



EYFS & KS1 Art Progression

'Working together to achieve success'



	Drawing	Painting	3D	Printing	Collage	Creative work, exploring ideas & recording experiences	Evaluate & analyse creative works	Great artists, craft makers & designers & historical & cultural developments
EYFS	<ul style="list-style-type: none"> Make a range of marks using different tools Create closed shapes with continuous lines & use shapes to represent objects 	<ul style="list-style-type: none"> Make a range of marks with paint using brushes & other tools Know that changes happen when colours are mixed 	<ul style="list-style-type: none"> Manipulate dough & clay by rolling flat & into a ball Cut dough with knives & scissors 	<ul style="list-style-type: none"> Begin to print with a variety of objects, noticing that the printed shape matches the object 	<ul style="list-style-type: none"> Begin to cut shapes from paper & card Begin to stick papers onto something else e.g. other paper/card/box 	<ul style="list-style-type: none"> Share their creations, explaining the process they have used. Create collaboratively sharing ideas & resources Refine ideas & develop their ability to represent them. 	<ul style="list-style-type: none"> Share their creations, explaining the process they have used. Create collaboratively sharing ideas, resources & skills Return to & build on their previous learning, refining ideas & developing their ability to represent them. 	<ul style="list-style-type: none"> Look carefully at the work of an artist Describe what they can see in the work of an artist Talk about what they like in the work of an artist
Key Vocabulary	draw, write, make lines, dots, marks big, little, long, short up, down, round, curl	colour names mix dark, light	cut, roll flat, smooth like a ball press, push	press, push shape	cut, put, stick cover	explore, try plan artist same, different		
Y1	<ul style="list-style-type: none"> Hold the drawing tool close to the point for control & detail Hold the drawing tool towards the end for loose sketching Use a range of tools to create a range of marks & lines Draw lines that follow basic contours & outlines of shapes Begin to apply different tones (dark, light) by utilising a change in pressure 	<ul style="list-style-type: none"> Hold the painting tool close to the point for control & detail Hold the painting tool towards the end for loose mark making Mix secondary from primary colours, knowing that red, blue & yellow are primary colours Begin to mix darker or lighter shades by adding more/less of the darker/lighter colour 	<ul style="list-style-type: none"> Begin to mould simple shapes by squeezing, flattening, poking, pulling, rolling Begin to combine & reform malleable materials to make abstract and/or representational forms 	<ul style="list-style-type: none"> Print with a variety of objects Begin to adjust the amount of paint applied to the object/printing block Make a printing block by additive method (adding lines shapes to a block to create impression) Produce a clean printed image 		<ul style="list-style-type: none"> Begin to explore & record...from different starting points Begin to talk about own ideas linked to the stimulus 	<ul style="list-style-type: none"> Begin to describe their work or the work of others in terms of content/theme & the element(s) of art studied 	<ul style="list-style-type: none"> Begin to describe the work of a chosen artist, craft maker or designer in terms of content/theme & the elements of art studied Begin to identify similarities or differences in the works of a chosen artist, craft maker or designer in terms of content/theme & elements of art studied
Key Vocabulary	thick, thin, large, small straight, zig zag, curved, rounded, shape(names) dashes, broken	primary, secondary mix, match	mould, squeeze, flatten, poke pull, roll clay, dough, plasticine	print(ing)(ed) block	N/A	experiment choose change design(er) similar		
Y2	<ul style="list-style-type: none"> Hold the drawing tool appropriately to suit the style i.e. sketchy or precise Begin to follow the contour lines of a shape when shading (directional shading) Apply different tones (dark, light) by utilising a change in pressure Begin to blend tones or gradients using appropriate pressure Begin to explore texture exploring different techniques 	<ul style="list-style-type: none"> Mix secondary from primary colours, knowing that orange, green & purple are secondary colours Mix darker or lighter shades by adding more/less of the darker/lighter colour Begin to mix brown using all 3 primary colours Begin to blend tones or gradients using a light pressure Begin to use ready mixed, watercolours & acrylic paints 	<ul style="list-style-type: none"> Begin to roll & cut slabs of clay Add lines, shapes & texture by using tools to carve into clay Begin to use the score & slip method for joining clay 		<ul style="list-style-type: none"> Begin to cut and tear a range of geometric & organic shapes Begin to layer papers in different ways 	<ul style="list-style-type: none"> Explore & record...from different starting points Talk about own ideas linked to the stimulus 	<ul style="list-style-type: none"> Describe their work or the work of others in terms of content/theme & the element(s) of art studied Begin to talk about what they might change in their own work 	<ul style="list-style-type: none"> Describe the work of a chosen artist, craft maker or designer in terms of content/theme & the elements of art studied Begin to compare the work of two different artists, craft makers or designers identifying similarities & differences in their work in terms of content/theme & elements of art studied
Key Vocabulary	pressure, hard, soft, light, dark, tone, shading pattern, texture, bumpy, rough, smooth lines, dots, criss- cross	shade lighten, darken bright, dull mixing watercolours, acrylic, ready mixed	add lines, shapes, texture carve, score, slip	N/A	tear, gather, sort overlap arrange	investigate show create add improve craftsperson		



