

Progression Grid - Art and Design

Drawing (Making skills)	EYFS	
	Nursery	Reception
Drawing (Making skills)	<ul style="list-style-type: none"> Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings like happiness, sadness, fear, etc. 	<ul style="list-style-type: none"> Continue to develop control when making marks. Begin to draw for a purpose. Explore, use and refine artistic effects.
	KS1	
	Year 1	Year 2
Drawing (Making skills)	<ul style="list-style-type: none"> Explore mark making, experiment with drawing lines and use 2D shapes to draw. 	<ul style="list-style-type: none"> Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.
	LKS2	
	Year 3	Year 4
Drawing (Making skills)	<ul style="list-style-type: none"> Develop drawing skills by drawing from direct observation, applying and using 	<ul style="list-style-type: none"> Draw still life from observation and for mark making.

	<p>geometry and tonal shading when drawing.</p> <ul style="list-style-type: none"> • Use a range of drawing media. 	<ul style="list-style-type: none"> • Further develop understanding of geometry and mathematical proportion when drawing.
	UKS2	
	Year 5	Year 6
Drawing (Making skills)	<ul style="list-style-type: none"> • Further develop drawing from observation. • Draw using perspective, mathematical processes, design, detail and line. 	<ul style="list-style-type: none"> • Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.

Painting (Making skills)	EYFS	
	Nursery	Reception
Painting (Making skills)	<ul style="list-style-type: none"> • Show different emotions in their paintings like happiness, sadness, fear, etc. 	<ul style="list-style-type: none"> • Develop control when painting. • Begin to express ideas through use of paint. • Develop their colour mixing techniques to try to match the colour they see and want to represent.
	KS1	
	Year 1	Year 2

Painting (Making skills)	<ul style="list-style-type: none"> • Develop skill and control when painting. • Mixing colours with greater skill. • Paint with expression. 	<ul style="list-style-type: none"> • Further improve skill and control when painting. • Begin to choose paint colours for a purpose. • Paint with creativity and expression.
	LKS2	
	Year 3	Year 4
Painting (Making skills)	<ul style="list-style-type: none"> • Increase skill and control when painting. • Apply greater expression and creativity to own paintings. 	<ul style="list-style-type: none"> • Develop skill and control when painting. • Apply greater expression, precision and creativity to own paintings. • Analyse paintings by artists.
	UKS2	
	Year 5	Year 6
Painting (Making skills)	<ul style="list-style-type: none"> • Develop use of different brush strokes. • Analyse paintings by artists, incorporating skills into own paintings. 	<ul style="list-style-type: none"> • Control brush strokes and apply tints and shades when painting. • Hone differing styles of painting to suit the mood of their work.

Craft, design, materials and technique (Making skills)	EYFS	
	Nursery	Reception

Craft, design, materials and technique (Making skills)	<ul style="list-style-type: none"> To explore a range of materials and begin to use a range of appropriate vocabulary to describe them. Join different materials. 	<ul style="list-style-type: none"> To be able to pick materials based upon their properties in order to express their thoughts through creation. Return to and build upon previous learning, refining ideas and developing their ability to represent them. Safely use and explore a variety of materials, tools and techniques.
	KS1	
	Year 1	Year 2
Craft, design, materials and technique (Making skills)	<ul style="list-style-type: none"> Use a range of materials and techniques such as clay, sketching, printing and collage. 	<ul style="list-style-type: none"> Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.
	LKS2	
	Year 3	Year 4
Craft, design, materials and technique (Making skills)	<ul style="list-style-type: none"> Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. 	<ul style="list-style-type: none"> Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.
	UKS2	
	Year 5	Year 6

Craft, design, materials and technique (Making skills)	<ul style="list-style-type: none"> • Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products with increasing degrees of skill. • To pick craft materials based upon their properties and uses. 	<ul style="list-style-type: none"> • Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.
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Sketchbooks (Generating ideas)	EYFS	
	Nursery	Reception
Sketchbooks (Generating ideas)	n/a	<ul style="list-style-type: none"> • Introduce children to the notion of using sketches to portray their thoughts and ideas.
	KS1	
	Year 1	Year 2
Sketchbooks (Generating ideas)	<ul style="list-style-type: none"> • Begin compiling evidence of sketches and thoughts and ideas in a portfolio of work? 	<ul style="list-style-type: none"> • Continue to compile evidence of sketches and thoughts and ideas in a portfolio of work?
	LKS2	
	Year 3	Year 4

Sketchbooks (Generating ideas)	<ul style="list-style-type: none"> • Use sketchbooks to generate ideas and record thoughts and observations. • Make records of visual experiments. 	<ul style="list-style-type: none"> • Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.
	UKS2	
	Year 5	Year 6
Sketchbooks (Generating ideas)	<ul style="list-style-type: none"> • Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. 	<ul style="list-style-type: none"> • Make personal investigations and record observations in sketchbooks. • Record experiments with media and try out new techniques and processes in sketchbooks.

