements to make simple representations. • Use paint flat and upright. • Recognise and name primary colours used.	• Hold the brush effectively, according to size of brush handle • Load paint onto bristles of brush, rinse brush and remove excess water • Change water for clean water when needed • Select different brush sizes and use directional brush strokes appropriately • Know primary colours and know and mix secondary colours • Mix and match colours to paint pictures of observed objects	• Experiment with the brush technique of pointillism and mixing paint, using different brushes or implements (cotton buds) to create an effect • Stay within drawn lines when using a thin brush • Create colour wheels and know the positions of primary and secondary colours • Work on different scales e.g. large brush on large paper etc. • Add white to colours to make tints and black to colours to make tones	• Select appropriate brush for task and use the bravura brush technique to produce shapes, textures and effects (blocking in colour, washes and thickened paint) • Mix a variety of colours effectively, including tints and shades to represent ideas • Work on a range of scales e.g. thin brush on small picture etc. • Begin to understand and identify complementary colours and warm and cold colours • Create a background using a wash • Create brown with paint	• Use the brushstroke techniques of dabs, flat wash, blending and gradients (colour transitions) to produce shapes, textures, patterns and lines • Work on sustained pieces • Make and match colours (including tints and tones) and use specific colour language (tint, tone, shade, hue) • Use watercolour paint to produce washes for backgrounds and then add detail • Discuss and recreate the mood of John Sell Cotman's paintings • Identify and discuss reflections observed in Cotman's paintings	Y5 • Demonstrate a secure knowledge of primary, secondary, warm, cold, complimentary and contrasting and tertiary colours after investigating the colour wheel • Test and use brush/es and brushstrokes, including bravura, flat wash and painterly to create effects when exploring acrylic paint • Create work to convey a purpose, using a variety of sources • Sketch lightly before painting to combine line and colour to create a tag inspired by an artist • Use watercolour and acrylic paints within a tag • Combine colours, tone and tints to enhance the mood of the final piece (Christmas card) Y6 • Choose appropriate paint, paper, implements and use the brush techniques of hatching, cross-hatching, scumbling and stippling to create, adapt and extend work and create texture • Appropriately mix and combine colours, tints, tones and shades to reflect purpose of work • Test media (acrylic and powder paint) and materials (papers and brushes) to plan a design
		See EYFS Coverage table below	Artist: Wassily Kandinsky End point: Lines and rainbow colours Media: Poster paint	Artist: George Seurat (Pointillism) End point: Powder paint	Artist: Frida Kahlo End point: Strong women - painting. Media: Watercolour/ powder paint paints	Artist: John Sell Cotman End point: Monochrome colosseum Media: Acrylic paint/watercolour paint	Y5 Artist: Banksy End point: Graffiti Media: Acrylic paint/watercolour Y6 Artist: Pete McKee End point: Work linked to his local art Media: Acrylic and powder paint https://www.petemckee.com/about/

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	Collage	• Enjoy playing with and using a variety of textiles and fabrics. • Decorate a piece of fabric. • Experiment with simple weaving e.g. paper, twigs. • Experiment in fabric collage e.g. layering fabric.	• Draw simple shapes and cut around the lines and corners • Cut and tear basic shapes without a pre-drawn outline • Create images by sorting and arranging materials, from imagination, experience or observation • Experiment with different collage materials e.g. paper, tissue, card, textiles • Use paste, glue and other adhesives without waste	• Layer shapes in a piece of work • Use and combine a variety of media and texture (that can be cut, torn and glued), incl. fabric, plastic, tissue, magazines, crepe paper, etc. to represent ideas • Cut smaller, more intricate shapes – turning paper rather than body when cutting • Make a simple mosaic • Join, position and manipulate materials with some independence • Consider shapes, textures, colours and patterns in my collages	• Simplify drawings or observed images into shapes ready for collage • Create own shapes and lines to create composition • Cut more complex shapes and lines • Experiment with a range of media and