



# Art and Design – Progression and Outcomes

<b>F1 2's (Birth to 3)</b>	<ul style="list-style-type: none"><li>• Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li><li>• Start to make marks intentionally.</li><li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li><li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li><li>• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li><li>• Use their imagination as they consider what they can do with different materials.</li><li>• Make simple models which express their ideas.</li></ul>
<b>F1 3's (3-4 year olds)</b>	<ul style="list-style-type: none"><li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li><li>• Develop their own ideas and then decide which materials to use to express them.</li><li>• Join different materials and explore different textures.</li><li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li><li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li><li>• Use drawing to represent ideas like movement or loud noises.</li><li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li><li>• Explore colour and colour-mixing.</li></ul>
<b>F2 (Reception and ELG's)</b>	<ul style="list-style-type: none"><li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>• Create collaboratively, sharing ideas, resources and skills.</li><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>• <b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></li><li>• <b>Share their creations, explaining the process they have used</b></li></ul>
<b>Year 1</b>	<p><b>Colour</b></p> <ul style="list-style-type: none"><li>• To mix different colours.</li><li>• Sort, select and discuss different colours.</li></ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"><li>• To draw on different surfaces with a variety of media – e.g. pencils, crayons, pastels, pens, charcoal and chalk.</li><li>• Begin to control the types of marks I make with the range of media.</li><li>• Experiment with drawing on different surfaces.</li><li>• Draw as a way of representing my own world, experiences and ideas.</li></ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"><li>• Create repeating patterns.</li><li>• Demonstrate an awareness of and discuss different patterns.</li><li>• Create patterns with symmetry.</li></ul> <p><b>Texture and Textiles</b></p>

	<ul style="list-style-type: none"> <li>● Begin to identify different forms of textiles.</li> <li>● Begin to experience colouring textiles: printing, fabric crayons.</li> <li>● Begin to experience simple weaving and understand the process.</li> <li>● Begin to identify different types and textures of fabric and materials for collage.</li> <li>● To use appropriate language to describe colours, media, equipment and textures.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>● Experiment with a variety of media when painting – e.g. different brush sizes and tools.</li> <li>● Explore lightening and darkening colours.</li> <li>● Begin to control the types of marks made with the range of media.</li> <li>● Start to mix a range of secondary colours, moving towards predicting resulting colours.</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>● Experiment in a variety of malleable media such as clay, Papier Mache, salt dough and Modroc.</li> <li>● Shape and model materials for a purpose.</li> <li>● Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</li> <li>● Press and apply simple decoration techniques.</li> <li>● Use tools and equipment safely and in the correct way.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>● Explore printing with a range of hard and soft materials e.g., cork, pen barrels and sponge.</li> <li>● Produce a clean printed image with different objects.</li> <li>● Explore printing in relief.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>● Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices.</li> <li>● Talk about their own work and that of other artists and the techniques they have used.</li> </ul>
<b>Year 2</b>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>● Begin to describe colours.</li> <li>● Make different tones of one colour, lightening and darkening by using different colours.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>● Draw on different surfaces with a range of media, such as pastels, felt tips, charcoal, pen and chalk.</li> <li>● Control the types of marks made with different media.</li> <li>● Investigate tone by drawing light/dark lines using a pencil.</li> <li>● Draw lines/marks from observations.</li> <li>● Use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>● Create and experiment with regular and irregular patterning.</li> <li>● Create natural and manmade patterns.</li> </ul>

