



# ART Progression Grid

Exploring and Developing ideas

Drawing

Painting



Sculpture

Printing

Collage

Textiles

Digital Media

EARLY YEARS	KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

FROG

Exploring and developing ideas

<p><b>ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used</li> </ul>	<p><b>NC objective</b> To use a range of materials creatively to design and make products</p>		<p><b>NC objective</b> To create sketch books to record their observations and use them to review and revisit ideas</p>			
<p>Begin to express their ideas through mark making.</p>	<p>Recognise that ideas can be expressed in art work</p>	<p>Try out different activities and make sensible choices about what to do next</p>	<p>Gather and review information, references and resources related to their ideas and intentions. (Researching and developing ideas)</p>	<p>Select and use relevant resources and reference to develop ideas (researching and developing ideas)</p>	<p>Engage in open ended research and exploration in the process of initiating and developing their own personal ideas</p>	<p>Independently develop a range of ideas which show curiosity, imagination and originality</p>
<p>Begin to talk about their art.</p>	<p>Experiment with an open mind (they enthusiastically try out and use all materials that are presented to them.)</p>	<p>Use drawing to record ideas and experiences</p>	<p>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas (recording and experimenting in sketchbooks)</p>	<p>Use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan outcome (sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome)</p>	<p>Confidently use sketchbooks for a variety of purposes including: recording observations, developing ideas, testing materials, planning and recording information.</p>	<p>Systematically investigate, research and test ideas and plans using sketchbooks and other approaches (Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</p>
	<p>Try out a range of materials and processes and</p>	<p>Deliberately choose to use particular techniques for a given purpose</p>	<p>Develop practical skills by experimenting with and testing the qualities of a range of different</p>	<p>Investigate the nature and qualities of different materials and processes</p>	<p>Confidently investigate and exploit the potential of new</p>	<p>Independently take action to refine their technical and craft skills in order to</p>

	recognise that they have different qualities		materials and techniques (exploring and developing skills and techniques)	systematically (exploring and developing skills and techniques)	and unfamiliar materials (try out several different ways of using tools and materials that are new to them)	improve their mastery of materials and techniques
	Use materials purposefully to achieve particular characteristics	Develop and exercise some care and control over the range of materials they use (they seek to refine and improve from the first mark)	Select and use appropriately a variety of materials and techniques in order to create own work	Apply the technical skills they are learning to improve the quality of their work (e.g., in painting they select and use different brushes for different purposes)	Use their acquired technical expertise to make work which effectively reflects their ideas and intentions	Independently select and effectively use relevant processes in order to create successful and finished work
	How to recognise and describe some simple characteristics of different kinds of art, craft and design	That different forms of creative works are made by artists, crafts people and designers, from all cultures and times	About and describe the work of some artists, craftspeople, architects and designers (knowledge of art, cultural context etc)	About and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied (knowledge of art, cultural context etc)	Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions	How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects, taking account of the influence of the different historical, cultural and social contexts in which they work/ed
	The names of tools, techniques and the formal elements (colour, shape & form, tone, line, pattern)	And be able to talk about the materials, techniques and processes they have used, using appropriate vocabulary (knowing the names of the colours and tools that they use)	And be able to explain how to use some of the tools and techniques they have chosen to work with (Knowledge of media, processes, techniques etc)	About and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety (knowledge of media, processes, techniques etc)	How to describe the processes they are using and how they hope to achieve high quality outcomes	About the technical vocabulary and techniques for modifying the qualities of different materials and processes
	Recognise and describe key features of their own and others' work	Express clear preferences and give some reasons for these, when looking at creative work ("I like that because...")	Take time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining what they like and what they will do next) (making judgements)	Regularly reflect upon their own work and use comparisons with the work of others (making judgements)	Regularly analyse and reflect on their progress taking account of what they hoped to achieve	Provide a reasoned evaluation of both their own and professional's work which takes account of the starting points, intentions and context behind the work

