

Art and Design Progression Links

The national curriculum for art and design aims to ensure that all pupils:

- 1a.** produce creative work, exploring their ideas and recording their experiences
- 1b.** become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design
- 1c.** know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 1 Pupils should be taught:

- 2a.** to use a range of materials creatively to design and make products
- 2b.** to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- 2c.** to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 2d.** 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

Key stage 2 Pupils should be taught:

- 3a.** to create sketch books to record their observations and use them to review and revisit ideas
- 3b.** to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- 3c.** about great artists, architects and designers in history

Curriculum link	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
Term	Aut 1	Spr 1	Spr 2	Aut 1	Aut 2	Sum 2	Aut 2	Spr 1	Sum 1	Aut 2	Spr 1	Sum 1	Spr 1	Sum 1	Sum 2	Aut 1	Aut 2	
1a		✓				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
1b	✓		✓	✓	✓	✓				✓						✓	✓	
1c		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓			
2a	✓	✓				✓												
2b	✓				✓													
2c	✓	✓	✓	✓	✓													
2d		✓	✓	✓	✓	✓												
3a								✓	✓		✓	✓	✓	✓	✓	✓	✓	
3b							✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
3c											✓	✓	✓	✓	✓		✓	

Year group	Art Vocabulary	Evaluation Vocabulary
Preschool	<p><u>Autumn:</u> Print: press, dip, tap, lift Draw: pencil, pen, hold, more, press, line, straight, curve, spiral, wiggle, zig-zag. Build: stack, on top of, build, balance, tall, long, stick, glue. Paint: dip, hold, stroke, swirl, wipe, wash</p> <p><u>Spring:</u> Shapes (triangle, square, circle, rectangle etc) Textures (rough, smooth, soft, fluffy) Building (Can you make them long? Short? Wiggly? Zig-zag? Interlocking?)</p> <p><u>Summer:</u> Colours, mix, change, choose, pick. “I’m going to draw a...” “Oh look I’ve painted a...”</p>	<p><u>Summer:</u> choose, pick. “I’m going to draw a...” “Oh look I’ve painted a...”</p>
Reception	<p><u>Autumn:</u> Colours, shades and tones, mix, choose, change, choose, explain. I want... I like.... I am going to.... I have... because... (made/drawn/chosen etc)</p> <p><u>Spring:</u> Range of feelings, emotions, responses. Different media names/ verbs Adapt, change, choose, modify, why, because. Construction: “I am going to build.... “</p> <p><u>Summer:</u> look, think, choose, carefully, construct, make, re-think, change, likes, better.</p>	<p><u>Autumn:</u> Say what they like about their own art work and what they would do differently next time.</p> <p><u>Spring:</u> Say what they like about their own art work and what they would do differently next time. Starting to look at others’ artwork and say what they like about it and why.</p> <p><u>Summer:</u> What do they like and 1 thing that would make it even better (from the child whose work it is)</p>
Year 1	shade tones shape line texture kneading rolling Impressionists, botanical artists, rotated, repeated, print, Smudging, blending, water paints, secondary colours, stroke, fine,	like or might change next time, what materials they preferred using, what advice they may give another artist.
Year 2	Tone, textures, patterns, Shades, tones, smudging, moulding, manipulating Tones, patterns, surfaces, scales, textures, techniques, tools, fabric, thread, length, size, shape,	say what they think and feel about it. Identify what they might change in their current work or develop in future work. discuss which materials they preferred using, which they think created the best seaside picture and why. They should also consider how they felt working in a group and what advice they may give another artist.

Year 3	Evaluate, soft, dull, strokes, tones, different, similar, warm, media, methods, mood, feeling, inspiration, sculpture, vibrant, calm, detailed, contrasting, harmonious, foreground, background, thick, thin, sharp, smooth,	<ul style="list-style-type: none"> • This piece of art work contains... • This piece was created using... • The artist has used..... • My attention is drawn to... • The skill/ technique that I found most difficult was This is because... • Next time I would like to ... • It reminds me of... • ...really stands out to me because... • I was inspired by the work of ... because they explored a image/ technique to how I am interpreting the theme of • I am proud of... • I particularly like the... • In my opinion I feel that
Year 4	Critique, subtle, tonal, dreary, strokes, chaotic, contrasts, abstract, distorted, media, techniques, aesthetically, atmosphere, emotion, convey, sculpture, proportion, tranquil, complementary, foreground, background, refined, precise, hard edged, soft edged, perspective,	<ul style="list-style-type: none"> • This artwork has had a huge impact on me ... • In exploration of in this work has given me... • The use of colour is very expressive and... • The main theme that inspired me was ... • The skill/technique which I found successful was ... This added to my work because... • I think the way this artist has used in their work is interesting because..... • I think/In my opinion... is particularly successful because... • I was inspired by the work of ... because they explored a image/ technique to how I am interpreting the theme of • Initially I thought that...
Year 5	Sketch, composition, layers, brush strokes, acrylic paint, blending, Mixing, blending, composition, digital media, line, colour, shade, tone, Black figure art, pinch pot technique, black-figure, perspective, reflect, silky, wavy,	<p>Consolidate all of the above</p> <ul style="list-style-type: none"> • This piece of work that I have chosen to write about is called • The work belongs to a period called... • This piece is a It was made... • This composition is one of a series... This piece is created from....
Year 6	Wet and dry media, cross hatching, resizing, rotating, repeating, composition, digital media, camouflage, layering, Mood, emotions, synaesthesia, layers, foreground, background, mid ground, tempo, tone, shade, depth of colour, line, Design, draw, paint, batik, effect, wax, line, colour, scale, tonal contrast, feature, landmark	<ul style="list-style-type: none"> • This painting is an abstract composition based on ... • The artist created this painting to show..... • The use of colour is very expressive and conveys... • The composition is very dynamic and exciting.. • My attention is drawn to... • The focal point of this piece...

