

Art Curriculum Progression Ladder



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
National Curriculum Programme of Study						
<p>Expressive Arts and Design</p> <p>Development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the Arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial to developing their understanding, self expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	Pupils should be taught:		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.			
	to use a range of materials creatively to design and make products.		Pupils should be taught:			
	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination		to create sketch books to record their observations and use them to revisit ideas			
	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		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 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.		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 Create simple representations of events, people and objects	Record and explore ideas from first hand observations	Record and explore ideas from first hand observations	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
Develop their ideas – try things out, explores and experiments	Ask and answer questions about the starting points for their work	Ask and answer questions about the starting points for their work	Question and make thoughtful observations about starting points and select ideas to use in their work.	Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Question and make thoughtful observations about starting points and select ideas to use in their work.	Question and make thoughtful observations about starting points and select ideas to use in their work.

Experiment and adapt/change their minds	Develop their ideas – try things out, change their minds	Develop their ideas – try things out, change their minds	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Explore the work of artists, craftspeople and designers from different times and cultures.	Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.	change their minds	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Adapt their work according to their views and describe how they might develop it further.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
	Review what they and others have done and say what they think and feel about it.	Explore the work of artists, craftspeople and designers from different times and cultures for	Adapt their work according to their views and describe how they might develop it further.	Annotate work in sketchbook.	Adapt their work according to their views and describe how they might develop it further.	Adapt their work according to their views and describe how they might develop it further.
	Identify what they might change in their current work	differences and similarities	Annotate work in sketchbook.		Annotate work in sketchbook	Annotate work in sketchbook.
		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				

DRAWING

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 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.	Work from a variety of sources including observation, photographs and digital images.	Experiment with wet media to make different marks, lines, patterns, textures and shapes.
Begin to control the types of marks made with the range of media	Control the types of marks made with the range of media	Control the types of marks made with the range of media	Use sketchbooks to collect and record visual information from different sources.	Use sketchbooks to collect and record visual information from different sources.	Work in a sustained and independent way to create a detailed drawing.	Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work.
Line and marks understand that they can use lines and marks to enclose a space, begin to use these shapes to represent objects.	<u>Lines and marks</u>	<u>Lines and marks</u>	Draw for a sustained period of time at an appropriate level.	Draw for a sustained period of time at an appropriate level.	Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas.	Start to develop their own style using tonal contrast and mixed media.
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. Use differently textured and sized media.	Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.	<u>Lines and Marks</u>	<u>Lines and Marks</u>	Identify artists who have worked in a similar way to their own work.	<u>Perspective and Composition</u>
Use differently textured and sized media.	<u>Shape</u>	<u>Shape</u>	Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.	Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.	<u>Lines, Marks, Tone, Form and Texture</u>	Begin to use simple perspective in their work using a single focal point and horizon.
<u>Shape</u>	Observe and draw shapes from observations. 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 create lines and marks.	Experiment with different grades of pencil and other implements to create lines and marks.	Use dry media to make different marks, lines, patterns and shapes within a drawing.	Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.
Observe and draw shapes. Draw shapes in between objects. Invent new shapes.	<u>Tone</u>	<u>Tone</u>	<u>Form and Shape</u>	<u>Form and Shape</u>	Experiment with wet media to make different marks, lines, patterns, textures and shapes.	Show an awareness of how paintings are created ie. Composition
<u>Tone</u>	Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.	Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.	Experiment with different grades of pencil and other implements to draw different forms and shapes.	Experiment with different grades of pencil and other implements to draw different forms and shapes.	Explore colour mixing and blending techniques with coloured pencils.	
Investigate tone by drawing light/dark lines	<u>Texture</u>	<u>Texture</u>	Begin to show an awareness of objects having a third dimension.	Begin to show an awareness of objects having a third dimension.	Use different techniques for different purposes i.e. shading, hatching within their own work.	
	Investigate textures by describing, naming, rubbing, copying.	Investigate textures by describing, naming, rubbing, copying.	<u>Tone</u>	<u>Tone</u>	Start to develop their own style using tonal contrast and mixed media.	
			Experiment with different grades of pencil and other implements to achieve variations in tone.	Experiment with different grades of pencil and other implements to achieve variations in tone.	<u>Perspective and Composition</u>	

