

Primarily covered in Year 1	Primarily covered in Year 3	Primarily taught in Year 5
Primarily covered in Year 2	Primarily covered in Year 4	Primarily taught in Year 6
Taught across both year groups		

Art: National Curriculum Progression

The national curriculum for Art and Design aims to ensure that all pupils:

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

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Early Years Foundation Stage	National Curriculum Programme of Study					
Expressive arts and design Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories Being imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with the music	Pupils should be taught: <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • 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. 		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: <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, for example pencil, charcoal, paint and clay. • About great artists, architects and designers in history. 			

GENERIC SKILLS

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Record and explore ideas <i>Create simple representations of events, people and objects.</i>	Record and explore ideas from first hand observations, experience and imagination.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.				
Ask and answer questions about a piece of art.	Ask and answer questions about the starting points for their work and the processes they have used.	Question and make thoughtful observations about starting points and select ideas to use in their work.				
Collect and develop ideas.	Use a sketchbook to collect and develop ideas.	Use sketchbooks to collect and record visual information from different sources which will lead to developing ideas.				
Develop their ideas – try things out, <i>explores and experiments with sustained concentration and control.</i>	Develop their ideas – try things out, change their minds.	Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.				
Explore the work of artists, craftspeople and designers from different times and cultures.	Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.				
Identify artists who have worked in a similar way to their own work.	Identify artists who have worked in a similar way to their own work.	Identify artists who have worked in a similar way to their own work.				
Recognise and describe key features of their own and others’ work and explain what they are doing.	Review what they and others have done and say what they think and feel about it e.g. annotate a sketchbook.	Annotate work in sketchbook.				
Experiment and adapt in order to change their minds. Evaluate their own and others’ work.	Evaluate by identifying what they might change in their current work.	Evaluate and adapt their work according to their views and describe how they might develop it further.				

DRAWING

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Work from a variety of sources including observation, photographs and digital images. Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk	Work from a variety of sources including observation, photographs and digital images.	Work from a variety of sources including observation, photographs and digital images.		Work from a variety of sources including observation, photographs and digital images.		
Begin to control the types of marks made with the range of media.	Control the types of marks made with the range of media.	Experiment with ways in which surface detail can be added to drawings.		Experiment with ways in which surface detail can be added to drawings.		
		Draw for a sustained period of time at an appropriate level.		Work in a sustained and independent way to create a detailed drawing.		
		Develop close observation skills using a variety of view finders.		Further develop and refine close observation skills using a variety of view finders.		
		Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work.		Start to develop their own style using tonal contrast and mixed media.		

Line and marks	Lines and marks	Line and Marks	Lines, Marks, Tone, Form and Texture
Understand that they can use lines and marks to enclose a space, begin to use these shapes to represent objects. Draw on different surfaces with a range of media.	Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media.	Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.	Experiment with media (both dry and wet) to make different marks, lines, patterns, textures and shapes.
Use differently textured and sized media.	Use differently textured and sized media.	Experiment with different grades of pencil and other implements to create lines and marks.	
Shape	Shape	Form and Shape	
Observe and draw shapes. Draw shapes in between objects. Invent new shapes.	Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.	Experiment with different grades of pencil and other implements to draw different forms and shapes.	
		Begin to show an awareness of objects having a third dimension.	
Tone	Tone	Tone	
Investigate tone by drawing light/dark lines.	Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes etc.	Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.	
Texture	Texture	Texture	
Investigate textures	Investigate textures by describing, naming, rubbing, copying.	Create textures with a wide range of drawing implements.	
		Apply a simple use of pattern and texture in a drawing.	
			Perspective and Composition
			Begin to use simple perspective in their work using a single focal point and horizon.
			Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.
			Show an awareness of how paintings are created i.e. composition

PAINTING

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Experiment with a variety of tools and techniques inc. different brush sizes and types.	Use a variety of tools and techniques.		Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.		Select the appropriate tools and techniques to develop a painting from a drawing.	
	Work on different scales.		Work on a range of scales e.g. thin brush on small picture etc.		Carry out preliminary studies, trying different media and materials, mixing appropriate colours.	
	Experiment with layering, mixing media, scraping through.		Create different effects and textures with paint according to what they need for the task.		Create imaginative work from a variety of sources e.g. observational drawing, poetry, music.	
Colour	Colour	Colour	Colour	Colour	Colour	Colour
Identify primary colours by name, explore what happens when they mix colour	Identify primary colours by name.		Be able to identify primary and secondary colours and use the appropriate language.		Be able to identify and use primary secondary, complementary and contrasting colours.	
	Mix primary shades and tones.		Mix colours and know which primary colours make secondary colours.			
			Mix and use tints and shades.		Mix and match colours to create atmosphere and light effects.	
Texture	Texture	Texture	Texture	Texture	Texture	Texture
Experiment with and create different textured paint by adding sand, plaster, soil , glitter ,	Create textured paint in a range of different ways.					