<b>NC objective</b> Children at the expected level of development will: - 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		<b>NC objective</b> 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.		<b>NC objective</b> 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]		
Begin to use a variety of drawing tools	Explore a range of drawing tools to make marks	Experiment with tools and surfaces	Experiment with various pencils	Consider scale and proportion	Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture)	Select appropriate media and techniques to achieve a specific outcome
Use drawings to tell a story Investigate different lines	Begin to control the types of marks made with a range of media.	Draw experiences and feelings	Use a sketchbook to document and develop ideas	Create accurate observational drawings	Draw from different viewpoints considering horizon lines.	Develop their own style
Explore different textures Encourage accurate drawings of people	Draw on different surfaces	Sketch to make records	Draw from observation and imagination	Work on a variety of scales	Begin to consider perspective	Draw for a sustained period of time over a number of sessions
	Explore different textures	Begin to control marks made with different media	Experiment with mark marking using alternative tools	Produce drawings using IT	Use different techniques for purpose e.g., different styles of shading	Use tone in drawings to achieve depth

Draw from imagination	Investigate tone by drawing light/dark lines using pencil	Create initial sketches for painting	Identify and draw the effect of light	Work from a variety of sources including observation and photographs to develop own work	Develop drawing with perspective and focal points
Explore drawing from observation	Investigate textures and produce an expanding range of patterns	Begin to draw with accuracy	Draw for a sustained period of time		Adapt drawings according to evaluations and discuss further developments
Investigate textures by describing, naming, rubbing and copying		Discuss shadows, light and dark	Collect and record visual information		
Produce a range of patterns and textures.		Have an awareness of how pattern can be used to create texture	Plan and collect source material		
			Develop techniques to create intricate patterns – range of media		

Experimenting with and using primary colours	Begin to explore and experiment with the primary colours	Begin to describe a range of colours	Make tints of one colour by adding white)	Make tints, tones and shades using white, grey and black.	Make and discuss hue, tint, tone, shade and mood.	Select colour to express feelings
Name primary colours	Mix primary colours to create secondary colours	Mix a range of secondary and tertiary colours	Darken / Lighten colours without using black / white	Observe colour and suggest why it has been used	Mix colours, shades, tones, tints with confidence, building on previous knowledge	Discuss harmonious and contrasting colours and their placement on the colour wheel
Experiment with colour mixing (not formal)	Describe collections of colours	Be able to discuss the colour wheel	Mix / create colour for use on a large scale. (wash)	Independently choose the right paint and / or equipment for the task	Select colour for purpose explaining choices	Work in a sustained and independent way, developing own style
Learn to hold a paint brush correctly.	Discuss and use warm and cold colours	Talk about why they have selected colours for their artwork	Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc	Select colour to reflect mood	Discuss how colour can be used to express ideas, feelings and mood	Purposefully controlling the types of marks, brushstrokes used to create desired effect
Use a range of tools to make coloured marks on paper	Describe favourite colours and why colours may be used for different purposes	Begin use a range of paint and discuss why some are more suited to particular painting styles	Demonstrate increasing control of the types of marks made to create certain effects	Explore different brush strokes and why / when they might be used	Confidently control the types of marks made and experiment with different effects and textures	Use colours and brushstrokes to create atmosphere and light effects
	Explore a range of paint, brush sizes and tools			Begin to discuss how they are influenced by the work of other artists		

Manipulate materials using my senses	Enjoy handling, feeling and manipulating a range of materials	Show an awareness that natural and human made materials can be used to create sculpture	Plan, shape, mould and make constructions from different materials	Discuss the work of other sculptors and architects and how these have influenced their own work / designs	Develop an understanding of different ways of finishing work (e.g., glaze, paint, polish, varnish)	Recognise sculptural forms in the environment and use these as inspiration for their own work
Constructing simple models out of junk materials	Construct using a range of media	Create models from imagination and direct observation	Understand the different adhesives and methods used in construction	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date	Understand that a range of media can be selected (due to their properties) for different purposes	Demonstrate experience in relief and freestanding work using a range of media
Shape and model using malleable materials e.g., playdoh, clay	Cut shapes using scissors and other modelling tools in a safe way	Join materials together and apply decorative techniques	Consider and discuss aesthetics	Make slip to join and secure pieces of clay together	Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors	Independently select sculpture as a method of producing work, if this fits the criteria of the task
	Build a construction using a variety of objects	Replicate patterns and textures in a 3D form	Produce more intricate surface patterns using a range of processes	Adapt work when necessary and explain why.		Confidently carve a simple form
	Imprint and apply decoration to a 3D model	Discuss the work of other sculptors and relate these to their own ideas and designs	Show an awareness of how texture, form and shape can be transferred from 2D to 3D	Demonstrate awareness in environmental sculpture		
	Discuss the different types of buildings in their locality		Model over an armature			

