

**Progression Document**  
**Art Design.**

Strand	An Early Years artist can:	End Points	A Year 1 artist can:	A Year 2 artist can:	End points	A Year 3 artist can	Year 4 artist can	End points	A Year 5 artist can	A Year 6 artist can	End points
<b>Drawing and collage.</b>	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in drawings.</p> <p>Create closed shapes with continuous lines and begin to use shapes to represent objects.</p>	<p><i>To have a comfortable pencils grip with one handed tools.</i></p> <p><i>Draw with increasing complexity and detail - such as representing a face with a circle.</i></p>	<p>Draw from observation &amp; imagination.</p> <p>Using pencils to create different lines of thickness in drawing.</p> <p>Use a variety of tools such as pencils, crayons, pastels and felt tips.</p>	<p>Create simple sketches which explore and develop ideas.</p> <p>Layer different media such as crayons, pastels, felt tips.</p>	<p><i>Develop a wide range of drawing techniques to share ideas, experiences and imagination.</i></p>	<p>Draw for a sustained period of time.</p> <p>Choose &amp; use different grades of pencil to shade.</p> <p>Show different tones and textures by using linear and cross hatching, and stippling.</p>	<p>Use line, tone, shape and colour to represent figures and forms in movement.</p> <p>Use pen and ink wash to create light and shade.</p> <p>Plan, refine and alter drawings.</p>	<p><i>Draw with closer attention to detail beginning to represent shading and texture.</i></p>	<p>Use simple rules of perspective when drawing figures and buildings.</p> <p>Successfully use shading to create mood and feeling</p>	<p>Demonstrate an increased accuracy when drawing figures-including proportion.</p> <p>Explore drawing techniques and media to create expression in portraiture.</p> <p>Work on a variety of scales.</p>	<p><i>Using drawing techniques more accurately to represent figures and form, including shading, texture, perspective and proportion.</i></p>
<b>Painting and colour</b>	<p>Explore colour and colour mixing.</p> <p>Explore paint using fingers and other parts of their bodies, as well as brushes and other tools.</p>	<p><i>Use large muscle movements to make marks with paint.</i></p>	<p>Name the primary colours.</p> <p>Apply paint using a range of tools such as hands, feet, rollers and brushes.</p> <p>Explore mixing paint to create new colours and moods.</p>	<p>Identify and mix secondary colours.</p> <p>To make colour tints &amp; tones with paint using black and white paint.</p>	<p><i>Know the colour wheel: Primary colours, secondary colours and how to mix them.</i></p>	<p>Use a range of brushes to create different effects.</p> <p>Experiment with inks, oils &amp; fabric paints to create a piece of artwork.</p>	<p>Identify, mix &amp; use warm &amp; cool paints to evoke warmth/coolness that may complement/contrast one another.</p> <p>Apply colour using dotting, splashing, scratching and washes.</p>	<p><i>Begin to explore colour and application and how it is used for effect.</i></p>	<p>Make and match colours with increasing accuracy.</p> <p>Create tints, shades and highlights using paint.</p>	<p>To use colour to express feelings.</p> <p>Show an awareness of composition in paintings.</p> <p>Use paint techniques &amp; characteristics of an artistic movements/artists in artwork.</p>	<p><i>Begin to make decisions about colours and application for effect.</i></p>

<b>3D and sculpture</b>	<p>Join</p> <p>Join different materials and explore different textures.</p> <p>Explore different materials using their senses to investigate.</p> <p>Manipulate and play with different materials.</p> <p>Use their imagination to decide what they can do with different materials.</p>	<i>Explore different materials freely in order to develop their ideas of how to use them and what to make.</i>		Use modelling materials to create imaginary or realistic form, pressing objects into it to form texture.	<i>Develop awareness of sculpture as an art form.</i>	Use clay to create 3D form developing techniques such as coiling, pinching, slab construction and sculpting.	Create 3D form by using malleable or rigid materials e.g. clay, papier mache or modrock.	<i>Create 3D models to represent form.</i>	Further develop techniques & use of tools associated with 3D form e.g. intricate detailing & features in clay.	Use digital software including 3D Printer to create prints.	<i>Model and sculpt forms with higher level of detail.</i>
<b>Nature</b>			To make transient art & pattern work using a range of natural materials from the woodland							To create artwork inspired by nature using techniques by a given artist/designer.	
<b>Digital Art</b>			Use ICT to create a picture on a theme.				Take photos from a thought provoking angle.				

<b>Printing</b>				Create a repeating mono print pattern by pressing, rolling and rubbing.	<i>Understand how to create a print.</i>	To overlap contrasting colours to create print art using various techniques & objects e.g. vegetables, fruit.		<i>Begin to experiment and explore with print.</i>	To use relief printing by carving patterns into polystyrene foam to create patterns inspired an artist e.g. William Morris.	To recreate images by combining relief printing and collage and use multiple colours.	<i>Develop use of more detailed printing methods.</i>
<b>Appreciation of Art and Study of Artists.</b>			<p>To use “drip techniques” to produce artwork inspired by an artist e.g. <b>Jackson Pollock</b>)</p> <p>Share an opinion about a piece of artwork.</p> <p>To ask questions about artwork linking to a theme.</p> <p>Identify similarities and differences in 2 or more pieces of artwork.</p>	<p>Create a piece of art in response to the work of a famous artist e.g. <b>Henry Rousseau</b>.</p> <p>To identify how artists have used colour, pattern and themes within their work.</p>	<i>Begin to learn about the work of other artists.</i>	<p>Compare the work of different artists, architects &amp; designers from the past e.g. <b>Arcimboldi</b> to the work of the modern day artists e.g. <b>Jason Mercier</b>.</p>	<p>Compare the work of artists on a similar theme e.g. <b>Monet, Hokusai and Turner</b> and consider how art differs between cultures.</p>	<i>Learn about more artists in history. Comment on work by different artists.</i>	<p>Research &amp; comment on the ideas and methods of a famous artist e.g. <b>LS Lowry</b>.</p>	<p>Develop work using the characteristics of an artistic movement e.g. <b>pop art, realism, expressionism, abstract</b></p> <p>To comment on who or what has influenced their artwork.</p>	<i>Comment on methods used by different artists. Begin research artists with more independence.</i>
<b>Sketch Books</b>	<p>Share their creations and explain the process they used.</p> <p>Create collaboratively and share ideas.</p>		<p>Begin to use sketch books to explore and experiment with different mediums.</p>	<p>To explore &amp; develop ideas through the use of annotation on their &amp; work of others.</p>		<p>To use sketch books to document changes in their creative ideas/the drafting process.</p>	<p>To make modifications to their artwork &amp; use sketch books to gather information in both pictorial &amp; written forms.</p>		<p>To consolidate existing skills and explore different media.</p>	<p>To gather their own information and record responses to artwork in a range of ways e.g. mood boards, combinations of media.</p>	