	Drawing	Painting	3D	Printing	Collage	Creative work, exploring ideas & recording experiences	Evaluate & analyse creative works	Great artists, craft makers & designers & historical & cultural developments
Y3	<ul style="list-style-type: none"> Begin to use shading (directional) to show form of objects Use hatching & cross hatching to show areas of light & dark on an object Apply different tones (dark, mid, light) using a range of shading techniques (hatching, cross hatching, stippling, scribbling) Begin to blend tones smoothly without clear intervals Explore texture using different techniques Begin to draw objects in the foreground that appear larger than those in the back & midground 	<ul style="list-style-type: none"> Begin to mix darker or lighter colours by adding white (tint) or adding black (shade) Mix a range of browns using all 3 primary colours + white/black to lighten/darken Blend tones or gradients using a light pressure Layer paint Begin to suggest why certain paints are more appropriate for a project e.g. watercolour is translucent – good for soft images, acrylics are bright & bold 	<ul style="list-style-type: none"> Begin to roll different types of coils and combine to create a bowl/pot form Use the score & slip method for joining clay 	<ul style="list-style-type: none"> Adjust the amount of paint applied to the object/printing block Begin to make a printing block by subtractive method (carving lines into a polystyrene tile) Begin to use a roller and inks (with some support from an adult or peer) Produce a number of clean printed images 		<ul style="list-style-type: none"> Begin to use sketchbook as an ideas book for exploring, experimenting, annotating, planning Begin to choose own starting point from a range of ideas 	<ul style="list-style-type: none"> Describe their work or the work of others in terms of content/theme & the element(s) of art studied Begin to talk about the reasons for their ideas, what went well & how their ideas have changed/developed 	<ul style="list-style-type: none"> Describe the work of a chosen artist, craft maker or designer in terms of content/theme & the elements of art studied Begin to compare the work of 1 or 2 different artists, craft makers or designers identifying similarities & differences in their work in terms of content/theme & elements of art studied
Key Vocabulary	stippled, hatched, cross-hatched, scribbled, broken, delicate, uneven, spiky, furry detail, decoration, patterning, texture, blend	tertiary, tint, shade earthy, natural wash, layers foreground background	join base coil	montage	N/A	range annotate techniques evaluate effects		
Y4	<ul style="list-style-type: none"> Use shading (directional) to show form of objects Apply tones & blend tones using a soft & smooth gradient Use an eraser to expose lighter tones Begin to draw objects that are correctly sized in comparison to others (scale) Begin to draw elements of the same object using accurate proportion e.g. facial features 	<ul style="list-style-type: none"> Make and match colours with increasing accuracy using tints & shades Create different effects and textures with paint using different techniques such as layering, differing brush strokes or varying equipment such as a sponge or palette knife Suggest why certain paints/tools are more appropriate for a project 	<ul style="list-style-type: none"> Mould simple & complex shapes by squeezing, flattening, poking, pulling, rolling Combine & reform malleable materials to make abstract and/or representational forms Roll different types of coils and combine with slabs & moulded shapes Begin to use the score, slip & blend method for joining clay 		<ul style="list-style-type: none"> Cut and tear a range of geometric & organic shapes Layer papers and other materials e.g. fabric in different ways Create different textures e.g. folding, scrunching, screwing up paper Combine visual and tactile qualities to express colour & texture 	<ul style="list-style-type: none"> Use sketchbook to adapt & improve their original ideas Begin to collect images and information independently in a sketchbook 	<ul style="list-style-type: none"> Describe their work or the work of others in terms of content/theme & the element(s) of art studied Begin to make annotations in sketchbooks that reflect the talk about features they feel went well and ideas for adapting/change 	<ul style="list-style-type: none"> Describe the work of a chosen artist, craft maker or designer in terms of content/theme & the elements of art Begin to compare the work of 1 or 2 different artists, craft makers or designers identifying similarities & differences in their work in terms of content/theme & elements of art studied Find out about the historical/cultural significance of the artist/art form with support from teacher
Key Vocabulary	smudge, erase, faded, feint, intense, harsh composition, still life shape, proportion, form, scale gradient	middle-ground point of view palette knife	sculpt(ure) malleable	N/A	collect assemble tactile	observation imagination adapt sculptor illustrator		



