

Art and Design Progression Documents

Our progression documents have been created by the Curriculum Leader and Art Subject Leader to ensure clear progress in the **art disciplines: drawing, painting, collage, sculpture and textiles.**

The progression document shows key knowledge (substantive knowledge), key vocabulary and key skills (disciplinary knowledge) and assessment outcomes from Y1 – Year 6 for drawing, painting and printing, sculpture, collage and textiles and sketchbooks. In EYFS, the focus is on painting, drawing, collage, sculpture, music, singing and dancing, independence and resources.

	Links to KS1 curriculum	Minimum Expectations for Reception			Minimum Expectations for Nursery		
PAINTING	Colour matching, altering tint and shade Warm/Cool colours	Colour matching to a specific colour and shade A1 SP2	Add white or black paint to alter tint or shade A1 SP2	Able to mix primary colours to make secondary colours A1 SP2	Able to mix primary colours to make secondary colours A1 SP2	Mix primary colours to appropriate consistency A1 SP2	Use pre-made paints and are able to name colours A1 SP2
	Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools	Can independently select additional tools (stamps, rollers etc) to improve their painting A1 SP2	Can hold a paintbrush using a tripod grip A1 SP2	Can use thin brushes to add detail A1 SP2	Can use thick brushes A1 SP2	Enjoys using hands, feet and fingers to paint A1 SP2	Can hold a paintbrush in the palm of their hand A1 SP2
	Print with a variety of resources	Create patterns or meaningful pictures when printing A1 SP2		Print with small blocks, small sponges, fruit, shapes and other resources A1 SP2	Print with small blocks, small sponges, fruit, shapes and other resources A1 SP2	Print with large blocks and larger sponges A1 SP2	
DRAWING	Children must be exposed to models and be able to identify key features of living things	Draws with detail (bodies with sausage limbs and additional features) A1 SU2	Draws bodies of an appropriate size for what they're drawing A1 SU2	Draws potato people (no neck or body) A1 SU2	Draws potato people (no neck or body) A1 SU2	Draws faces with features and draws enclosed spaces, giving meaning A1 SU2	Makes marks. Draws circles and lines. A1 SU2

	Children draw portraits, detailed pictures, landscapes, buildings and cityscapes	Children are beginning to draw self-portraits, landscapes and buildings/cityscapes A1 SU2		Children are able to draw simple things from memory A1 SU2	Children are able to draw simple things from memory A1 SU2	Children are able to draw things that they observe A1 SU2	
COLLAGE	Joins items which have been cut, torn or glued	Join items in a variety of ways – Sellotape, masking tape, string, ribbon A2 SP2	Join items with glue or tape A2 SP2	Use glue sticks and glue spatulas independently A2 SP2	Use glue sticks and glue spatulas independently A2 SP2	Use glue spatulas with support A2 SP2	Use glue sticks with support A2 SP2
	Improve models by adding texture	Knows how to secure boxes, toilet rolls, decorate bottles A2 SP2	Knows how to improve models (scrunch, twist, fold, bend, roll) A2 SP2	Adds other materials to develop models (tissue paper, glitter...) A2 SP2	Adds other materials to develop models (tissue paper, glitter...) A2 SP2		
	Make collages and mosaics using different materials Weaves items	Improved vocab – flexible, rigid A2 SP2	Smooth, rough, bendy, hard Weave (fine motor) A2 SP2	Additional textures – children describe as smooth or bumpy Beginning to weave (gross motor) A2 SP2	Additional textures – children describe as smooth or bumpy Beginning to weave (gross motor) A2 SP2	Product is all one texture A2 SP2	
SCULPTURE	Use a variety of natural, recycled and manufactured materials to sculpt	Builds models which replicate those in real life. Can use a variety of resources – loose part play SP1 SU2		Builds simple models using walls, roofs and towers. SP1 SU2	Builds simple models using walls, roofs and towers. SP1 SU2	Builds walls to create enclosed spaces SP1 SU2	Builds towers by stackings objects SP1 SU2
	Use a variety of techniques and shapes to sculpt	Makes something with clear intentions SP1 SU2	Makes something that they give meaning to SP1 SU2	Manipulates clay (rolls, cuts, squashes, pinches, twists...) SP1 SU2	Manipulates clay (rolls, cuts, squashes, pinches, twists...) SP1 SU2	Makes marks in clay SP1 SU2	Explores clay SP1 SU2
MUSIC	Expresses their opinion	Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad' A2 SP1		Talks about how music makes them feel A2 SP1	Talks about how music makes them feel A2 SP1	Responds to music A2 SP1	Enjoys listening to music A2 SP1
	Can change the tempo and dynamics Recognises instruments in music	Selects own instruments and plays them in time to music. Can change the tempo and dynamics whilst playing		Is able to name a wide variety of instruments (also including chime bars, including chime bars,	Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)	Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...) A2 SP1	