			Apply tone in a drawing in a simple way.	Apply tone in a drawing in a simple way.	Begin to use simple perspective in their work using a single focal point and horizon.	
			<u>Texture</u>	<u>Texture</u>	Begin to develop an awareness of composition, scale and proportion in their paintings e.g.	
			Create textures with a wide range of drawing implements.	Create textures with a wide range of drawing implements.	foreground, middle ground and background.	
			Apply a simple use of pattern and texture in a drawing.	Apply a simple use of pattern and texture in a drawing.	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
Use a variety of tools and techniques including different brush sizes and types	Use a variety of tools and techniques including different brush sizes and types	Use a variety of tools and techniques including different brush sizes and types	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. Work on a range of scales e.g. thin brush on small picture etc.	Develop a painting from a drawing	Develop a painting from a drawing
Experiment with tools and techniques e.g. layering, mixing media, scrapping through	Mix and match colours to artefacts and objects	Mix and match colours to artefacts and objects	Work on a range of scales e.g. thin brush on small picture etc.	Create different effects and textures with paint according to what they need for the task.	Carry out preliminary studies, trying out different media and materials and mixing appropriate colours	Carry out preliminary studies, trying out different media and materials and mixing appropriate colours
<u>Colour</u>	Work on different scales	Work on different scales	Create different effects and textures with paint according to what they need for the task.	<u>Colour</u>	Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music	Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music
Identify primary colours by name, explore what happens when they mix colour	Experiment with tools and techniques e.g. layering, mixing media, scrapping through	Experiment with tools and techniques e.g. layering, mixing media, scrapping through	<u>Colour</u>	Mix colours and know which primary colours make secondary colours	<u>Colour</u>	<u>Colour</u>
<u>Texture</u>	Name different types of paint and their properties	Name different types of paint and their properties	Mix colours and know which primary colours make secondary colours	Use more specific colour language	Mix and match colours to create atmosphere and light effects	Mix and match colours to create atmosphere and light effects
Create textured paint by adding sand, plaster, soil, glitter, experiment to make different textures	<u>Colour</u>	<u>Colour</u>	Use more specific colour language	Mix and use tints and shades	Be able to identify primary secondary, complementary and contrasting colours.	Be able to identify primary secondary, complementary and contrasting colours
	Identify primary colours by name	Identify primary colours by name	Mix and use tints and shades		Work with complementary colours	Work with complementary colours
	Mix primary shades and tones	Mix primary shades and tones				
	<u>Texture</u>	<u>Texture</u>				
	Create textured paint by adding sand, plaster	Create textured paint by adding sand, plaster				

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 e.g. corks, pen barrels, sponge	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge	Create printing blocks using a relief or impressed method	Create printing blocks using a relief or impressed method	Create printing blocks by simplifying an initial sketch book idea	Create printing blocks by simplifying an initial sketch book idea
Make simple marks on rollers and printing palettes	Make simple marks on rollers and printing palettes	Make simple marks on rollers and printing palettes	Create repeating patterns	Create repeating patterns	Use relief or impressed method	Use relief or impressed method
Build repeating patterns and recognise	Take simple prints i.e. mono -printing	Take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils	Print with two colour overlays	Print with two colour overlays	Create prints with three overlays	Create prints with three overlays
<u>Texture</u>	Build repeating patterns and recognise	Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print			Work into prints with a range of media	Work into prints with a range of media e.g. pens, colour pens and paints
Make rubbings to collect textures and	Design more repetitive patterns	Design more repetitive patterns				
	<u>Colour</u>	<u>Colour</u>				
	Experiment with overprinting motifs and colour	Experiment with overprinting motifs and colour				
	<u>Texture</u>	<u>Texture</u>				

	Make rubbings to collect textures and patterns	Make rubbings to collect textures and patterns				
--	--	--	--	--	--	--

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	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 different textural effects	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects	Use fabrics to create 3D structures	Use fabrics to create 3D structures
Begin to change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips	Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips	Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips	Match the tool to the material	Match the tool to the material	Use different grades of threads and needles	Use different grades of threads and needles
Apply shapes with glue			Develop skills in stitching, cutting and joining	Develop skills in stitching, cutting and joining	Experiment with batik techniques	Experiment with batik techniques
Apply decoration using beads, buttons, feathers etc	Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc	Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc	Experiment with paste resist.	Experiment with paste resist.	Experiment with a range of media to overlap and layer creating interesting colours and textures and effects	Experiment with a range of media to overlap and layer creating interesting colours and textures and effects
Create cords and plaits for decoration	Create cords and plaits for decoration	Create cords and plaits for decoration				
<u>Colour</u>	<u>Colour</u>	<u>Colour</u>				
Apply colour with printing, dipping, fabric crayons	Apply colour with printing, dipping, fabric crayons	Apply colour with printing, dipping, fabric crayons				
Create and use dyes i.e. onion skins, tea, coffee	Create and use dyes i.e. onion skins, tea, coffee	Create and use dyes i.e. onion skins, tea, coffee				
<u>Texture</u>	<u>Texture</u>	<u>Texture</u>				
Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel	Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel	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 including rolling and kneading	Manipulate malleable materials in a variety of ways including rolling and kneading	Plan, design and make models from observation or imagination	Plan, design and make models from observation or imagination	Shape, form, model and construct from observation or imagination	Shape, form, model and construct from observation or imagination
Manipulate malleable materials for a purpose, e.g. pot, tile manipulate materials to achieve a planned effect	Explore sculpture with a range of malleable media	Explore sculpture with a range of malleable media	Join clay adequately and construct a simple base for extending and modelling other shapes	Join clay adequately and construct a simple base for extending and modelling other shapes	Use recycled, natural and manmade materials to create sculptures	Use recycled, natural and man-made materials to create sculptures
<u>Form</u>	Manipulate malleable materials for a purpose, e.g. pot, tile	Manipulate malleable materials for a purpose, e.g. pot, tile	Create surface patterns and textures in a malleable material	Create surface patterns and textures in a malleable material	Plan a sculpture through drawing and other preparatory work	Plan a sculpture through drawing and other preparatory work
Experiment with constructing and joining recycled, natural and manmade materials	Understand the safety and basic care of materials and tools	Understand the safety and basic care of materials and tools	Use papier mache to create a simple 3D object	Use papier mache to create a simple 3D object	Develop skills in using clay inc. slabs, coils, slips, etc	Develop skills in using clay inc. slabs, coils, slips, etc
<u>Texture</u>	<u>Form</u>	<u>Form</u>			Produce intricate patterns and textures in a malleable media	Produce intricate patterns and textures in a malleable media
Change the surface of a malleable material e.g. build a textured tile	Experiment with constructing and joining recycled, natural and manmade materials	Experiment with constructing and joining recycled, natural and manmade materials				
Select tools and techniques needed to shape, assemble and join materials	Use simple 2-D shapes to create a 3-D form	Use simple 2-D shapes to create a 3-D form				
	<u>Texture</u>	<u>Texture</u>				
	Change the surface of a malleable material e.g. build a textured tile	Change the surface of a malleable material e.g. build a textured tile				

