ART AND CRAFT **SKILLS** PROGRESSION	Early Years	KS1 (Y1)	KS1 (Y2)	KS2 (Y3)	KS2 (Y4)	KS2 (Y5)	KS2 (Y6)
7 ELEMENTS OF ART: LINE, SHAPE, COLOUR, TEXTURE, SPACE, FORM, VALUE.	Explore the 7 elements in a range of contexts using a variety of media.	REMEMBER *(Recalling basic info with limited understanding)* Copy the 7 elements in their own artwork.	UNDERSTAND *(Showing understanding of concepts)* Observe the 7 elements and repeat in own work.	APPLY *(Using in a new situation)* Emulate the use of the 7 elements.	ANALYSE *(Breaking info into parts through examination)* Choose which of the 7 elements to use and how.	EVALUATE *(Judge the value of something)* Criticise own and others' use of the 7 elements.	CREATE *(Hypothesize a new point of view)* Combine 7 elements in innovative ways.

The Brow Primary School Progression Ladder for Art

Art Progression	Drawing	Painting	3D Sculpture	Collage	Printing	Textiles	Digital	Evaluation	Artists
Foundation Stage Emerging	Making marks on a variety of papers. Different mark making shapes and directions. Using shapes and lines as representations.	Making marks on a variety of papers. Different mark making shapes and directions. Using shapes and lines as representations...	Handle, feel, manipulate rigid and malleable materials.	Handle different materials	Experimental printing with hands, feet, fingers and found materials / objects.	Handles and manipulates materials such as string, wool, threads, fabrics, raffia etc.	Recognises photography as an art form.	Identify and use favourite colours.	Henri Matisse Eric Carle Paul Klee Piet Mondrian Wassily Kandinsky Aelita Andre
Foundation Stage Expected/Year 1 Emerging	Spontaneously expressive using marks, lines and curves when representing an idea or something observed.	Uses a range of tools and brushes to spread and add paint. (straws, matchsticks, palette knives , rollers)	Pulls apart and reconstructs basic shapes and models. Sculpture using junk modelling.	Selects and sorts materials into given criteria / qualities ~ warm cool shiny fluffy and match to desired outcome	Uses one/limited colours of paint / ink to create patterns ~ random or organised / repetitive.	Is aware of colour, textures and shape	Collect photographs and digital images for a theme.	Identify things they like in their surroundings.	
Foundation Stage Exceeding/Year 1 Expected	Uses lines and d enclosed spaces to represent objects seen, imagined or remembered.	Experiments with and enjoys mixing colours.	Becoming more aware of the form, feel, texture and pattern on objects. Sculpture using natural materials.	Engages in more complex activities ~ cutting and sewing a range of materials	Extend repeating patterns using overlapping and using contrasting colours	Sorts, collects, discuss and pull apart threads and fabrics to investigate weaving.	Is aware that there are famous / specialist photographers.	Say what they like about their own and others work.	Andy Goldsworthy Paul Klee Giuseppe Arcimboldo Jackson Pollock Alma Woodsey Aelita Andre

Year 1 Exceeding/Year 2 Emerging	Explores tone using different grades of pencil, pastel and chalk.	Creates patterns using different tools and colours.	Experiments with a purpose in mind and using basic tools on rigid and plastic materials.	Has an idea of which adhesives and decide which one will be most effective.	Explore and recreate patterns and textures with an extended range of materials ~ natural and made sponges, leaves, fruit, stampers.	Stitches and cut threads and fibres.	Develops an awareness of viewpoints including scale, perspective, movement and colour in digital imagery.	Identify what they might change in their work next time.	*Kandinsky* *Hunderwasser* *Van Gogh*
Year 2 Expected	Use line and tone to represent objects drawn or observed.	Use colour to express moods and feelings.	Compares and recreates form and shape. Sculpture using natural materials.	Develop skills in overlapping and overlaying.	Create a range of prints and can identify prints in their own environment.	Simple weaving with string wool using weaving frames using more than 1 colour.	Alters images through collage, jigsaws, positives and negative shapes.	Generate written evaluations of their own work.	Andy Goldsworthy William Morris Georgia O'Keeffe Paul Cezanne Paul Gaugin Edvard Munch Joan Miro Banksy
Year 2 Exceeding/End of Key Stage	To control the range of marks and lines made when drawing and representing shape.	Represent things observed, remembered or imagined when using colour.	Able to create texture and specific effects with a range of tools.	Develops an awareness of contrasts in colours and textures.	Explores images through mono printing on a variety of papers.	Weaves paper, progressing from two to more colours to create a pattern.	Experiments with lenses and their perspectives ~ telescopes, binoculars, magnifiers and their effect on images.		