Creating original work (Generating ideas)	EYFS	
	Nursery	Reception
Creating original work (Generating ideas)	<ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Express artwork using stimulus from their environment. 	<ul style="list-style-type: none"> • Begin to express artwork for a purpose. • Explore the use of different materials to represent their ideas. • Make use of props and materials when role playing characters in narratives and families. • Create collaboratively, sharing ideas, resources and skills.

	KS1	
	Year 1	Year 2
Creating original work (Generating ideas)	<ul style="list-style-type: none"> • Explore and create ideas for purposes and intentions. 	<ul style="list-style-type: none"> • Use artist sources to develop their own original artwork. • Gain inspiration for artwork from the natural world.
	LKS2	
	Year 3	Year 4
Creating original work (Generating ideas)	<ul style="list-style-type: none"> • Create personal artwork using the artwork of others to stimulate them. 	<ul style="list-style-type: none"> • Use literary sources to inspire art. • Express thoughts and feelings through the tactile creation of art. • Manipulate materials to achieve desired effects. • Represent ideas from multiple perspectives.
	UKS2	
	Year 5	Year 6

<p>Creating original work (Generating ideas)</p>	<ul style="list-style-type: none"> • Express thoughts and feelings about familiar products. • Design new architectural forms, design and invent new products, link artwork to literary sources. • Create and invent for purposes. 	<ul style="list-style-type: none"> • Develop personal, imaginative responses to a theme. • Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. • Express ideas about art through messages, graphics, text and images.
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Artists, craftspeople, designers (Knowledge of artists)	EYFS	
	Nursery	Reception
Artists, craftspeople, designers (Knowledge of artists)	Begin to generate inspiration and conversation about art and artists.	<ul style="list-style-type: none"> • Jackson Pollock • Piet Mondrian • Yayoi Kusama
	KS1	
	Year 1	Year 2

Artists, craftspeople, designers (Knowledge of artists)	<ul style="list-style-type: none"> ● Beatriz Milhazes (Abstract) ● Bridget Riley (Drawing) ● David Hockney and Vija Celmins (Drawing) ● Louis Wain (Movement) ● Kandinsky, Bernal, Bolotowsky (Shape and Colour) ● Vincent Van Gogh (Texture) ● Jasper Johns (Painting) ● Renoir, Sorolla, Kroyer (Landscape) 	<ul style="list-style-type: none"> ● Max Ernst (Frottage) ● Ed Ruscha (Shading, Tone) ● Clarice Cliff (Design) ● Nancy McCrosky (Mural)
	LKS2	
	Year 3	Year 4
Artists, craftspeople, designers (Knowledge of artists)	<ul style="list-style-type: none"> ● Diego Velazquez (Tone) ● Prehistoric Artists 	<ul style="list-style-type: none"> ● Luz Perez Ojeda ● Paul Cezanne ● Giorgio Morandi ● David Hockney ● Paula Rego ● Edward Hopper ● Pieter Brueghel ● Fiona Ra ● Barbara Hepworth
	UKS2	
	Year 5	Year 6

<p>Artists, craftspeople, designers (Knowledge of artists)</p>	<ul style="list-style-type: none"> • Hundertwasser • Banksy • John Singer Sargent E • Magdalene Odundo • Dominic Wilcox • Paul Klee • Rorschach 	<ul style="list-style-type: none"> • Kathe Kollwitz • Pablo Picasso • Mark Wallinger
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Evaluating	EYFS	
	Nursery	Reception
<p>Identifying similarities and differences to others' work (Evaluating)</p>	<ul style="list-style-type: none"> • Being to talk about their artwork using appropriate vocabulary. • Talk about and identify the patterns around them. For example stripes on clothes, designs on rugs and wallpaper. Use informal language like pointy, spotty, blobs etc 	<ul style="list-style-type: none"> • Develop language when commenting on their own work and that of others. • Share their creations, explaining the process they have used.
	KS1	
	Year 1	Year 2

Identifying similarities and differences to others' work (Evaluating)	<ul style="list-style-type: none"> Recognise and describe key features of their own and other's work. 	<ul style="list-style-type: none"> Compare other's work, identifying similarities and differences.
	LKS2	
	Year 3	Year 4
Identifying similarities and differences to others' work (Evaluating)	<ul style="list-style-type: none"> Discuss own and other's work using an increasingly sophisticated use of art language (formal elements). 	<ul style="list-style-type: none"> Build a more complex vocabulary when discussing your own and others' art.
	UKS2	
	Year 5	Year 6
Identifying similarities and differences to others' work (Evaluating)	<ul style="list-style-type: none"> Develop a greater understanding of vocabulary when discussing their own and others' work. 	<ul style="list-style-type: none"> Use the language of art with greater sophistication when discussing own and others art.