techniques e.g. coiling, rolling, overlapping, mosaic, layering and montage • Name the tools and materials they have used	• Manipulate materials to create textures that have been observed • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements • Select and arrange materials for a striking effect, including tones • Use precise knowledge of cutting to produce repeated patterns • Use techniques incl. tessellation, montage and other patterns to create patterns or shapes • Create more intricate mosaic	Y5 • Translate more complex images or objects into shapes suitable for collage • Use a range of media to create collage • Experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned) • Experiment with the striking effect work in a limited colour palette can have • Combine both visual and tactile qualities • Experiment with ceramic mosaic techniques Y6 • Layer textures and colours to create interest • Cut complex shapes in various sizes to represent ideas • Use different techniques, colours and textures when designing and making collages • Use ceramic mosaic materials and techniques • Choose the most appropriate materials to fit the purpose or theme, showing awareness of the potential of materials • Create striking collages by using colour or technique choices, incl. pattern, lines, tones, shapes
		See EYFS Coverage table below	Artist: Henri Matisse End point: artist inspired Techniques: ripping, sticking, layering. Media: different types of paper	Artist: Metzinger End point: Great fire mosaic Techniques: cutting, tearing, arranging Media: coloured paper	Artist: John Piper End point: Sea / beach collage Techniques: cutting, tearing, arranging Media: paper, magazines. Tools: scissors, glue	Artist: Jean Michel Basquiat End point: Mixed media collage of rabbit. Techniques: cutting, tearing, arranging, Media: paper, magazines Tools: scissors, glue	Y5 Artist: Kazimir Malevich End point: Inspired by artist Techniques: cutting, arranging, overlapping Media: paper, magazines, glue Tools: scissors
	3-D Sculpture	• Explore shapes such as squares, rectangles and circles. • Beginning to understand and show some awareness of stability when adding 3D components together. • Begin to apply simple decoration techniques. • Begin to explore the use of shape and form. • Have fun experimenting with a range of materials such as recycled, natural and malleable to make models and structures.	• Form simple 3D shapes and use tools to attempt joining objects together • Explore shape and form • Use dough and plasticine as malleable media materials • Use squeezing, pinching, rolling, cutting and kneading to model and shape materials • Experiment with, construct and join recycled, natural and man-made materials	• Use combinations of lines and shapes in clay work • Add texture to clay work by adding clay and using tools • Use techniques such as rolling, cutting, coiling, moulding and carving to manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots or models. • Join two clay finger pots together • Build a textured relief tile • Understand the safety and basic care of materials and tools	• Plan, design, form and join 3D shapes to realise a design idea and use tools to decorate models and create texture • Use rolled up paper, straws, card, dough or plasticine as malleable/mouldable materials to practise techniques • Make nets of shapes to create recognisable forms and join these together to create abstract forms • Make a simple papier mache object • Add materials to provide interesting detail	•Sculpt clay, showing an understanding of shape, space and form, ensuring work has a purpose • Use the technique of adding materials to create texture, feeling, expression or movement. (e.g. wrinkles on a portrait sculpture) • Understand techniques used to join clay • Discuss own work, understanding that it has been sculpted, modelled or constructed • Apply clay techniques to pottery studied in other culture, including a carving using dry clay • Construct a simple clay base for extending and modelling other shapes	Y5 •Plan work to convey message or style through drawing and other preparatory work • Use frameworks such as moulds (including moulds we have made) or wire to provide stability and form to sculptures, incorporating successfully joined shapes • Safely use tools and techniques for sculpting Modroc to realise design ideas • Show life like qualities and proportions or, if abstract, provoke different interpretations • Describe the qualities involved in modelling, sculpture and construction • Add objects to a surface to embellish Y6 • Combine visual and tactile quantities • Develop knowledge of using clay inc. slabs, coils, slips, etc. • Choose and apply the most appropriate techniques to give portraiture work a life like quality • Communicate observations from the real or natural world in models on a range of scales • Reflect an intention in work that is sometimes obvious, but at other times is open to interpretation of the viewer • Choose from all of the techniques learnt to embellish work appropriately