	Drawing	Painting	3D Sculpture	Collage	Printing	Textiles	Digital	Evaluation	Artists
Year 3 Emerging	Explores shading using a range of media including light and dark.	Explores the effect of other media on paint (adding white, water, powders, sand, glue, glitter).	Use stimuli to create simple 2D and 2D images using a variety of tools and materials.	Experiment with creating mood, feeling and movement	Explores images recreating texture using wallpaper, string, polystyrene tiles etc.	Is able to discriminate between materials to create a specific texture.	Explores creating slides using felt tip pens, feathers, gauzes and dyes.	Compare different methods and approaches between their own an others work.	Pablo Picasso Frida Kahlo Escher Marc Chagall Salvador Dali
Year 3 Expected **Year 4 Emerging**	Uses line, tone and shade to represent things seen drawn or imagined.	Introduction of primary and secondary colours with the addition of black and white, including mixing. REALISM: real life landscape/ still life; foreground, middle ground, background; observation; composition.	Recreate a 2D image in a 3D piece. SCULPTURE: using an armature e.g. wire which is then covered in another material e.g. tin foil	Interprets stories, music, poems and other stimuli using collage	Explores colour mixing through printing using 2 colours and variety of materials.	Print onto different fabrics and observe the effects.	Is aware that movements can be photographed in small slides. Make photobooks showing the effect of movement.	Directly annotate work, sketches and drawings prior to creating final pieces of work.	Antony Gormley Romero Britto Hokusai Stephen Brown Henri Matisse
Year 3 Exceeding **Year 4 Expected**	Draws familiar objects from a range of viewpoints.	Begins to use different types of brushes for specific purpose and effect. REALISM: real life landscape/ still life; foreground, middle ground, background; observation; composition.	Shows an awareness of texture, shape and form by recreating an image in 3D form SCULPTURE: using an armature e.g. wire which is then covered in another	Uses the natural environment or townscapes as stimulus.	Using printing to represent the natural environment.	Simple stitching using long needles to make straight stiches	Explore negative and positive.	To evaluate the work of artists identifying what they like and dislike.	Gustav Klimt Pieter Bruegel Jackson Pollock Monet Escher Georges Seurat

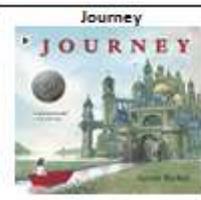|									
			material e.g. tin foil.						
Year 4 Exceeding **Year 5 Emerging**	Experiments with line, tone and shade with support.	Begin to use a range of techniques including dots, dashes, dots, scratches and splashes.	Starting to look at colour and pattern in 3D structures and transfers this knowledge to their own creations.	Selects and chooses materials to achieve a specific outcome.	Compares own image and pattern making with that of a well-known artist for example William Morris.	Use contrasting colours in stitching and weaving.	Use a pin hold camera to explore close up and distant images and movement.	To use the evaluation of artists work to impact and replicate in their own work.	Honoré Daumier Pierre-Auguste Renoir Henri Matisse Salvador Dali Paul Cezanne Friedensreich Hundertwasser Katsushika Hokusai **Henri Rousseau**
Year 5 Expected **Year 6 Emerging**	Is confident at using a range of materials to produce line, tone and shade.	Investigates symbols, shapes form and composition. ABSTRACT – expressing emotion and concept in a non-literal way through techniques such as choice of colour, composition, line; exaggeration of chosen elements, focus,	Explores how stimuli can be used as a starting point for 3D work. SCULPTURE: using material which changes e.g. MOD ROC, clay.	Embellishes using a variety of techniques including drawing, printing and painting.	Make connections between own work and patterns in their local environment.	Use a range of plaiting, pinning. Stitching and sewing techniques.	Superimpose using a combination of techniques and photographs.	To generate an explanation why they like specific features of an artists' work and techniques.	David Hockney Andy Warhol Roy Lichtenstein Katsushika Hokusai Leonardo da Vinci Jane Ray

