

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.

National Curriculum Programme of Study

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Early Years and 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: To use a range of materials creatively to design and make products		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 revisit ideas			
	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination		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			
	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		About great artists, architects and designers in history			
	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.					

GENERIC SKILLS - EXPLORING, DEVELOPING AND EVALUATING IDEAS to be covered during each art week

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Record and explore ideas Create simple representations of events, people and objects	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, explores and experiments with sustained concentration and control	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.	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.	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.
Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk	Experiment with ways in which surface detail can be added to drawings.	Experiment with ways in which surface detail can be added to drawings.	Experiment with ways in which surface detail can be added to drawings.	Experiment with ways in which surface detail can be added to drawings.	Experiment with ways in which surface detail can be added to drawings.
Begin to control the types of marks made with the range of media	Control the types of marks made with the range of media	Draw for a sustained period of time at an appropriate level.	Draw for a sustained period of time at an appropriate level.	Draw for a sustained period of time at an appropriate level.	Work in a sustained and independent way to create a detailed drawing.	Work in a sustained and independent way to create a detailed drawing.
		Develop close observation skills using a variety of view finders.	Develop close observation skills using a variety of view finders.	Develop close observation skills using a variety of view finders.	Further develop and refine 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.	Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work.	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.	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			
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	Use a variety of tools and techniques	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects	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 different scales	Work on a range of scales e.g. thin brush on small picture etc.	Work on a range of scales e.g. thin brush on small picture etc.	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	Experiment with layering, mixing media, scraping through	Create different effects and textures with paint according to what they need for the task.	Create different effects and textures with paint according to what they need for the task.	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	

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		
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/ sponge 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			
					Work into prints with a range of media e.g. pens, colour pens and paints	
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 mache 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 Create shapes using eraser, shape and fill tools		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 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.)			

Primarily covered in Year 1,

Primarily covered in Year 2

Primarily covered in Year 3

Primarily covered in Year 4

Primarily taught in Year 5

Primarily taught in Year 6