



ART AND DESIGN PROGRESSION GRID

Intent: At Parsloes Primary School we believe that a high-quality art and design education should engage, inspire and challenge pupils, equipping them with new knowledge and skills. Carefully planned, progressive units of work provide opportunity for active learning and allow pupils to experiment, invent and create, ensuring a strong foundation in art and design. Pupils are taught to respond to art work, thinking critically and using subject specific vocabulary to share their ideas. Their understanding of their own and others' cultural heritage is developed through studying a diverse range of artists. By the time children leave Parsloes, they will have gained new knowledge and skills in the areas of drawing, painting, sculpture, printing and collage. They will be well prepared for the Art and Design curriculum at Key Stage Three and beyond.

KEY VOCABULARY

NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Colour Light Dark Paint Draw Mix Line Circle Roll Pinch Stretch Twist Cut Stick	Print Collage Shapes Join Glue Tape Stick Layer Pattern Art Plan Natural materials Illustration	Artist Pattern Texture Outline Primary Secondary Tone Mood Line drawing Palette Brush strokes Collage Layering Effect	Etching Gradient Warm tones Cool tones Blended Sketch (Self) Portrait Proportion Cross-hatching Tone Detail Mood Sculpture Smoothing Collagraph Monoprint	Perspective Shade Form Space Abstract Detail Observation Composition Background Foreground Pigment Hue Mixed media Layer Two-dimensional Profile Style Symbolism	Tint Complimentary colours Focal point Impression Geometric Monoprint Horizon Smudging Accentuated Coiling Relief Complimentary colours Sgraffito Tinting Scumbling	Atmosphere Composition Scale Proportion Negative space Highlights Layering Texture Hatching Graduated tones Representations Swatches Post-Impressionism Movement Smudging Cross-hatching	Realism Scientific illustrator Naturalist Botanical illustration Screen Mesh Over print Block out Stencil Abstract Composition Arrangement Complimentary Tonal Stippled Opaque

KEY KNOWLEDGE AND SKILLS

NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Generating ideas and Evaluating							
Explore different materials freely, to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them	Create collaboratively, sharing ideas, resources and skills Provide children with a range of materials to select from, encouraging them to think about and discuss what they want to make. Discuss problems and how they might	Begin to collect ideas in sketchbooks Consider which materials are best to use Explore and create ideas for purposes and intentions Describe what they feel about their work	Working from observation Use imagination to form objects Use artist sources to develop own ideas Compare other's work identifying similarities and differences	Adapt and refine ideas, taking inspiration from an focal artist Start to question, critique and make observation Create personal artwork using the artwork of others to stimulate them Discuss own and other's work using	Use sketchbooks as a way to review, revisit and refine ideas Express thoughts and feelings through tactile creation of art Manipulate materials to achieve desired effect Build a more complex vocabulary	Using sketchbooks alongside digital sources to develop ideas Exploring more resources to inform a visual piece Think critically about their own and another's work Create and invent for purposes	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks Record experiments with medias and try out new techniques and processes Develop personal and imaginative

	be solved as they arise.		Evaluate their work based on specific criteria	elements of art vocab (line, form, shape)	when discussing their own and others art	Develop a greater understanding of vocabulary	responses to a theme
Drawing							
Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing detail, such as representing a face with a circle Use drawing to represent ideas like movement or loud noises	Use line and shape to represent real and imaginary objects Include more details within their drawings, such as including all the elements of a face Show different emotions in their drawing Draw from their imagination and from observation	Explore mark making, experiment with drawing lines and use 2D shapes to draw Use language to describe lines Draw from observation, with the representation more closely matching reality	Proportional drawing (portraits) begin to apply tone to describe form, develop skill and control with a range of drawing materials Use line for expression when drawing portraits and proportional drawing	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing Further develop their ability to describe 3D form in a range of materials Learn and use simple shading rules	Analyse and describe how artists use lines Create original designs using geometry and lines Refining smudging and shading techniques using different media (e.g. pastels)	Refining and enhancing proportional drawing (portraits) Further develop drawing from observation Draw using perspective Extend and develop a greater understanding of applying expression when drawing Refining smudging and shading techniques using different media (e.g. charcoal)	Learn and apply new drawing techniques including negative drawing Increase awareness of using tone to describe light and shade, contrast, highlight and shadow (e.g. charcoal) Study and apply the techniques of other artists
Painting							
Explore colour and colour mixing Show different emotions in their drawings – happiness, sadness, fear etc. Use small and large tools to paint on different scales	Teach children to develop their colour-mixing techniques to match the colours they see Select different tools for painting on a small and large scale Select colours carefully, thinking about the effect they want to create	Mixing primary colours and starting to create secondary colours Begin to think about shades and tints Experiment with brush strokes and handling different brushes Using a repeated pattern	Develop the use of warm and cold tones Refining brush techniques (wet vs, dry brush) Selecting appropriate tools to paint Blending gradients to create landscapes Describe their colour selections	Use aspects of colour such as tints and shades for different purposes Using watercolours to refine shapes and lines Increase skill and control when painting Apply greater expression and creativity to own paintings	Analyse and describe colour and painting techniques in artists work Develop skill and control when painting Choose and mix a colour palette to inform the mood of a painting Learning new skill pointillism/stipple effect (starry sky)	Refining brush strokes (fan brush) Using paints to create different textures Select and mix more complex colours to depict thoughts and feelings (tertiary colours)	Selecting appropriate media for the purpose (watercolour, acrylic) Express feelings and emotions through colour Paint with greater skill and control, applying tonal techniques and more complex colours