		See EYFS Coverage table below	Dough Artist: Michelle Reader End point: animal sculpture Techniques: pinching, adding texture Tools: fingers, everyday objects e.g. cocktail sticks	Clay Artist: Barbara Hepworth End point: Abstract people Techniques: rolling, joining, kneading, adding texture Tools: fingers, range of everyday objects	Papier Mache Artist: End point: Techniques: pinching, pulling, pressing. Tools: carving tools	Clay Artist: Andy Goldsworthy End point: nature-based sculpture. Techniques: pinching, pulling, pressing, moulding Tools: carving tools	Y5 Modroc Artist: Antony Gormley End point: Bringing artists masks to life Techniques: twisting, pinching, wrapping Tools: wire cutters, pliers, metal file

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							Clay Artist: Little Dragon Designs Outcome: dragon eyes Techniques: carving, coils, texture, roll pinching, pulling, slip, score, Tools: sticks, stones, modelling tools, rolling pin, water
	Printing	Imitates different techniques modelled to them.	- Make marks in print with a variety of objects/tools, incl. natural and made objects e.g. fruit, vegetables, sponges - Make my own printing blocks eg: string patterns or plasticine shapes. - Apply ink or paint to a printing block/stamp evenly and know when to reload paint - Make rubbings - Build a repeating pattern and recognise pattern in the environment - Print onto fabric or paper	- Print using a variety of materials, objects and techniques - Explore techniques such as repeating, overlapping, rotating and arranging shapes - Create a printed piece of art by pressing in, pressing, rolling, rubbing and stamping - Design patterns of increasing complexity and repetition - Study print making in the environment. (e.g. wallpapers, fabrics etc.)	- Make indents on foam tiles - Simplify a more complex drawing into lines and shapes for printing purposes - Use a roller to load paint or ink - Make own printing blocks eg: string patterns or plasticine shapes - Carry out different printing techniques e.g. monoprint, block, relief and resist printing - Discuss the processes used to produce a simple print - Explore pattern and shape, creating designs for printing	- Build up layers of colours to make prints of 2 or more colours. - Make a one coloured print for a striking effect - Replicate patterns observed in natural or built environments including precise repeating patterns - Research, create and refine a print (incl. blocks) using a variety of techniques and experiment with printing onto different materials - Print using a range of materials, objects and techniques incl. layering, carbon printing, relief, press and fabric printing or rubbings	Y5 - Create a printing tile with lines and shapes in varied widths and styles - Create a print that conveys texture, layers & colours into a sequence - Create precise, repeating patterns, incorporating repetition, symmetry or random printing styles and multiple prints from one accurate block/ tile (Lino/Polystyrene/ Calligrams) - Use resist printing incl. marbling, silkscreen and cold water paste. - Replicate patterns based on observational drawings. - Create an accurate print design following a criteria Y6 - Create an accurate pattern showing fine detail - Describe, explain and use varied techniques, incl. the use of poly-blocks, relief, mono and resist printing and select these appropriately to create an effect - Over print to create different patterns, a build up of colours and layered prints - Print on paper, fabric and other materials - Use drawings and designs to bring fine detail into my work - Combine a range of visual elements to reflect a purpose
