



# 'Dream. Believe. Achieve'

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## Art Progression Grid Document

EYFS	Three & Four year olds	Reception	ELG
<b>Expressive Arts and Design</b>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>
<b>Physical Development</b>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, coordination and agility.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>



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Making Skills			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Drawing		Explore mark making, experiment with drawing lines and use 2D shapes to draw.	Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.
	Painting		Develop skill and control when painting. Paint with expression	Further improve skill and control when painting. Paint with creativity and expression.	Increase skill and control when painting. Apply greater expression and creativity to own paintings.	Develop skill and control when painting. Paint with expression. Analyse painting by artists.	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.	Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.
	Textiles, Printmaking and Sculpture		Learn a range of materials and techniques such as clay etching, printing and collage.	Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.	Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.	Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.	Create mixed media art using found and reclaimed materials. Select materials for a purpose.	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.
	Formal Elements of Art	Colour	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.	Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.	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.	Analyse and describe colour and paintings techniques in artists work. Manipulate colour for print.	Select and mix more complex colours to depict thoughts and feelings.	Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.



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		Form	Learn about form and space through making sculptures and developing language.	Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.	Further develop their ability to describe 3D form in a range of materials, including drawing.	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.	Further extend their ability to describe and model form in 3D using a range of materials.	Express and articulate a personal message through sculpture. Analyse and study artists' use of form.
		Line	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.	Express and describe organic and geometric forms through different types of line.	Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.	Extend and develop a greater understanding of applying expression when using line.	Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists
		Pattern	Understand patterns in nature, design and make patterns in a range of materials.	Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and man-made patterns. Create patterns of their own.	Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.	Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.	Construct patterns through various methods to develop their understanding	Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.
		Shape	Identify, describe and use shape for purpose.	Compose geometric designs by adapting the work of other artists to suit their own ideas.	Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.	Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work	Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.	Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work



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Generating Ideas	Tone	Understand what tone is and how to apply this to their own work.	Experiment with pencils to create tone. Use tone to create form when drawing.	Develop skill and control when using tone. Learn and use simple shading rules.	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.	Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.	Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques
	Sketchbooks	To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.	Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.	Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.
Evaluating work	Similarities and differences in work	Recognise and describe key features of their own and other's work.	Compare other's work, identifying similarities and differences.	Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).	Build a more complex vocabulary when discussing your own and others' art.	Develop a greater understanding of vocabulary when discussing their own and others' work.	Use the language of art with greater sophistication when discussing own and others art.
	Reflecting	Describe what they feel about their work and the art of others.	Describe choices and preferences using the language of art.	Reflecting on their own work in order to make improvements.	Use their own and other's opinion of work to identify areas of improvement.	Regularly analysing and reflecting on their intentions and choices.	Give reasoned evaluations of their own and others work which takes account of context and intention



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Vocabulary	FROM KAPOW UNITS OF WORK	<p><b>Formal Elements Lessons:</b> Colour,line, pattern, tone, shape, form, tone, abstract art, composition ,outlines, wavy, vertical, horizontal, crosshatch, primary and secondarycolours.</p> <p><b>Sculpture &amp; Collage Lessons:</b> Shells (exoskeletons) salt dough, plasticine,3 dimensional, sculpture, natural materials carnivore, herbivore,omnivore, junk, creature.</p> <p>• <b>Landscapes Lessons:</b> Shoreline, horizon, up, down, straight, left,right, texture, tints, shades, light,dark, landscape.</p> <p>• <b>Art &amp; Design Skills Lessons:</b> Geometry, Tudor, Great Fire of London, printmaking.</p>	<p><b>Formal Elements Lessons:</b> Colour, line, pattern, tone, shape, form, tone, Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern.</p> <p>• <b>Art &amp; Design Skills Lessons:</b> Rollercoaster, free-flowing, precise, straight, curved, edge, design, concentric, silhouette, weaving, horizontal, vertical, template, overlay, vessel, slip, clay.</p> <p>• <b>Human Form Lessons:</b> Detail, modelling, facial features, outline, contours, collage, beauty, skull, decorate, proportion, pose, collaborate.</p> <p>• <b>Sculpture &amp; Mixed Media Lessons:</b> Pastel, blend, shadow, paint wash, background, scale, explosion, action words, expression, mannequin.</p>	<p><b>Formal Elements Lessons:</b> Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch.</p> <p>• <b>Art &amp; Design Skills:</b> Puppet, shadow puppet, decorate, detail, observation, tint, shade, light and dark.</p> <p>• <b>Prehistoric Art:</b> Negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative.</p> <p>• <b>Craft:</b> Running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dyeing, wax resist, mood board.</p>	<p><b>Formal Elements Lessons:</b> Colour, line, tone, form, shape, pattern, texture, symmetrical, mark making.</p> <p>• <b>Sculpture Lessons:</b> Stomp, rhomboid, maracas, pitch, collage, recycled, geometric, contrasting, memorial.</p> <p>• <b>Art and Design Skills Lessons:</b> Curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chinoiseriess, op-art.</p>	<p><b>Formal Elements Lessons:</b> Pupils should make appropriate use of these words when discussing works of art: colour, line, tone, form, shape, pattern, texture, observation, monument, legacy.</p> <p>• <b>Every Picture Tells a Story Lessons:</b> Democracy, law, rule, liberty, respect, tolerance, belief, emoji, symmetry, ceramics, ceramicist.</p> <p>• <b>Design For A Purpose Lessons:</b> Visual language, communication, design, design brief, collaborate, advertising, Unique Selling Point, packaging, product, media, purpose, criteria.</p> <p>• <b>Art &amp; Design Skills Lessons:</b> Annotate, visualise, scale, collage.</p>	<p><b>Still Life Lessons:</b> Pupils should make appropriate use of these words when discussing works of art: Colour, line, tone, form, shape, pattern, texture.</p> <p>• <b>Make My Voice Heard Lessons:</b> Graffiti, contrasting, commissioned, Guernica, sculpture.</p> <p>• <b>Photography Lessons:</b> Desaturate truism, photomontage, abstract, self-expression, crop, contrast.</p> <p>• <b>Art &amp; Design Skills Lessons:</b> Impressionism, zentangle,</p>
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