Create simple rubbings using crayons and chalks	Take rubbings from textured surfaces: e.g., leaf, coin, tree bark	Explore repeated printing using a range of simple methods	Design and create a repeated relief print considering background paper	Design and create a Collagraph print using a range of materials	Gain experience in overlaying colours	Use screens to explore screen printing
Explore printing with variety of objects	Print pictures with a range of materials e.g., sponge, reels	Explore relief printing using string and card	Use sketchbooks to explore and develop prints making changes where needed	Explore the process of mono printing	Start to overlay prints with other media	Combine different printing techniques within the same piece of artwork
Create simple patterns (repeating, irregular and symmetrical) using fruit, vegetable and string blocks.	Begin to explore impressed printing e.g., with Styrofoam	Develop an impressed image	Understand the difference between repeat printing and mono printing	Demonstrate an awareness of printing with multiple colours	Continue to experience in combining prints to produce an end piece	Use print as a starting point to embroidery
	Begin to identify different forms of printing e.g., books, newspapers, fabric, wallpaper	Identify a wider range of printed forms in everyday life and consider how the processes have changed over time		Demonstrate an awareness of printing onto fabric and consider the difference to printing onto paper	Explore, experiment, plan and collect source material for future work	

Explore creating simple collages using a variety of shapes and textures.	Begin to use scissors and tearing to create a range of shapes	Develops a range of cutting, tearing and fixing techniques to create a specific picture	Understand the properties of different glue and how these can be used to fix materials together	Develops experience in embellishing, using more advanced joining techniques	To create a photomontage using given photographs from a range of sources	Use collage as a means of extending work from initial ideas
	Explores different methods of fixing one material to another	Use scissors in a controlled way to cut with accuracy	Use collage as a means of collecting ideas and information to build a visual brainstorm	Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images	Add collage to a painted, printed or drawn background to enhance work	Independently select a range of media to produce a collaged image
	Create an image from a variety of cut or torn media	Fold, crumple, tear and overlap papers to create an image	Collect and select textured papers to form a collaged image			
	Arrange and glue materials to different backgrounds	Has experience of adhesives and decides on most effective for a given task				



Explore different types of fabric using their senses	Begin to identify different forms of textiles, discussing textures	Identify and discuss different forms of textiles and their uses	Use a variety of techniques e.g., printing, dyeing, weaving and stitching to create different textural effects	Become confident with a range of stitches to stitch a range of fabrics together	Show experience in painting, printing and dyeing fabric	Experiment in a range of techniques, exploring ideas in sketchbooks
Explore simple weaving	Show experience in simple stitch work	Show an awareness and name a range of different fabric	Begin to apply decorations using beads, buttons etc	Record textile explorations and experimentation as well as trying out ideas	Demonstrate experience in combining techniques to produce an end piece – embroidery over tie dye	Use a number of different stitches creatively to produce different patterns and textures
	Explain how to thread a needle	Gain confidence stitching two pieces of fabric together. Explain how to thread a needle and have a go	Show experience in changing and modifying threads and fabrics – knotting, fraying, fringing, twisting	Change and modify threads and fabrics, use language appropriate to skill and technique	Show an awareness of skills involved in techniques such as knitting, crochet, lace making	Design and create a textile piece, independently using a range of techniques
	Experience different approaches to simple weaving (paper, twigs)					Weave using paintings and photographs as a stimulus
	Match and sort fabrics (colour, texture, length, size, shape)					

[Large empty light blue rectangular area]						
Begin to explore simple drawing programme to create a picture.	Begin to explore digital media to create an image	Use a graphics package or app to explore digital image creation	Use a graphics package or app to create images using different tools and effects with increased precision	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	Confidently use a graphics package or app to create and manipulate images using a wider range of digital tools	Use digital media as a means of extending work from initial ideas
	Record information using digital cameras	Have the opportunity to manipulate an image using various digital tools	To have experience of using a green screen to create a digital image	Begin to use digital media to record and evaluate a creative learning journey	Understand that a digital image can be made up of different layers	Use digital media in order to self-evaluate the creative learning journey
	Explore digital tools (e.g., brushes, shape and fill tools, eraser)	Use a digital camera to take a specific image portrait/landscape	Extending knowledge of photography		Create layered images from original ideas	Present personal ideas and choices using a range of digital media