		enlargement; pattern, relationship.							Barbara Hepworth David Shepherd
Year 5 Exceeding **Year 6 Expected**	Selects appropriate media and techniques to achieve a specific outcome.	Explores the effect of light, colour, texture and tone on natural and man-made objects. ABSTRACT – expressing emotion and concept in a non-literal way through techniques such as choice of colour, composition, line; exaggeration of chosen elements, focus, enlargement; pattern, relationship.	Look at 3D work from a variety of genres and cultures to develop own response and opinions. SCULPTURE: using material which changes e.g. MOD ROC, clay.	Develop and applies knowledge of embellishing techniques e.g. stitching and printing as a form of expression.	Recreates images and scenes trough relief printing using card, plaster of Paris, string, clay, polystyrene.	Experiments with soft sculpture, cuts, joins, patterns and embellishing.	Uses colour, tone and effects to create a specific mood.	To explain why they have chosen a specific media, style or technique and the impact this has on their final outcome.	
Year 6 Exceeding **End of Key Stage**	Independently identifies a mixture/ techniques of media to use to create an outcome, justifying their choices.	Confidently use a range of techniques, colours and effects to represent things seen, remembered or imagined.	Makes imaginative use of the knowledge they have of tools, techniques and materials to express own ideas and feelings.	Designs an artefact, using knowledge of techniques, for a specific outcome.	Designs prints for fabrics, books, wallpapers etc. Experiments with approaches used by other artists.	Design shapes, tie dyes and prints for a specific outcome.	Is aware of all basic principles and processes of photography, together with some of its limitations.	Critically evaluate the work that they produce and use the evaluations to impact positively on generating a final outcome / final piece of work.	Banksy Alexander Calder Charles Rennie Mackintosh LS Lowry Paule Cezanne Keith Siddle

Lost and Found — Lost and Found

Nibbles — NIBBLES The Book Monster

Lion Inside — THE LION INSIDE

The Curious Case of the Missing Mammoth

Toys in Space — Toys in Space

Goldilocks and just the One — Goldilock and JUST the ONE BEAR

ART Year 1 Key stage 1 Pupils should be taught:	SCULPTURE	COLLAGE & PRINT	COLLAGE & PRINT	DRAWING	PAINTING	TEXTILES
	♣ to use sculpture to develop and share their ideas, experiences and imagination *LC What's that creature?* DESIGN ♣ to use a range of materials creatively to design and make products *LC What can our toys eat their dinner on?*	♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *LC How can we print a meadow?* PATTERNS & TEXTURES ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *Link to Christmas and festivals*	♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *LC What does our world look like?* **Pathways** Create own fairytale collage using colour, pattern, texture, line, shape, form and space. *Link to artist (Kandinsky/Hunderwasser)*	♣ to use drawing to develop and share their ideas, experiences and imagination *LC How do you feel in this picture?* **Pathways** Self-portraits to display in our gallery/museum – use line/shape/colour linked to museum gallery	♣ to use painting to develop and share their ideas, experiences and imagination *LC How can we paint a fireworks display? (night time pictures / skylines)* **Pathways** *Van Gogh* starry night – Painting Use drawing, painting and sculpture Work of a range of artists	PATTERNS & TEXTURES ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *LC Where will our flying carpet take us?*

Each half term: Each topic should link to the work of a famous Artist / Sculptor

♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
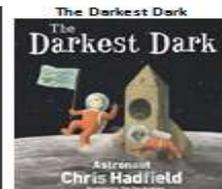
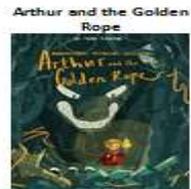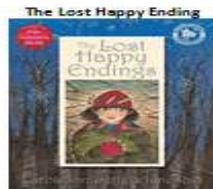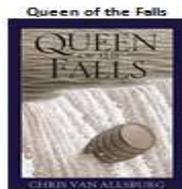| ART	COLLAGE & PRINT	PATTERNS & TEXTURES	DESIGN & SCULPTURE	TEXTILES	DRAWING	DESIGN : COLLAGE
Year 2 Key stage 1 Pupils should be taught:	♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *LC What will go on our wallpaper print?(William Morris / Georgia O'Keffe/ Andy Goldsworthy?)* *Pathways* Study of **Joan Miro –** create your own troll Joan Miro style Using colour, pattern, texture, line, shape, form and space. Work of a range of artists	♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *Link to Christmas and festivals*	♣ to use a range of materials creatively to design and make products ♣ to use sculpture to develop and share their ideas, experiences and imagination *LC What will go the inside and outside of our pots?(Clarice Cliff?)* PAINTING ♣ to use painting to develop and share their ideas, experiences and imagination *LC How can we turn that photograph into a painting?* Pathways Birds eye maps/paintings of the landscapes travelled over by the dragons	PATTERNS & TEXTURES ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *LC Where will we fly the class flag?* Pathways Textiles - make samplers and practise crossstitch/needlework	♣ to use drawing to develop and share their ideas, experiences and imagination *LC What is a still life anyway? What does the world look like?* *Pathways* **Banksy –** graffiti art Develop a wide range of techniques/ work of artists	♣ to use a range of materials creatively to design and make products *LC What does (the place we are learning about in geography) look like?* *Pathways* Creating a class/school/locality mural – what would we add to our mural?
	Each half term: Each topic should link to the work of a famous Artist / Sculptor ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.					