Progression of skills

	Pre School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	<p><u>Autumn</u> Sponges/ blocks/ letters (commercial) for a given purpose. (learning technique)</p> <p>Dipping and pressing</p>	<p><u>Autumn</u> printing making patterns with shape / colour</p> <p><u>Spring</u> Different techniques of printing.</p> <p>Printing for a purpose</p>	<p><u>Spring 1</u> Polystyrene to paper</p> <p>Drawing a pattern on a polystyrene tile</p> <p>Rolling ink to print</p>	<p><u>Autumn 1</u> Ink over objects. Motif with printing blocks.</p> <p>Rolling ink onto different textured materials</p> <p>Creating a relief printing block</p>	<p><u>Spring 1</u> Create printing blocks using a relief or impressed method</p> <p>Print with two colour overlays</p> <p>Working back into their print</p>	<p><u>Autumn 2</u> Two colour overlays</p> <p>Rotating and translating</p>		
Sculpture	<p><u>Autumn</u> Exploring a wide range of construction</p> <p><u>Spring</u> Building horizontally, vertically and making enclosures.</p> <p><u>Summer</u> Building with intention</p>	<p><u>Autumn</u> Construct and then draw what has been built</p> <p><u>Spring</u> State/draw intention to build, modify and adapt as constructing.</p> <p><u>Summer</u> Record and plan (written) pre-build and evaluate.</p>	<p><u>Autumn 1</u> Changing surface of malleable material</p> <p>Forming from a ball.</p> <p>Use of clay tools for a purpose</p>	<p><u>Autumn 2</u> Clay figures with Forming shapes joining techniques – cross hatch, add liquid clay (slip) then merge together using fingers</p>	<p><u>Autumn 2</u> Manipulate malleable materials in a variety of ways – clay, papier mache, textiles</p> <p>Textiles: threading needle, tying a knot, type of stitch</p> <p>Papier mache – layering</p>	<p><u>Spring 1</u> Sculptures from still life drawings using plan.</p> <p>Create surface patterns and texture in malleable materials.</p>	<p><u>Spring 1</u> Use of layering and textures using mod-roc.</p> <p>Making a form using mountains and craters</p>	
Painting	<p><u>Autumn</u> Explore many different paints and applications.</p> <p><u>Spring</u> Painting with intent/ representations.</p> <p>Using shapes to represent.</p> <p><u>Summer</u> Making colour collections, accidental and incidental colour mixing.</p> <p>Intentional colour mixing.</p>	<p><u>Autumn</u> Intentional colour mixing. Intentional colour use. (say why)</p> <p>Mixing with black, white, primary colours.</p> <p><u>Spring</u> Painting experiences, responses etc</p> <p><u>Summer</u> Experimenting with paint and colours using what they know.</p>	<p><u>Autumn 1</u> Mix and match paints to create shades and tones applying to malleable material.</p> <p>Paint objects of different scales.</p> <p><u>Spring 2</u> portraits</p> <p>Mixing water paints for a purpose</p> <p>Choosing appropriate brush size</p>	<p><u>Summer 2</u> Mixing colours to match artefacts.</p> <p>Creating texture for shapes.</p> <p>Using skills to create a collage</p>	<p><u>Autumn 2</u> Mix shades and apply to create patterns and textures to 3D object</p> <p><u>Summer 1</u> Watercolours working back into painting later with other media.</p>	<p><u>Autumn 2</u> Create different effects & textures with paint</p> <p>Awareness of third dimension</p> <p><u>Spring 1</u> Developing still life sketches into paintings.</p> <p>Experiment with mixed media – pastels, different paint.</p> <p>Colour mixing- produce and comment on tints/shades/tones produced with higher level vocabulary.</p>	<p><u>Spring 1</u> Colour mixing on wet media. Large scale using different forms of paint.</p> <p><u>Summer 1</u> Variety of mediums and the added use of mixed medias on top. (layering with paint)</p> <p><u>Summer 2</u> Developed from drawings using mixing for lighting effects.</p>	<p><u>Autumn 2</u> Create atmosphere in response to music – tones, shades. Build up layers. Reason/ annotate whilst working</p> <p>Collating all skills to produce a meaningful piece of work</p>

