

## Art and Design Progression Plan Years EYFS – 6

Aspect	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Exploring and developing ideas</b>	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Use sketchbooks to record and explore ideas.	Use a sketchbook to plan and develop simple ideas.	Use a sketch book to express knowledge and feelings about a subject.  Make notes in a sketch book about techniques used by artists	Use sketchbooks to select and record visual and other information to develop ideas on a theme using mood boards.  Make notes to indicate their intentions/ purpose for a piece of work.	Use a sketchbook to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.  Adapt work as and when necessary and explain why.	Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.  Adapt their work according to their views and describe how they might develop it further.
<b>Drawing (Line and Tone)</b>	Share their creations, explaining the process they have used.  Use a range of small tools, including scissors, paint brushes and cutlery.  Begin to show accuracy and care when drawing.	Experiment with a range of drawing media  Name, match and draw lines and marks from observation  Observe and draw shapes from observation	Demonstrate control over the types of marks made with a range of media  Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.  Make large or small scale observational drawings	Make marks and lines with a wide range of drawing implements  Apply simple use of pattern and texture in a drawing  Working from memory and imagination, use line to create patterns and represent objects seen, remembered or imagined.	Work from a range of sources including observation and photographs  Draw objects from different viewpoints: above, below, front, back  Experiment with different shading techniques of hatching and cross hatching	Use drawing techniques to work from a variety of sources including observation, photographs and digital images.  Begin to show in their drawings that objects have a third dimension  Develop a key element of their work: line, tone, pattern, texture.	Work in a sustained and independent way to create a detailed drawing.  Begin to develop an awareness of scale and proportion in their drawings  Use different techniques for different purposes e.g. shading, hatching etc
<b>Painting (Colour)</b>	Expressive Arts and Design	Name the primary and identify them on a colour wheel.  Mix primary colours to make secondary colours,	Mix paint to make secondary colours, adding them to the colour wheel  Explore adding white to a colour to make tints	Explore complementary colours – colours opposite each other on the colour wheel.  Use light and dark when painting, mixing	Create different effects and textures with paint according to what they need for a task.  Investigate how artists use colour – create and use in own work	Confidently control types of marks made and experiment with different effects and textures  Mix colours, shades, tones and tints with confidence	Work with sustained independence and confidence to develop their own style of painting.  Mix colour, shades, tints and tones with confidence and to achieve an intended effect

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	<p>Creating with Materials ELG Children at the expected level of development will: -</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</p>	<p>predicting resulting colours</p> <p>Find collections of colour</p> <p>Experiment with painting with different brush sizes and types</p>	<p>Explore adding black to a colour to make shades</p> <p>Select and use different brushes to explore and make marks of different thicknesses</p>	<p>shades and tints with increasing confidence and for particular effects</p> <p>Experiment with applying colour in different ways e.g. dotting, stippling, scratching, splashing</p>	<p>building on understanding of tints and shades</p> <p>Work with increasing detail, using appropriate brushes.</p>	<p>Start to develop a painting from a drawing</p> <p>Use small brushes to develop detail</p>	<p>Create a painting from a drawing</p> <p>Choose the type of paint and tools to use for a particular purpose e.g. watercolour for design work, washes, thick paint</p>
<b>3-D and sculpture (Form)</b>	<p>texture, form, and function;</p> <p>Share their creations, explaining the process they have used; -</p> <p>Make use of props and materials</p>	<p>Explore sculpture using natural materials</p>	<p>Use modelling materials to create a realistic or imaginative form.</p>	<p>Plan, design and make models from observation or imagination.</p>	<p>Add embellishments and decorations to enhance a form or sculpture.</p>	<p>Carve or sculpt materials using tools and finishing techniques e.g. sanding, etching and smoothing.</p>	<p>Create abstract forms choosing appropriate tools and materials, demonstrating the awareness and influence of a specific art genre.</p>
<b>Pattern</b>	<p>when role playing characters in narratives and stories.</p>	<p>Build a repeating pattern and recognise patterns within the environment.</p>	<p>Create single and multi-coloured patterns using a range of printing techniques.</p>	<p>Design repeating patterns which involve experimenting colour, shape or size.</p>	<p>Design and use a motif or stencil to create a mono or repeat pattern.</p>	<p>Design patterns of increasing complexity (e.g. use of symmetry) and repetition.</p>	<p>Create abstract patterns which involve experimentation with colour, size, shape and repetition.</p>
<b>Texture</b>		<p>Create images from a variety of media e.g. magazines, fabric, crepe paper.</p>	<p>Experiment with techniques to make mosaics.</p>	<p>Create textured collages by using a variety of materials to create a collage on a theme.</p>	<p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>	<p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p>	<p>Select and use found materials with art media and adhesives to assemble and represent an image or stimulus</p>
<b>Evaluating their own/others' work</b>		<p>Outline personal likes and dislikes about their own or other's work.</p>	<p>Evaluate what they or others have done and outline the main successes and challenges.</p>	<p>Evaluate successes and make suggestions for ways to adapt/improve their own or others artwork.</p>	<p>Discuss and review own or others work, expressing thoughts and feelings and explaining their views.</p>	<p>Comment on similarities/differences between own and others' work, describing what they feel about both.</p>	<p>Explain how studying other artists work has influenced and developed their own art.</p> <p>Adapt and refine own work in light of evaluations.</p>



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<p><b>Exploring and appreciating the work of artists, craftspeople and designers throughout different cultures and times in history.</b></p>		<p>Discuss an artists work and identify skills the artist has used.</p>	<p>Explore how a piece of artwork makes them feel.</p> <p>Make comparisons and describing the similarities and differences between pieces of art.</p>	<p>Express thoughts and feelings about a piece of art.</p> <p>Respond to art from other cultures or periods of time.</p>	<p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Use appropriate vocabulary to compare artwork of a particular genre or movement.</p>	<p>Explore a range of great artists, architects and designers in history.</p> <p>Describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre.</p>	<p>Explore a range of great artists, architects and designers in history.</p> <p>Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres.</p>
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