	Compose their own simple tunes Creates sound effects Writes down compositions	Knows how to use a wide variety of instruments. Beginning to write own compositions using symbols, pictures or patterns A2 SP1		glockenspiels, xylophones) Plays a given instrument to a simple beat A2 SP1	Plays a given instrument to a simple beat A2 SP1		
SINGING AND DANCING	Put a sequence of actions together	Learns longer dance routines, matching pace A2 SU2		Learns short routines, beginning to match pace A2 SU2	Learns short routines, beginning to match pace A2 SU2	Copies basic actions A2 SU2	Moves to music A2 SU2
	Begin to improvise independently to create a simple dance	Replicates dances and performances A2 SU2		Shares likes and dislikes about dances/performances A2 SU2	Watches dances and performances A2 SU2	Beginning to watch performances for short periods of time A2 SU2	
	Sings in tune and to the correct beat	Sings by themselves, matching pitch and following melody A2 SU2	Sings in a group, matching pitch and following melody A2 SU2	Sings in a group, trying to keep in time A2 SU2	Sings in a group, trying to keep in time A2 SU2	Sings in a small group A2 SU2	Knows some words when singing A2 SU2
ROLE PLAY	To take part in a simple role play of a known story	Uses imagination to develop own storylines A1 SU1	Uses experiences and learnt stories to develop storylines A1 SU1	Uses own experiences to develop storylines A1 SU1	Uses own experiences to develop storylines A1 SU1	Plays with familiar resources A1 SU1	
		Enhance with resources that they pretend are something else A1 SU1	Children enhance small world play with simple resources A1 SU1	Participates in small world play related to rhymes and stories A1 SU1	Participates in small world play related to rhymes and stories A1 SU1	Simple small world (farm, cars, trains, dolls) A1 SU1	
INDEPENDENCE	Reviews own work and makes improvements	Begins to paint on other materials – card, fabric, clay SP1 SU1		Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...) SP1 SU1	Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...) SP1 SU1	Choose a piece of paper from a selection of 2/3 colours SP1 SU1	One piece of paper provided to child SP1 SU1

		Returns to work on another occasion to edit and improve SP1 SU1	Creates their own piece of art and begins to self-correct any mistakes SP1 SU1	Creates their own piece of art and begins to self-correct any mistakes SP1 SU1	Creates their own piece of art and gives meaning SP1 SU1	Creates their own piece of art SP1 SU1
	To develop and share their ideas, experiences and imagination	Creates collaboratively, sharing ideas with peers and developing skills further SP1 SU1	Works with a friend, copying ideas and developing skills together Sp1 SU1	Works with a friend, copying ideas and developing skills together SP1 SU1	Children work independently to develop basic skills SP1 SU1	
RESOURCES (NOT LIMITED TO)	Children are exposed to using different materials	Watercolour paints, pastels, string, marbles, cutlery, whisks, hole punches, staplers (supervise), cotton buds, cotton wool, foil, art straws	Thick and thin paintbrushes, thin chinks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB	Thick and thin paintbrushes, thin chinks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB	Palm brushes, Large chinks, Whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils, Pre-mixed paint, Primary powder paint colours, glue sticks, glue spatulas, PVA glue, Felt tips, card, paper, embellishments	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Begin to explore the use of line, shape and colour. 	<p>As Year 1 plus:</p> <ul style="list-style-type: none"> Draw for a sustained period of time. Experiment with the visual elements; line, shape, pattern and colour. Look at drawings and comment thoughtfully, begin to discuss the use of shadows and use of light/dark. Sketch to make quick records of something Work out ideas through drawing. 	<p>As Year 2 plus:</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Make initial sketches as a preparation for painting. Demonstrate improved accuracy when drawing people and faces. 	<p>As Year 3 plus:</p> <ul style="list-style-type: none"> Make informed choices in drawing, including paper and media. Alter and refine drawings and describe changes using art vocabulary. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. Identify and draw the effect of light (shadows) on a surface, on objects and people. 	<p>As Year 4 plus:</p> <ul style="list-style-type: none"> Use a variety of source material for their work. Work in a sustained and independent way from observation and imagination. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape (cross hatch, smudging, etc). Observe and use a variety of techniques to show the effect of light on objects and people. E.g use rubbers to lighten, use pencils to show tone, use tones of the same colour. Begin to create technical drawings. 	<p>As Year 5 plus:</p> <ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Look at the effect of light on a shape from different directions. Introduce the concept of perspective. Produce increasingly detailed preparatory sketches for painting and other work. Create computer generated drawings.