	Pre School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p><u>Autumn</u> Experience a wide range of drawing implements. Mark make with intention.</p> <p><u>Spring</u> Explore different ways to make shapes. Use shapes to create representations.</p> <p><u>Summer</u> Representations with intention or outcome.</p>	<p><u>Autumn</u> Refining representational skills – discussing intention / outcome.</p> <p><u>Spring</u> Using a wide range of tools safely and well to create. Refining different techniques.</p> <p><u>Summer</u> To create artworks distinct to their style and preference using what they know and can do. Looking at things in a different way.</p>	<p><u>Spring 2</u> portraits experimenting with different media smudging and blending</p>	<p><u>Autumn 1</u> Over different surfaces. Creating rubbings with a focus.</p> <p><u>Autumn 2</u> Observation of wooden figures. Proportions, shading, shapes, editing and improving</p> <p><u>Summer 2</u> Drawing shapes with texture using choice of 2 grades of pencils.</p>	<p><u>Autumn 2</u> Experiment with different grades of pencils, 3D, shades, tones, pattern, textures (adding surface details)</p> <p><u>Spring 1</u> Create textures with a wide range of drawing implements to draw different forms and shapes. Working on different scales.</p> <p><u>Summer 1</u> Observational drawing. Experiment with different grades of pencil and other implements (Charcoal, chalk, smudging – 3D) Drawing over paint, layering.</p>	<p><u>Autumn 2</u> Adding surface detail (texture) Awareness of layering to create third dimension</p> <p><u>Spring 1</u> Greater awareness of 3d form. Experiment with a wide range of drawing media. Evaluate – noting ideas as sketches develop.</p> <p><u>Summer 1</u> Draw for a sustained period of time to a high standard. Select the most appropriate from a wide range of drawing implements. Create textures with the above. Awareness of third dimension</p>	<p><u>Spring 1</u> Detailed reviewing observational drawings.</p> <p><u>Summer 1</u> Series of detailed drawings of the same nature (refining skill)</p> <p><u>Summer 2</u> Detailed observational drawings incorporating perspective. Developing on own style.</p>	<p><u>Autumn 1</u> Creating texture (cross-hatching) Composition isolate a specific detail (view finder) repeat and create patterns</p> <p>Manipulating art work using a graphic software (resizing, rotating, repeating)</p> <p><u>Autumn 2</u> Colours and tone to relate to mood in music</p>
Appreciation and Evaluation	<p><u>Summer</u> To say why they have made the choices that they have,</p> <p>*Artists that fit in with topics – name and discussed as appropriate.</p>	<p><u>Autumn</u> Artist as a career. Discussing different artworks/ artists. What do they like about their own work – what would they do differently next time.</p> <p><u>Spring</u> Likes and dislikes of other artists' works, why have they made the choices they have. Start to look at others' artworks and say what they like.</p> <p><u>Summer</u> A range of artists (compare and contrast) What could they do to make their work better (and others?)</p>	<p>Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work.</p> <p>What materials they preferred using, what advice they may give another artist.</p> <p>Introducing and using evaluation sentence stems</p>	<p><u>Autumn 1</u> What they think and feel. What might they change?</p> <p><u>Autumn 2</u> Preferred materials. Advice to another artist.</p> <p>Using sentence stems to reason their opinions</p>	<p><u>Autumn 2</u> <u>Summer 1.</u> Evaluate their work and that of others, describe what they like or might change next time, what materials they preferred using, what advice they may give another artist.</p> <p>Development of sentence stems used</p> <p><u>Spring 1</u> Discuss printmaking as a technique and art form, its advantages and possibilities.</p>	<p>Evaluate – noting ideas as sketches develop.</p> <p>Evaluate and give advice for another artist.</p>	<p><u>Spring 1</u> Using language of art to evaluate on and other artist's work.</p> <p><u>Summer 1</u> Composition, scale and proportion of work. Compare and advice similar artist's work.</p> <p><u>Summer 2</u> Identify similar artists, comparing and contrasting, giving advice</p>	<p><u>Autumn 1</u> Using language of art, craft and design</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p><u>Autumn 2</u> Talk through their shapes and marks, colours and tones in response to their reactions to the music or sounds.</p> <p>Reasoning</p>

