

Uplands Manor Primary School – Art progression grid



Year Group	EYFS	Making Skills		
Reception	Drawing	Explore mark-making and texture. Experiment with different materials ie: crayons, pencils & pastels.		
	Painting	Explore paint & painting techniques through nature, music & collaborative work. Develop creativity through child-led exploration of mixed media, making collage & transient art.		
	Craft, Design, Sculpture & 3D work	Explore the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques. Explore printmaking techniques using their bodies & found materials.		
Year Group	NC	Making Skills	Use of sketchbooks & Generating Ideas	Knowledge (of artists) & Evaluating their own & others work
Year 1	Drawing	Explore mark making, experiment with drawing lines and use 2D shapes to draw	Use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. Explore and create ideas for purposes and intentions.	Beatriz Milhazes (Abstract) Bridget Riley (Drawing) David Hockney (Drawing) Vija Celmins (Drawing) Louis Wain (Movement) Kandinsky, Bernal, Bolotowsky (Shape and Colour) Vincent Van Gogh (Texture) Jasper Johns (Painting) Renoir, Sorolla, Kroyer (Landscape) Louise Bourgeois (Sculpture)
	Painting	Develop skill and control when painting. Paint with expression.		Recognise and describe key features of their own and other's work.

	Craft & Design	<i>Learn a range of materials and techniques such as clay, sketching, printing and collage.</i>		<i>Describe what they feel about their work and the art of others.</i>
Year 2	Drawing	<i>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</i>	<i>Use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</i> <i>Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</i>	<i>Max Ernst (Frottage) Ed Ruscha (Shading, Tone) Clarice Cliff (Design) Nancy McCrosky (Mural) Damien Hirst (Drawing) Julian Opie (Portraits) Edwina Bridgeman</i> <i>Compare other's work, identifying similarities and differences.</i> <i>Describe choices and preferences using the language of art.</i>
	Painting	<i>Further improve skill and control when painting. Paint with creativity and expression.</i>		
	Craft, Design, Sculpture & 3D work	<i>Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</i>		
Year 3	Drawing	<i>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</i>	<i>Use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.</i> <i>Create personal artwork using the artwork of others to stimulate them.</i>	<i>Carl Giles (Drawing) Diego Velazquez (Tone) Puppets & Prehistoric Artists</i> <i>Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).</i> <i>Reflecting on their own work in order to make improvements.</i>
	Painting	<i>Increase skill and control when painting. Apply greater expression and creativity to own paintings.</i>		
	Craft, Design,	<i>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</i>		

	<i>Sculpture & 3D work</i>			
<i>Year 4</i>	<i>Drawing</i>	<i>Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing</i>	<i>Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.</i>	<i>Luz Perez Ojeda Paul Cezanne Giorgio Morandi David Hockney Paula Rego Edward Hopper Pieter Brueghel Fiona Ra Giuseppe Arcimboldo Sokari Douglas Camp El Anatsui Barbara Hepworth</i>
	<i>Painting</i>	<i>Develop skill and control when painting. Paint with expression. Analyse painting by artists.</i>		
	<i>Craft, Design, Sculpture & 3D work</i>	<i>Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.</i>		
				<i>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.</i>
				<i>Build a more complex vocabulary when discussing your own and others' art.</i>
				<i>Reflecting on their own work in order to make improvements.</i>
<i>Year 5</i>	<i>Drawing</i>	<i>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</i>	<i>Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</i>	<i>Hundertwasser Banksy John Singer Sargent Magdalene Odundo Dominic Wilcox Paul Klee Rorschach</i>
	<i>Painting</i>	<i>Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression</i>		
	<i>Craft, Design, Sculpture</i>	<i>Create mixed media art using found and reclaimed materials. Select materials for a purpose</i>		
				<i>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.</i>
				<i>Develop a greater understanding of vocabulary when discussing their own and others' work.</i>
				<i>Regularly analysing and reflecting on their intentions and choices.</i>

	& 3D work			
Year 6	Drawing	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life	Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbook	Claude Monet William Morris Edward Hopper Kathe Kollwitz Pablo Picasso Mark Wallinger
	Painting	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.	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.	Use the language of art with greater sophistication when discussing own and others art.
	Craft, Design, Sculpture & 3D work	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.		Give reasoned evaluations of their own and others work which takes account of context and intention

Formal Elements of Art – KS1

Formal elements of art	Reception	Year 1	Year 2
Line	Experiment with mark making and name them ie: wavy, straight, zig zag, curved.	Use, express and experiment with line for purpose, then use appropriate language to describe lines.	Draw lines with increased skill and confidence. Use line for expression when drawing portraits.

<i>Shape</i>	<i>Learn the names of some shapes and find them in the inside & outside environment.</i>	<i>Identify, describe and use shape for purpose.</i>	<i>Compose geometric designs by adapting the work of other artists to suit their own ideas.</i>
<i>Colour</i>	<i>Learn the name of primary colours and experiment with mixing other colours.</i>	<i>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.</i>	<i>Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</i>
<i>Pattern</i>	<i>Learn how to make a repeating pattern and the names of other patterns ie: spots, strips and dots.</i>	<i>Understand patterns in nature, design and make patterns in a range of materials.</i>	<i>Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.</i>
<i>Texture</i>	<i>Use materials to create textures.</i>	<i>Use materials to create textures.</i>	<i>Identify and describe different textures. Select and use appropriate materials to create textures.</i>
<i>Tone</i>	<i>Learn the vocabulary 'light' and 'dark'</i>	<i>Understand what tone is and how to apply this to their own work. (Light & dark)</i>	<i>Experiment with pencils to create tone. Use tone to create form when drawing.</i>
<i>Form</i>	<i>Learn about form through direct manipulation of malleable materials.</i>	<i>Learn about form and space through making sculptures and developing language.</i>	<i>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</i>

Formal Elements of Art – KS2

<i>Formal elements of art</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Line</i>	<i>Express and describe organic and geometric forms through different types of line.</i>	<i>Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</i>	<i>Extend and develop a greater understanding of applying expression when using line.</i>	<i>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</i>

<i>Shape</i>	<i>Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.</i>	<i>Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.</i>	<i>Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</i>	<i>Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.</i>
<i>Colour</i>	<i>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.</i>	<i>Analyse and describe colour and painting techniques in artist's work. Manipulate colour for print.</i>	<i>Select and mix more complex colours to depict thoughts and feelings</i>	<i>Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.</i>
<i>Pattern</i>	<i>Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.</i>	<i>Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</i>	<i>Construct patterns through various methods to develop their understanding.</i>	<i>Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.</i>
<i>Texture</i>	<i>Analyse and describe texture within artists' work.</i>	<i>Analyse and describe texture within artists' work.</i>	<i>Using texture within drawings to show careful observation and understanding of illustrating different surfaces.</i>	<i>Explore art through a range of different textural mediums.</i>
<i>Tone</i>	<i>Develop skill and control when using tone. Learn and use simple shading rules</i>	<i>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.</i>	<i>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</i>	<i>Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.</i>
<i>Form</i>	<i>Further develop their ability to describe 3D form in a range of materials, including drawing.</i>	<i>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.</i>	<i>Further extend their ability to describe and model form in 3D using a range of materials.</i>	<i>Express and articulate a personal message through sculpture. Analyse and study artists' use of form.</i>