ART	DRAWING & PAINTING	SCULPTURE	DRAWING & PAINTING	TEXTILES	DESIGN : COLLAGE	PAINTING & PRINTING
Year 3 Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, ink, paint] and imagination *LC Could we be book illustrators?* *Pathways* Hokusai – The great wave off Kanagawa Painting, colour mixing	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, mod roc, dough, plaster of paris, clay, wire, paper tape] *LC What is in front of the mask*	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint, clay] *LC What's that coming over the hill?* *Pathways* Stone age art Early cave paintings	PATTERNS & TEXTURES ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting using a range of materials . *LC How cosy is our quilt?* Pathways Henri Matisse 'cut outs' - Polynesia, the sea or Beasts of the sea	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting using a range of materials. *LC How can collage help us make a book for younger children?*	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting with a range of materials. *LC How can we string together a printed picture?* **Pathways** **Steven Brown –** Giraffe drawings (charcoal, pencil drawings and mark making)
	Each half term: Each topic should link to the work of a famous Artist / Sculptor ♣ about great artists, architects and designers in history					

ART	DESIGN : COLLAGE	PAINTING & PRINTING	PAINTING	SCULPTURE	TEXTILES	DRAWING
Year 4 Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting using a range of materials. *LC How will mosaics improve the look of our school?* *Pathways* Greatest Showman Circus or zoo posters Drawing, collage and painting	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting with a range of materials. *LC Would people send our greetings cards?* *Pathways* Greatest Showman Circus or zoo posters Drawing, collage and painting	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including painting with a range of materials [for example, ink, paint] and imagination *LC Which famous artists lived near here?*	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including sculpture with a range of materials [for example, mod roc, dough, plaster of paris, clay, wire, paper tape] *LC How will we make our museum exhibits?*	PATTERNS & TEXTURES ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques including textiles using a range of materials . *LC How can we change the colour of that fabric?* Pathways **Henri Rousseau** – Collage Tropical forest with Apes and snakes Tiger in a tropical storm	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil, charcoal, paint, clay] *LC How can we bring our drawings to life?*
	Each half term: Each topic should link to the work of a famous Artist / Sculptor ♣ about great artists, architects and designers in history					

ART	DRAWING	DESIGN : COLLAGE	TEXTILES	PRINTING	SCULPTURE	PAINTING
Year 5 Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil, charcoal, paint, clay] *LC Where's the detail in that picture?*	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including collage using a range of materials. *LC What will make our rainforest stand out?* *Pathways* **Jane Ray** illustrations (look at Jinnie Ghost as well as Lost Happy Endings)	PATTERNS & TEXTURES ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques including using a range of materials . *LC What will our wall hanging celebrate?*	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting with a range of materials. *LC How will we screen print our own posters?*	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including sculpture with a range of materials [for example, mod roc, dough, plaster of paris, clay, wire, paper tape] *LC Has thou slain The Jabberwock?* **Pathways** Sculpture – **Barbara Hepworth** Create own sculpture from recycled materials	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including painting with a range of materials [for example, ink, paint] and imagination *LC How did the great artists see themselves?* **Pathways** Large scale elephant paintings/textiles (Batik), or Islamic art and patterns
	Each half term: Each topic should link to the work of a famous Artist / Sculptor ♣ about great artists, architects and designers in history					

ART	PRINTING & PAINTING	DESIGN : COLLAGE	DRAWING	SCULPTURE	TEXTILES
Year 6 Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting with a range of materials. *LC Can you spray that again? LC What will we print on our leavers t-shirts?* *Pathways* Light and shadows WW2 searchlight art **LS Lowry** - Blitz paintings	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including collage, using a range of materials. *LC What did buildings look like back then?*	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil, charcoal, paint, clay] *LC How can we design our own font?* *Pathways* **Paul Cezanne** – still life of fruit (link with illustrations in Selfish Giant)	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including sculpture with a range of materials [for example, mod roc, dough, plaster of paris, clay, wire, paper tape] *LC Could we create a model Minecraft school?* *Pathways* **Keith Siddle**- Create contrasting colour paintings with repeating patterns of fish	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques including using a range of materials . *LC What can we recycle to make a recycling banner?*
	Each half term: Each topic should link to the work of a famous Artist / Sculptor				
	♣ about great artists, architects and designers in history				