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Painting and Printing	<ul style="list-style-type: none"> • Communicate something about themselves in their painting. • Create moods in their paintings. • Choose to use thick and thin brushes as appropriate. • Paint a picture of something they can see. • Name the primary and secondary colours. 	<p>As in Year 1 plus:</p> <ul style="list-style-type: none"> • Mix paint to create all the secondary colours. • Mix and match colours, predict outcomes. • Mix their own brown. • Make tints by adding white. • Make tones by adding black. • Create a print using pressing, rolling, rubbing and stamping. • Create a print like a designer. 	<p>As in Year 2 plus:</p> <ul style="list-style-type: none"> • Predict with accuracy the colours that they mix. • Know where each of the primary and secondary colours sits on the colour wheel. • Create a background using a wash. • Use a range of brushes to create different effects. • Make a printing block. • Make a 2 colour print. 	<p>As in Year 3 plus:</p> <ul style="list-style-type: none"> • Create all the colours they need. • Create mood in their paintings. • Successfully use shading, tone and brushstrokes to create mood and feeling. 	<p>As in Year 4 plus:</p> <ul style="list-style-type: none"> • Create all the colours they need. • Consistently create mood in their paintings. • Express their emotions accurately through their painting and sketches. 	<p>As in Year 5 plus:</p> <ul style="list-style-type: none"> • Explain what their own style is. • Use a wide range of techniques in their work. • Explain why they have chosen specific painting techniques. • Print using a number of colours. • Create an accurate print design that meets a given criteria. • Print onto different materials. • Overprint using different colours. • Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods.

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Sculpture, Collage and Textiles	<ul style="list-style-type: none"> • Cut and tear paper and card for their collages. • Gather and sort the materials they will need. • Sort threads and fabrics. • Group fabrics and threads by colour and texture. • Weave with fabric and thread. 	<ul style="list-style-type: none"> • Experiment with and combine materials and processes to design and make 3D form. • Combine visual and tactile qualities. 	<ul style="list-style-type: none"> • Add onto their work to create texture and shape. • Work with life size materials. • Begin to sculpt clay and other mouldable materials. 	<ul style="list-style-type: none"> • Finger knit. • Crochet/knit. • Sew fabrics together. • Use more than one type of stitch. 	<ul style="list-style-type: none"> • Use wire to create form and sculpture. • Link to science to use shadow. 	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sketchbooks, Knowledge and Understanding	<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Describe what they can see and like in the work of another artist. Ask sensible questions about a piece of art. Copy a piece of work by another artist. 	<p>As Year 1 plus:</p> <ul style="list-style-type: none"> Identify what they might change in their current work or develop in their future work. Record and explore ideas from first hand observation, experience and imagination. Annotate work in sketchbook. Keep notes in their sketch books as to how they have changed their work. Say how other artists have used colour, pattern and shape. Create a piece of work in response to another artist's piece of work. 	<p>As Year 2 plus:</p> <ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Use their sketch books to express feelings about a subject and to describe likes and dislikes. Make notes in their sketch books about techniques used by artists. Suggest improvements to their work by keeping notes in their sketch books. Compare the work of different artists. Explore work from other cultures. Explore work from other periods of time. Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what 	<p>As Year 3 plus:</p> <ul style="list-style-type: none"> Collect images and information independently in a sketchbook. Experiment with different styles which artists have used. Explain art from other periods of history. Use their sketch books to adapt and improve their original ideas. Keep notes about the purpose of their work in their sketch books. 	<p>As Year 4 plus:</p> <ul style="list-style-type: none"> Use a sketchbook to develop ideas independently. Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information. Include technical aspects in their work, e.g. architectural design. Keep notes in their sketch books as to how they might develop their work further. Use their sketch books to compare and discuss ideas with others. 	<p>As Year 5 plus:</p> <ul style="list-style-type: none"> Develop ideas using different or mixed media, using a sketchbook. Independently identify artists who have worked in a similar way to their own work. Independently selects materials and techniques to use to create a specific outcome. Make a record about the styles and qualities in their work. Say what their work is influenced by. Sketchbooks contain detailed notes, and quotes explaining about items. Compare their methods to those of others and keep notes in their sketch books. Adapt and refine their work to reflect its meaning and purpose, keeping notes and

			the artist is trying to express in their work.			annotations in their sketch books.
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