Reflecting	EYFS	
	Nursery	Reception

Reflecting (Evaluating)	<ul style="list-style-type: none"> To begin to use language to explain what their art is and what they like about it. 	<ul style="list-style-type: none"> To express what their artwork shows and what they feel about it.
	KS1	
	Year 1	Year 2
Reflecting (Evaluating)	<ul style="list-style-type: none"> Describe what they feel about their work and the art of others. 	<ul style="list-style-type: none"> Describe choices and preferences using the language of art.
	LKS2	
	Year 3	Year 4
Reflecting (Evaluating)	<ul style="list-style-type: none"> Reflecting on their own work in order to make improvements. 	<ul style="list-style-type: none"> Reflecting on their own work in order to make improvements.
	UKS2	
	Year 5	Year 6
Reflecting (Evaluating)	<ul style="list-style-type: none"> Regularly analysing and reflecting on their intentions and choices. 	<ul style="list-style-type: none"> Give reasoned evaluations of their own and others work which takes account of context and intention.

Colour (Formal Elements)	EYFS	
	Nursery	Reception
Colour (Formal Elements)	<ul style="list-style-type: none"> • Represent creative work using a range of colours. • Begin to use appropriate language to describe colours. • Explore colour and colour-mixing. 	<ul style="list-style-type: none"> • Investigate the differences between primary and secondary colours. • Develop understanding of how mixing colours will change the shade. • Develop vocabulary to describe colour.
	KS1	
	Year 1	Year 2
Colour (Formal Elements)	<ul style="list-style-type: none"> • Remember the primary colours and how to mix them to create secondary colours. • Create shades of a colour and choose and justify colours for purpose. 	<ul style="list-style-type: none"> • Mix, apply and refine colour mixing for purpose using wet and dry media. • Describe their colour selections.
	LKS2	
	Year 3	Year 4
Colour (Formal Elements)	<ul style="list-style-type: none"> • Increase awareness and understanding of mixing and applying colour, including use of natural pigments. • Use aspects of colour such as tints and shades, for different purposes. 	<ul style="list-style-type: none"> • Analyse and describe colour and painting techniques in artists work. • Manipulate colour for print.

	UKS2	
	Year 5	Year 6
Colour (Formal Elements)	<ul style="list-style-type: none"> Select and mix more complex colours to depict thoughts and feelings. 	<ul style="list-style-type: none"> Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.

Form (Formal Elements)	EYFS	
	Nursery	Reception
Form (Formal elements)	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Begin to show control when creating 3D forms. 	<ul style="list-style-type: none"> Develop control when creating 3D forms. Describe differences in 3D forms.
	KS1	
	Year 1	Year 2
Form (Formal elements)	<ul style="list-style-type: none"> Further develop ability to create 3D forms using a range of materials. 	<ul style="list-style-type: none"> Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.

	<ul style="list-style-type: none"> Increase vocabulary when describing the properties of 3D forms. 	
	LKS2	
	Year 3	Year 4
Form (Formal elements)	<ul style="list-style-type: none"> Further develop their ability to describe 3D form in a range of materials, including drawing. 	<ul style="list-style-type: none"> Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.
	UKS2	
	Year 5	Year 6
Form (Formal elements)	<ul style="list-style-type: none"> Further extend their ability to describe and model form in 3D using a range of materials. 	<ul style="list-style-type: none"> Express and articulate a personal message through sculpture. Analyse and study artists' use of form.

Line (Formal elements)	EYFS	
	Nursery	Reception

Line (Formal elements)	<ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> • Develop control when making marks. • Develop importance of lines. • Explore creative use of lines in their artwork. • Describe use of lines.
	KS1	
	Year 1	Year 2
Line (Formal elements)	<ul style="list-style-type: none"> • Use, express and experiment with line for purpose, then use appropriate language to describe lines. 	<ul style="list-style-type: none"> • Draw lines with increased skill and confidence. Use line for expression when drawing portraits.
	LKS2	
	Year 3	Year 4
Line (Formal elements)	<ul style="list-style-type: none"> • Express and describe organic and geometric forms through different types of line. 	<ul style="list-style-type: none"> • Learn and apply symmetry to draw accurate shapes. • Analyse and describe how artists use line in their work.
	UKS2	
	Year 5	Year 6
Line (Formal elements)	<ul style="list-style-type: none"> • Extend and develop a greater understanding of applying expression when using line. 	<ul style="list-style-type: none"> • Deepen knowledge and understanding of using line when drawing portraits. • Develop greater skill and control.