PRINTING

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Print with a range of hard and soft materials e.g. potatoes, apples, bricks, leaves , corks, pen barrels, sponge.	Print with a range of hard and soft materials.					
Make simple marks on rollers.	Make simple marks on rollers and printing palettes.					
	Take simple prints i.e. mono -printing.					
	Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.					
Begin to create repeating patterns and recognise pattern in the environment.	Build repeating patterns and recognise pattern in the environment.					
	Create simple printing blocks with press print.		Create printing blocks using a relief or impressed method.		Create printing blocks by simplifying an initial sketch idea using a relief or impressed method.	
	Design more repetitive patterns.		Create more complex repeating patterns.			
	Experiment with overprinting motifs and colour.		Print with two colour overlays.		Create prints with three overlays.	
					Work into prints with a range of media e.g. pens, colour pens and paints.	
Texture	Texture	Texture	Texture	Texture	Texture	Texture
Make rubbings to collect textures and patterns.	Make rubbings to collect textures and patterns and evaluate the effect.					

TEXTILES						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to match and sort fabrics and threads for colour, texture, length, size and shape.	Match and sort fabrics and threads for colour, texture, length, size and shape.		Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create textural effect.		Use fabrics to create 3D structures.	
	Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.					
Begin to match the tool to the material	Match the tool to the material with greater accuracy.		Match the tool to the material.		Match the tool to the material.	
Cut and shape fabric using scissors/snips.	Cut and shape fabric using scissors/snips.		Develop and refine skills in stitching, cutting and joining.		Use different grades of threads and needles.	
Begin to apply shapes with glue.	Apply shapes with glue or by stitching .					
Begin to apply decoration.	Apply decoration using beads, buttons, feathers etc with greater accuracy.					
	Create cords and plaits for decoration.					
Colour	Colour		Colour		Colour	
Begin to apply colour by printing.	Apply colour by printing, dipping and using fabric crayons.		Experiment with paste resist.		Experiment with batik techniques.	
	Create and use dyes i.e. onion skins, tea, coffee.				Experiment with media to overlap and layer, creating interesting colours, textures and effects.	
Texture	Texture					
Begin to create fabrics by weaving materials.	Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel.					
3D and 2D SCULPTURE						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Manipulate malleable materials in a variety of ways including rolling and kneading .	Manipulate malleable materials in a variety of ways for a purpose e.g. pot, tile.		Plan, design and make models from observation or imagination.		Shape, form, model and construct from observation or imagination.	
Manipulate malleable materials for a purpose.	Explore sculpture with a range of malleable media.		Join clay adequately and construct a simple base for extending and modelling other shapes.		Develop skills in using clay inc. slabs, coils, slips, etc.	
					Plan a sculpture through drawing and other preparatory work.	
	Understand the safety and basic care of materials and tools.		Understand the safety and basic care of materials and tools.		Understand the safety and basic care of materials and tools.	
Form	Form		Form		Form	
Experiment with constructing and joining recycled, natural and manmade materials.	Experiment with constructing and joining recycled, natural and manmade materials.					
	Use simple 2-D shapes to create a 3-D form.		Use papier mâché to create a simple 3D object.		Use recycled, natural and manmade materials to create sculptures.	
Texture	Texture		Texture		Texture	
Select tools and techniques needed to shape, assemble and join materials.	Change the surface of a malleable material e.g. build a textured tile.		Create surface patterns and textures in a malleable material.		Produce intricate patterns and textures in a malleable media.	
COLLAGE						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create images from a variety of media.	Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc.		Use collage as a means of collecting ideas and information and building a visual vocabulary.		Use collage as a means of extending work from initial ideas.	
Experiment with folding, crumpling, tearing and overlapping papers.	Experiment with folding, crumpling, tearing and overlapping papers, working on different scales.		Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.		Effectively use a range of media and different techniques, colours and textures to create collages.	
Arrange and glue materials to different backgrounds.	Arrange and glue materials to different backgrounds and sort and group materials for different purposes e.g. colour texture.				Add collage to a painted, printed or drawn background.	
Colour	Colour					
Collect, sort, name and match colours appropriate for an image.	Collect, sort, name and match colours appropriate for an image.					
Shape	Shape					
Create and arrange different shapes.	Create and arrange shapes appropriately.					
Texture	Texture					
Select and use textured paper for an image.	Create, select and use textured paper for an image.					
DIGITAL MEDIA						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	In conjunction with the computing curriculum (Teach Computing), by the end of KS1 the pupils will be able to:		In conjunction with the computing curriculum (Teach Computing), by the end of KS2 the pupils will be able to:			
Gain confidence in taking photos using a range of devices.	Explore ideas using digital sources i.e. internet, CD-ROMs		Record, collect and store visual information using digital cameras, video recorders.			
Begin to create digital images on a device e.g. Paint	Record visual information using digital cameras, video recorders etc.		Present recorded visual images using software e.g. Photostory, PowerPoint.			
	Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas.		Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision, changing the type of brush to an appropriate style e.g. charcoal; this will then lead to being able to use a graphics package to create and manipulate new images.			
	Create shapes using eraser, shape and fill tools.		Create shapes by making selections to cut, duplicate and repeat			
			Be able to import an image (scanned, retrieved, taken) into a graphics package.			
	Create colours and texture using simple filters to manipulate and create images.		Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.			
	Use basic selection and cropping tools.		Understand that a digital image is created by layering and create layered images from original ideas (sketch books etc.)			