COLLAGE

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
------------	--------	--------	--------	--------	--------	--------

Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc	Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc	Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures	Add collage to a painted, printed or drawn background	Add collage to a painted, printed or drawn background
Arrange and glue materials to different backgrounds	Arrange and glue materials to different backgrounds	Arrange and glue materials to different backgrounds	Use collage as a means of collecting ideas and information and building a visual vocabulary	Use collage as a means of collecting ideas and information and building a visual vocabulary	Use a range of media to create collages	Use a range of media to create collages
<u>Colour</u>	Sort and group materials for different purposes e.g. colour texture	Sort and group materials for different purposes e.g. colour texture			Use different techniques, colours and textures etc when designing and making pieces of work	Use different techniques, colours and textures etc when designing and making pieces of work
Collect, sort, name match colours	Fold, crumple, tear and overlap papers	Fold, crumple, tear and overlap papers			Use collage as a means of extending work from initial ideas	Use collage as a means of extending work from initial ideas
appropriate for an image	Work on different scales	Work on different scales				
<u>Texture</u>	<u>Colour</u>	<u>Colour</u>				
Create, select and use textured paper for an image	Collect, sort, name match colours appropriate for an image	Collect, sort, name match colours appropriate for an image				
	<u>Shape</u>	<u>Shape</u>				
	Create and arrange shapes appropriately	Create and arrange shapes appropriately				
	<u>Texture</u>	<u>Texture</u>				
	Create, 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
	Explore ideas using digital sources i.e. internet, CD-ROMs	Explore ideas using digital sources i.e. internet, CD-ROMs	Record and collect visual information using digital cameras and video recorders	Record and collect visual information using digital cameras and video recorders	Record, collect and store visual information using digital cameras, video recorders	Record, collect and store visual information using digital cameras, video recorders
	Record visual information using digital cameras, video recorders etc.	Record visual information using digital cameras, video recorders etc.	Present recorded visual images using software e.g. Photostory, PowerPoint	Present recorded visual images using software e.g. Photostory, PowerPoint	Present recorded visual images using software e.g. Photostory, PowerPoint	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 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	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	Use a graphics package to create and manipulate new images	Use a graphics package to create and manipulate new images
	Create shapes using eraser, shape and fill tools	Create shapes using eraser, shape and fill tools	Create shapes by making selections to cut, duplicate and repeat	Create shapes by making selections to cut, duplicate and repeat	Be able to Import an image (scanned, retrieved, taken) into a graphics package	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	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	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	Understand that a digital image is created by layering	Understand that a digital image is created by layering
	Use basic selection and cropping tools	Use basic selection and cropping tools			Create layered images from original ideas (sketch books etc.)	Create layered images from original ideas (sketch books etc.)

EXPLORING AND DEVELOPING IDEAS

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Work spontaneously and enjoy the act of making and creating	Record and explore ideas from first hand	Record and explore ideas from first hand observation, experience and imagination.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
Sustain concentration and control when experimenting with tools and materials	Ask and answer questions about the starting points for their work and the processes they have used.	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 and processes to use in their work.	Question and make thoughtful observations about starting points and select ideas and processes to use in their work.	Question and make thoughtful observations about starting points and select ideas and processes to use in their work.	Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
Understand that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities	Explore the differences and similarities within the work of artists, craftspeople and designers in 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.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
Explain what they are doing	Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook	Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.		Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
Recognise and describe key features of their own and others' work	Identify what they might change in their current work / future work.	Identify what they might change in their current work/ future work	Adapt their work according to their views and describe how they might develop it further	Adapt their work according to their views and describe how they might develop it further.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Adapt their work according to their views and describe how they might develop it further
					Adapt their work according to their views and describe how they might develop it further.	