		See EYFS Coverage table below	Artist: William Morris End point: Leaves and flowers using block printing Mono printing Techniques: making several prints from a single object to create a simple pattern Media/tools: paint, variety of papers	Artist: Mondrian End point: Artist inspired print using polystyrene blocks and rollers to stick circles etc. for animal print Techniques: overprinting using motifs and colour Media/tools: acrylic paint, simple printing blocks, paint, variety of papers	Artist: Lorna Freytag & Picasso End point: V is for Volcano print. Techniques: create printing block using impressed method/ mono/collograph with different textured surfaces Media/tools: acrylic paint, polystyrene printing	Artist: Linda Germain End point: Mono print African safari scene/print drawing into the polystyrene Techniques: 'drawing in', create printing block using impressed method & two colour overlays Media/tools: acrylic paint, polystyrene printing block	Y5 Artist: John Dyer End point: Rainforest scene print layering up on acetate mono printing (creating a printing plate) Techniques: drawing, carving, rolling, stamping Media/tools: black acrylic paint, styrofoam, sharp pencil/cocktail sticks Y6 Artist: Hokusai End point: The Great Wave off Kanagawa lino printing repeated patterns using soft cut lino across A3 as a repeated tile pattern Techniques: repeating, overlapping, rotating, arranging, rolling, rubbing, stamping, colour layering Media/tools: acrylic paint, sponges, string, plasticine blocks, styrofoam
	Textiles	- Enjoy playing with and using a variety of textiles and fabrics. - Decorate a piece of fabric. - Experiment with simple weaving e.g. paper, twigs. - Experiment in fabric collage e.g. layering fabric.	- Begin to use different techniques & materials, e.g. weaving with fabric - Know how to cut and trim material - Use glue to join fabrics - Sort or group fabrics and threads by colour and texture - Make simple weavings with fabrics, wools or threads - Look at examples of thread and textiles used to create pictures, objects or patterns. (e.g patchwork), discussing the textures	- Knot fabric and investigate other manipulative techniques - Understand a basic method for weaving - Join materials using tying, knotting and/or a stitch - Look at dip dye and begin to use dip dye techniques to produce fabric of contrasting colours	- Understand how to use applique techniques and know that applique means to 'apply' https://classroom.thenational.academy/lessons/what-is-applique-61jk4r?activity=video&step=2&view=1 - Develop knowledge of running stitch, cutting and joining (both with stitch and glue) - Name the tools and materials used, including needle, eye, thread, fabric - Experiment with tie-dye to create coloured fabric to use in my final piece	- Know and use the basics of quilting, padding or gathering fabric - Shape and stitch materials and use basic cross stitch and back stitch - Create texture in textiles work by tying, sewing or pulling threads - Create textiles work that is matched to an idea or purpose - Show awareness of textiles work from other cultures and times - Collect information from a variety of sources, using vocabulary to describe the visual and tactile elements	Y5 - Use a variety of techniques, incl. tie dyeing, quilting or embroidery - Consider how to incorporate pattern into textile work using blanket stitch or chain stitch - Join fabrics in the most appropriate ways, e.g. stitching, knotting, gluing or weaving - Use different grades of threads and needles. - Combine techniques to create wall hangings - Create work based on tapestries, artefacts and hangings throughout history and in other cultures Y6 - Know and combine previously learned techniques (cross stitch, backstitch, chain stitch, running stitch, appliqué, and embroidery) more precisely to create pieces that convey a purpose - Know how to make felt

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							• Combine different techniques, colours and textures when designing and making pieces of work • Comment on visual and tactile elements • Develop a preference for the type of textile work I prefer • Create textile work based on historical, cultural or environmental observations
		See EYFS Coverage table below	Weaving Artist: Ulrike Martin Endpoint: whole class large scale weaving Techniques: weaving Media: fabric, pea netting	Hoop weaving Artist: Tammy Kanat Endpoint: Hoop weaving Techniques: create fabric by weaving materials Media: fabric/wool Tools: hoop ‘loom’	Applique Artist: Carroll Arnott Endpoint: applique landscape Techniques: cutting, running stitch, joining, create textural effects Media: Felt, thread Tools: Scissors, needles, glue gun (with adult supervision)	Fabric wall hanging including more detailed stitching Artist: Louise Baldwin Endpoint: large scale stitched habitat wall hanging Techniques: cross stitch, back stitch Media: hessian, range of types of paper, thread, sequins Tools: needles, glue	Y5 Tie die Artist: Michael Phelan Endpoint: small-scale tie dye wall hangings Techniques: tie-die, blanket stitch, chain stitch, fold, twist, bind, rotate Media: cotton fabric, dye Tools: string Y6 Felt-making & embroidery Artist: Andrea Hunter (Yorkshire) and Penelope Davis Endpoint: felt making extending to include sewing techniques to make jellyfish incorporating litter Techniques: layering, rolling, rubbing, overlapping, pressing, running stitch, cross stitch, backstitch, appliqué, embroidery Media: merino wool, thread Tools: sushi mat, soap, water, nylon sheets, needles, thread, merino wool