	<ul style="list-style-type: none"> <li>● Discuss the difference between regular and irregular patterns.</li> </ul> <p><b>Texture and Textiles</b></p> <ul style="list-style-type: none"> <li>● Begin to identify different forms of textiles. Match and sort fabrics and threads for colour, texture, length, size and shape.</li> <li>● Practise threading a needle and learn simple stitches.</li> <li>● Begin to practise weaving, both 3D and flat e.g. grass through twigs.</li> <li>● Begin to apply colour with printing, dipping, fabric crayons.</li> <li>● Create and use dyes e.g. tea, coffee.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>● Explore a range of painting techniques.</li> <li>● Begin to mix colour shades and tones, lightening and darkening colours.</li> <li>● Use a brush to produce marks appropriate to work – e.g. a small brush for small marks.</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>● Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</li> <li>● Use equipment and media safely and with increasing confidence.</li> <li>● To begin to shape, form, construct and model from observation and imagination.</li> <li>● Demonstrate experience in surface patterns/ textures and use them when appropriate.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>● Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels and sponge.</li> <li>● Produce a clean printed image with different objects.</li> <li>● Make simple marks on rollers and print palettes.</li> <li>● Create simple prints i.e. mono printing.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>● Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and making links to their own work.</li> <li>● Talk about their own work and that of other artists and the techniques they have used.</li> </ul>
<b>Year 3</b>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>● Create and use different tones of one colour, lightening and darkening by using different colours.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>● Produce close observational drawings of people and objects.</li> <li>● Use a wide range of drawing implements on a variety of media.</li> <li>● Use a sketchbook to test ideas and record media explorations.</li> <li>● Experiment with the potential of different grades of pencil while applying different drawing techniques.</li> <li>● Begin to show an awareness of objects having a third dimension and proportion.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>● To study and recreate patterns in the environment.</li> <li>● Design patterns using ICT.</li> </ul>

	<ul style="list-style-type: none"> <li>● Make patterns on a range of surfaces.</li> <li>● Create patterns with symmetry.</li> </ul> <p><b>Texture and Textiles</b></p> <ul style="list-style-type: none"> <li>● Show awareness and name a range of different fabrics.</li> <li>● Use a variety of techniques, e.g. printing, dyeing, weaving and stitching.</li> <li>● Apply decoration using beads, buttons, feathers etc.</li> <li>● Continue to gain experience in applying colour with printing.</li> <li>● Begin to show further experience in changing and modifying threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting.</li> <li>● Look at fabrics from other countries.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>● Explore different effects and textures – e.g. washes and thickened paint.</li> <li>● Use light and dark within painting and begin to explore complimentary colours.</li> <li>● Mix colour, shades and tones with increasing confidence.</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>● Use equipment and media with confidence.</li> <li>● Begin to secure work to continue at a later date.</li> <li>● Join two parts successfully.</li> <li>● Construct a simple base for extending and modelling other shapes.</li> <li>● Produce more intricate surface patterns.</li> <li>● Use pinch, slab and coil techniques.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>● Print simple pictures using different printing techniques.</li> <li>● Continue to explore both mono-printing and relief printing.</li> <li>● Combine prints taken from different objects.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>● Begin to explore a range of great artists, architects and designers in history.</li> <li>● To discuss their own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</li> </ul>
<p><b>Year 4</b></p>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>● Create and use different tones of one colour, lightening and darkening by using different colours.</li> <li>● Use colour to express feelings.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>● Draw for a sustained period of time at an appropriate level.</li> <li>● Experiment with different grades of pencil and other implements to achieve variations in tone.</li> <li>● Use sketchbooks to record and evaluate media explorations.</li> <li>● To begin to include a range of techniques and begin to understand why they best suit.</li> </ul>

	<ul style="list-style-type: none"> <li>● To develop drawings featuring the third dimension and proportion.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>● Explore environmental and man-made patterns.</li> <li>● Design patterns using ICT.</li> <li>● Create patterns using tessellation.</li> </ul> <p><b>Texture and Textiles</b></p> <ul style="list-style-type: none"> <li>● Use a technique as a basis for stitch embroidery.</li> <li>● Apply colour with printing and tie dye more confidently.</li> <li>● Adapt work as and when necessary and explain why they have done so.</li> <li>● Change and modify threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting.</li> <li>● Use language appropriate to skill and technique.</li> <li>● Demonstrate experience in looking at fabrics from other countries.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>● Experiment with different textures for effect – e.g. washes and thickened paint.</li> <li>● Use light and dark within paintings and continue to explore complimentary colours.</li> <li>● Mix colour, shades and tones with an intended purpose.</li> <li>● Begin to choose appropriate media to work with.</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>● Work in a safe, organised way, caring for equipment.</li> <li>● Make a slip to join two pieces of clay.</li> <li>● Use recycled, natural and man-made materials to create sculptures.</li> <li>● Adapt work as and when necessary and explain why I have done so.</li> <li>● Show awareness of the effect of time upon sculptures.</li> <li>● Use pinch, slab and coil techniques.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>● Demonstrate an increasing awareness of mono and relief printing.</li> <li>● Demonstrate experience in fabric printing.</li> <li>● Combine prints taken from different objects to produce an end piece.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>● Begin to explore a range of great artists, architects and designers in history.</li> <li>● Discuss and review their own and others' work, expressing thoughts and feelings, identify modifications and see how they can be developed further.</li> </ul>
<b>Year 5</b>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>● Create and use different tones of one colour, lightening and darkening by using different colours.</li> <li>● Use colour for purpose – e.g. to express mood and feelings.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>● Work in a sustained and independent way to create a detailed drawing.</li> </ul>