				Paint with creativity and expression	Use sand art as a new media to aid tomb paintings and textures			
	Collage							
	Use one-handed tools and equipment, for example making snips in paper with scissors Explore cutting and sticking to create art	Use scissors with a greater degree of motor control to cut more accurately Explore how different materials can be stuck together Create simple collages	Refine cutting skills, including cutting out space in an enclosed area Identify and describe different techniques		Analyse and describe texture in an artist's work Use materials for craft making Explore how different media can be used in a collage to create different effects Evaluate the placement of material and composition of collage			
	Sculpture							
	Make models using malleable materials like playdough	Use malleable materials to represent real objects and imagined ideas Use pinching, twisting and rolling to create different shapes		Use tools to create a variety of effects in plasticine e.g. etching Refine the use of pinching, twisting and rolling to create more realistic models		Apply techniques to the use of clay to create models. Use tools to create effects in clay e.g. etchings Use pinching, twisting, rolling and shaping to create fine details e.g. coils Layer clay to create a relief		
	Printing							
	Explore creating prints with paint and a range of tools	Explore creating prints with paint and a range of tools	Create their own foam plate for printing with a geometric shape	Use collograph printing to create monoprints		Use polystyrene blocks and printing inks to create a repeated pattern		Use screen printing and printing inks to create a repeated pattern

	e.g. cotton reels and potatoes.	e.g. cotton reels and potatoes Use colour to create a simple repeated print	Create a repeated print inspired by an artist Use techniques for printing with a plate with a greater degree of accuracy	Use shape and colour to print a garden scene with several elements Distribute paint evenly over a plate and use pressure to ensure an event print		Use printing techniques to print clearly and accurately on to cloth Create a colour palette to use for printing		Use printing techniques to print clearly and accurately on to cloth Create a colour palette to use for printing
	Knowledge of Artists							
	Introduce children to the work of artists from across times and cultures.	Visit galleries and museums (in person or online) to generate inspiration and conversation about art and artists	Teach about the work of a range of artists. To include: Naomi Wanjiku Gakunga (African patterns)	Teach about the work of a range of artists. To include: Matisse (landscapes, including <i>Harmony in Red</i>) Van Gogh (self portraits) Toyin Odutola (self portraits)	Teach about great artists. To include: Rousseau (including <i>Tiger in a Tropical Storm</i>) Matisse (<i>The Sorrows of the King</i> - collage) Romare Bearden (Caribbean)	Teach about great artists. To include: Orla Kierly (printing, textiles) Claude Monet (pastels)	Teach about great artists. To include: Hans Holbein (portraits) Van Gogh (Starry Night) Elizabeth Catlett (Charcoal)	Teach about great artists. To include: Maria Sibylla Merian (scientific illustrations) Andy Warhol (printing)

KEY ENQUIRY BIG QUESTIONS

ASSESSMENT

Nursery

Expressive Arts and Design

How can I draw a picture of myself?

What colours can we use?

How can we draw an animal?

How can we print with different materials?

Reception

Expressive Arts and Design

How can we draw a scene from a story?

How can we collage with different materials?

How can we paint the jungle?

How can we print with different materials?

Year 1

Painting

How do we mix secondary colours?

Printing

How do we print a repeated pattern?

Collage

How do we collage using natural materials?

Drawing

How can we use lines and shapes to draw a sea creature?

Year 2

Painting

How do we use different tones to create atmosphere?

Sculpture

How can we represent forest creatures through plasticine?

Drawing

How do we draw a self-portrait?

Printing

How can we print a garden scene?

Year 3

Painting

How do we create a rainforest in the style of Rousseau?

Drawing

How can we draw from life?

Collage

How do we create a Caribbean landscape in the style of Matisse?

Drawing & Painting

How do we create a tomb painting?

Year 4

Printing

How do we design and print in the style of Orla Kierly?

Sculpture

How do we sculpt a Greek mask using clay?

Drawing

How do we create an effective fantastical scene using pastels?

Year 5

Painting

How do we create a portrait in the style of Holbein?

Painting

How do we paint in the style of Van Gogh?

Drawing

How do we create atmosphere using charcoal?

Year 6

Drawing

How can we create technical drawings based on observation?

Painting

How can we recreate scenes from Flotsam?

Printing

How can we create a screen print?