		<ul style="list-style-type: none"> • Study and apply the techniques of other artists.
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Pattern (Formal elements)	EYFS	
	Nursery	Reception
Pattern (Formal elements)	<ul style="list-style-type: none"> • Talk about and identify the patterns around them. For example stripes on clothes, designs on rugs and wallpaper. Use informal language like pointy, spotty, blobs etc. 	<ul style="list-style-type: none"> • Begin to make their own patterns using a range of materials. • To be able to talk about the patterns that they are using.
Pattern (Formal elements)	KS1	
	Year 1	Year 2
Pattern (Formal elements)	<ul style="list-style-type: none"> • Understand patterns in nature, design and make patterns in a range of materials. 	<ul style="list-style-type: none"> • Learn a range of techniques to make repeating and non-repeating patterns. • Identify natural and man-made patterns. • Create patterns of their own.
Pattern (Formal elements)	LKS2	
	Year 3	Year 4

Pattern (Formal elements)	<ul style="list-style-type: none"> • Construct a variety of patterns through craft methods. • Further develop knowledge and understanding of pattern. 	<ul style="list-style-type: none"> • Create original designs for patterns using geometric repeating shapes. • Analyse and describe how other artists use pattern.
	UKS2	
	Year 5	Year 6
Pattern (Formal elements)	<ul style="list-style-type: none"> • Construct patterns through various methods to develop their understanding. 	<ul style="list-style-type: none"> • To show an understanding

Shape (Formal elements)	EYFS	
	Nursery	Reception
Shape (Formal elements)	<ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> • To develop knowledge of shapes and begin to use them in their own art.
	KS1	
	Year 1	Year 2
Shape (Formal elements)	<ul style="list-style-type: none"> • Identify, describe and use shape for purpose. 	<ul style="list-style-type: none"> • Compose geometric designs by adapting the work of other artists to suit their own ideas.

	LKS2	
	Year 3	Year 4
Shape (Formal elements)	<ul style="list-style-type: none"> Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. 	<ul style="list-style-type: none"> Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.
	UKS2	
	Year 5	Year 6
Shape (Formal elements)	<ul style="list-style-type: none"> Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape. 	<ul style="list-style-type: none"> Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.

Texture (Formal elements)	EYFS	
	Nursery	Reception
Texture (Formal elements)	<ul style="list-style-type: none"> Begin to recognise different materials and talk about them using appropriate vocabulary. Explore different textures. 	<ul style="list-style-type: none"> To develop knowledge of materials and begin to use them in their own art. To be able to pick materials to use based upon their properties.

	KS1	
	Year 1	Year 2
Texture (Formal elements)	<ul style="list-style-type: none"> Use materials to create textures. 	<ul style="list-style-type: none"> Identify and describe different textures. Select and use appropriate materials to create textures.
	LKS2	
	Year 3	Year 4
Texture (Formal elements)	<ul style="list-style-type: none"> Analyse and describe texture within artists' work. 	<ul style="list-style-type: none"> Analyse and describe texture within artists' work.
	UKS2	
	Year 5	Year 6
Texture (Formal elements)	<ul style="list-style-type: none"> Using texture within drawings to show careful observation and understanding of illustrating different surfaces. 	<ul style="list-style-type: none"> Explore art through a range of different textural mediums.

Tone (Formal elements)	EYFS	
	Nursery	Reception

Tone (Formal elements)	<ul style="list-style-type: none"> To begin to recognise differences in tone using simple vocabulary. 	<ul style="list-style-type: none"> To begin to use different tones in their own work, using developing vocabulary to explain differences in tone.
	KS1	
	Year 1	Year 2
Tone (Formal elements)	<ul style="list-style-type: none"> Understand what tone is and how to apply this to their own work. 	<ul style="list-style-type: none"> Experiment with pencils to create tone. Use tone to create form when drawing.
	LKS2	
	Year 3	Year 4
Tone (Formal elements)	<ul style="list-style-type: none"> Develop skill and control when using tone. Learn and use simple shading rules. 	<ul style="list-style-type: none"> Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.
	UKS2	
	Year 5	Year 6

Tone (Formal elements)

- Develop an increasing sophistication when using tone to describe objects when drawing.
- Analyse artists' use of tone.

- Increase awareness of using tone to describe light and shade, contrast, highlight and shadow.
- Manipulate tone for halo and chiaroscuro techniques.