- Use different techniques for different purposes i.e. shading, hatching within my own work.
- Develop close observation skills.
- Develop a simple perspective in my work.
- Begin to develop an awareness of composition, scale and proportion in my work.
- Use sketchbooks to plan, record and evaluate artwork.

#### **Pattern**

- Express mood through patterns.
- Create patterns using tessellation.

#### **Texture and Textiles**

- Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.
- Demonstrate experience in 3D weaving.
- Produce two colour tie dye.
- Gain experience in batik.
- Demonstrate experience in combining techniques to produce an end piece e.g. embroidery over tie dye.
- Show awareness of the skills involved in aspects such as knitting.
- Use language appropriate to skill and technique.

#### **Painting**

- Apply different effects and textures with a purpose in mind – e.g. washes and thickened paint.
- Mix and match colours to create atmosphere.
- Mix colour, shades and tones with confidence building on previous knowledge.
- Start to develop my own style using different tones and mixed media.

#### **Sculpture**

- Work in a safe, organised way, caring for equipment.
- Show experience in combining pinch, slab and coiling to produce end pieces.
- Develop an understanding of different ways of finishing work: glaze, paint, polish.
- Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.
- Adapt work as and when necessary and explain why they have done so.
- Use language appropriate to skill and technique.

#### **Printing**

- Gain experience in overlaying colours.
- Start to overlay prints with other media.
- Show experience in a different mono and relief print techniques.

#### **Evaluating**

- Explore a range of great artists, architects and designers in history.
- Discuss and review their own and others' work, expressing thoughts and feelings, identify modifications and see how they can be developed further.
- Identify artists who have worked in a similar way to their own work.

## Year 6

### Colour

- Control and experiment with qualities of tone, shades and mood.
- Use colour for purpose and explain the reasons for my choices.

### Drawing

- Draw for a sustained period of time over a number of sessions working on one piece.
- Develop a sense of perspective in my artwork.
- Demonstrate an awareness of composition, scale and proportion.
- Use different techniques for different purposes, such as shading and hatching, understand which works well in my work and why.
- Use sketchbooks to plan, record and evaluate artwork.

### Pattern

- Express mood through patterns.
- Create my own abstract patterns to reflect personal experiences.

### Texture and Textiles

- Experiment with a variety of techniques.
- Use a number of different stitches creatively to produce different patterns and textures.
- Work in 2D and 3D as required.
- Design, plan and decorate a fabric piece. Recognise different forms of textiles and express opinions on them.
- Adapt my work according to my views and describe how they might develop it further.
- Use language appropriate to skill and technique.

### Painting

- Confidently apply different effects and textures with a purpose in mind – e.g. washes and thickened paint.
- Mix colour, shades and tones with confidence to create atmosphere, building on previous knowledge.
- Work in a sustained and independent way to develop my own style of painting.

### Sculpture

- Work in a safe, organised way, caring for equipment.
- Model and develop work through a combination of pinch, slab, and coil techniques.
- Demonstrate experience in different ways of finishing work: glaze, paint, polish.
- Demonstrate experience in relief and freestanding work using a range of media.
- Recognise sculptural forms in the environment, such as furniture and buildings.
- Solve problems as they occur.
- Use language appropriate to skill and technique.

### Printing

- Create positive and negative shapes.
- Demonstrate experience in a range of printmaking techniques.
- Describe the techniques and processes they have used.
- Develop their own style using tonal contrast and mixed media.

### Evaluating

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|  | <ul style="list-style-type: none"><li>● Explore a range of great artists, architects and designers in history.</li><li>● Discuss and review my own and others' work, expressing thoughts and feelings, explaining my views, identifying modifications and seeing how they can be developed further.</li><li>● Identify and evaluate artists who have worked in a similar way to my own work.</li><li>● Annotate work in their sketchbook.</li></ul> |
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