EYFS Yearly coverage

EAD (Art and DT)	Artist: Pablo Picasso Drawing and Painting End point: Self-portrait Children are taught to: Draws a portrait with more detail eg ears, hair, glasses Dips paint brush in the water and then onto the water colour block Use thick brushes Draws circles and squares Draws bodies with more detail eg arms, trunk, legs, fingers Collage End point: Hedgehog collage Children are taught to: Use glue spreaders and pva glue Adds other materials to develop models (tissue paper, glitter...) Sculpture End point: Plastercine Diva lamps Children are taught to: Manipulates malleable materials (rolls, cuts, squashes, pinches, twists...)	Artist: Georgia O’Keeffe Painting End point: Painting of a pumpkin Children are taught to: Use thin brushes to add detail Able to mix primary colours to make secondary colours Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...) Printing End point: Firework picture Children are taught to: Print with small blocks, small sponges, fruit, shapes and other resources Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...) Drawing End point: Drawing of poppies- pencil crayons Children are taught to: Draws simple representations of objects from observation Selects colours for a purpose Decides before they make marks what they are going to draw Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)	Artist: Zaha Hadid Collage End point: Paper plate Goldilocks Children are taught to: Join items with sellotape independently Knows how to improve models (scrunch, twist, fold, bend, roll) Uses the language smooth, rough, bendy and hard to describe texture Collage End point: Junk model three bear’s cottage Children are taught to: Join items with sellotape independently Knows how to improve models (scrunch, twist, fold, bend, roll) Uses the language smooth, rough, bendy, hard to describe texture Drawing End point: Drawing a map from Little Red Riding Hood’s house to Grandma’s house on IWB/ paper Children are taught to: Draws lines of different sizes Draws accurate representations of objects, buildings and landscapes from observation Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...) Sculpture and painting End point: Clay gingerbread men Children are taught to: Manipulates malleable materials (rolls, cuts, squashes, pinches, twists...)	Artist: Andy Goldsworthy Sculpture and printing End point: Dinosaur fossils Children are taught to: Manipulates clay (rolls, cuts, squashes, pinches, twists...) Print with small blocks, small sponges, fruit, shapes and other resources Create patterns or meaningful pictures when printing Manipulates malleable materials to look like something recognisable Drawing and Painting End point: Drawing/ painting of a castle Children are taught to: Mixes powder paint with water to the correct consistency Add white or black paint to alter tint or shade Hold a paintbrush using a tripod grip Draws lines of different sizes Draws a detailed portrait where features are in proportion Draws accurate representations of objects, buildings and landscapes from observation Creates their own piece of art and begins to self-correct any mistakes Collage and Sculpture End point: Junk material castle Children are taught to: Join items with sellotape independently Knows how to improve models (scrunch, twist, fold, bend, roll) Uses the language smooth, rough, bendy and hard Makes something that they give meaning to	Artist: Vincent Vangough Collage End point: Collage lantern for Eid Children are taught to: Join items in a variety of ways – Sellotape, masking tape, string, ribbon. Use a wide range of vocab to describe the texture- flexible, rigid, silky etc. Drawing End point: Drawing of ladybirds Children are taught to: Draws lines of different thickness Draws representations of objects, buildings and landscapes from memory with increasing detail Select the correct colour of paper linked to what they are drawing Creates their own piece of art and begins to self-correct any mistakes Painting End point: Sunflower painting Children are taught to: Mixes powder paint with water to the correct consistency Colour matching to a specific