	Drawing	Painting	3D	Printing	Collage	Creative work, exploring ideas & recording experiences	Evaluate & analyse creative works	Great artists, craft makers & designers & historical & cultural developments
Y5	<ul style="list-style-type: none"> Choose (or disregard) an appropriate drawing tool based on their properties, purpose or outcome e.g. charcoal for it's darker tones & tactile texture Capture light & shadow in the correct areas applying appropriate techniques Begin to use accurate scaling (or not – disproportionate size highlights something important) 	<ul style="list-style-type: none"> Use colour for a specific purpose/effect within a painting e.g. to match the real thing, to evoke an emotion Choose appropriate paint, paper, implements & techniques 	<ul style="list-style-type: none"> Roll, cut & shape slabs of clay Add lines, shapes & texture by using tools to carve into clay (subtractive technique) Combine shapes & coils with a slab (additive technique) Use the score, slip & blend method for joining clay 	<ul style="list-style-type: none"> Adjust the amount of paint applied to the object/printing block for intended effect Make a patterned printing block by subtractive method (carving lines into a polystyrene tile) Use a roller and inks independently Cleanly print a repeating or rotating pattern 		<ul style="list-style-type: none"> Use creative thinking to begin to adapt an initial idea e.g. experimenting with an alternative colour palette 	<ul style="list-style-type: none"> Describe their work or the work of others in terms of content/theme & the element(s) of art studied Make annotations in sketchbooks that reflect the talk about features they think went well and ideas for adapting/change 	<ul style="list-style-type: none"> Describe the work of a chosen artist, craft maker or designer in terms of content/theme & the elements of art Begin to compare the work of 1 or 2 different artists, craft makers or designers identifying similarities & differences in their work in terms of content/theme & elements of art studied Begin to understand how an artist or art form has contributed to the culture and/or history of a specific nation with some support from the teacher
Key Vocabulary	line, tone, pattern, texture, form, space, colour and shape strong, dominant, abstract, realistic	contrasting complementary cool, warm monochrome subtle, bold		repeating rotating	N/A	purpose evoke emotion variation media architect		
Y6	<ul style="list-style-type: none"> Use their knowledge of tools/techniques & artists to develop their drawings Explain why they have chosen specific drawing tools & techniques 	<ul style="list-style-type: none"> Use their knowledge of tools/techniques & artists to develop their paintings Explain why they have chosen specific paint, tools & techniques 			<ul style="list-style-type: none"> Use their knowledge of tools/techniques & artists to develop their collages Combine visual and tactile qualities to express mood and emotion 	<ul style="list-style-type: none"> Confidently work creatively in their sketchbooks, adapting ideas & taking risks when choosing tools, materials & media Independently investigate a range of starting points for their work & confidently develop their ideas further 	<ul style="list-style-type: none"> Describe their work or the work of others in terms of content/theme & the element(s) of art studied Use a sketchbook to adapt & critically evaluate their work as their ideas develop 	<ul style="list-style-type: none"> Describe the work of a chosen artist, craft maker or designer in terms of content/theme & the elements of art Compare the work of 1 or 2 different artists, craft makers or designers identifying similarities & differences in their work in terms of content/theme & elements of art studied Begin to explain how a chosen artist or art form has contributed to the culture and/or history of a specific nation
Key Vocabulary	Apply all previous + add to descriptive vocabulary used linked to theme							