colour and shade Independently select additional tools (stamps, rollers etc) to improve their painting Creates their own piece of art and begins to self-correct any mistakes Drawing End point: Drawing of sunflowers- chalk Children are taught to: Draws lines of different thickness	Artist: Lydia Monks (Illustrator) Sculpture and Painting End point: Papier mache planets Children are taught to: Creates a papier mache sculpture with support Mixes powder paint with water to the correct consistency Colour matching to a specific colour and shade Independently select additional tools (stamps, rollers etc) to improve their painting Collage End point: Junk material rocket Children are taught to: Knows how to secure boxes, toilet rolls, decorate bottles Join items in a variety of ways – Sellotape, masking tape, string, ribbon. Use a wide range of vocab to describe the texture- flexible, rigid, silky etc. Collage End point: Split pin polar bear Children are taught to: Join items in a variety of ways- split pins Drawing End point: Drawing of the jungle Children are taught to: Can select the correct colour of paper linked to what they are drawing Draws lines of different thickness Draws representations of objects, buildings and landscapes from memory with increasing detail Draws spontaneously and begins to show their own background, interests and experiences
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Art and Design Progression Document
2024/2025

		Sculpture <u>End point:</u> Plastercine Diva lamps <u>Children are taught to:</u> Manipulates malleable materials (rolls, cuts, squashes, pinches, twists...) Collage <u>End point:</u> Making a stickman <u>Children are taught to:</u> Use making tape Adds other materials to develop models (tissue paper, glitter...) Use the language smooth and bumpy to describe the texture Drawing and Painting <u>End point:</u> Painting of a Christmas tree- Christmas card <u>Children are taught to:</u> Dips paint brush in the water and then onto the water colour block Use thin brushes to add detail Able to mix primary colours to make secondary colours Draws triangles and diamonds Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...) Collage <u>End point:</u> 2024 calendar <u>Children are taught to:</u> Use glue spreaders and pva glue Adds other materials to develop models (tissue paper, glitter...) Use the language smooth and bumpy to describe the texture	Manipulates malleable materials to look like something recognisable Begins to paint on other materials – card, fabric, clay Mixes powder paint with water to the correct consistency Able to mix primary colours to make secondary colours Hold a paintbrush using a tripod grip	Knows how to secure boxes, toilet rolls, decorate bottles Creates their own piece of art and begins to self-correct any mistakes Drawing <u>End point:</u> Drawing of daffodils- pencil crayons <u>Children are taught to:</u> Draws lines of different sizes Draws accurate representations of objects, buildings and landscapes from observation Creates their own piece of art and begins to self-correct any mistakes Printing <u>End point:</u> Easter egg <u>Children are taught to:</u> Create patterns or meaningful pictures when printing Sculpture <u>End point:</u> Natural art using “treasure” found outside <u>Children are taught to:</u> Can use a variety of natural resources to create a sculpture Drawing <u>End point:</u> Self-portrait- wax crayons <u>Children are taught to:</u> Draws a detailed portrait where features are in proportion Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)	Draws representations of objects, buildings and landscapes from memory with increasing detail Can select the correct colour of paper linked to what they are drawing Alter colour to meet the desired effect eg with chalk Creates their own piece of art and begins to self-correct any mistakes	Textiles <u>End point:</u> 3d fish <u>Children are taught to:</u> Use a running stitch to hole punched material together Printing <u>End point:</u> Rainbow fish <u>Children are taught to:</u> Create patterns or meaningful pictures when printing Painting <u>End point:</u> Painting of the beach <u>Children are taught to:</u> Mixes powder paint with water to the correct consistency Colour matching to a specific colour and shade Returns to work on another occasion to edit and improve Drawing <u>End point:</u> Self-portrait- felt tips <u>Children are taught to:</u> Draws a portrait of bodies of appropriate sizes eg family Returns to work on another occasion to edit and improve
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