



Art Progression Framework Whitehouse Primary School

EYFS 2021 ELG -Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • 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
ELG – Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

National Curriculum Objectives					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn 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.</p>		<p>Develop techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials such as pencil, charcoal, paint, clay.</p> <p>Learn about great artists, architects and designers in history and the modern day, understanding the historical and cultural development of their art forms.</p>			

Progression in Drawing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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.	Select appropriate media and techniques to achieve a specific outcome
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 drawings from observation or photographs	Developing key elements of their work (line, tone, pattern, texture)	Develop their own style Draw for a sustained period of time over a number of sessions
Draw on different surfaces	Sketch to make records	Draw from observation and imagination	Work on a variety of scales	Draw from different viewpoints considering horizon lines.	Use tone in drawings to achieve depth
Explore different textures	Begin to control marks made with different media	Experiment with mark making using alternative tools	Produce drawings using IT	Begin to consider perspective	Develop drawing with perspective and focal points
Draw from imagination	Investigate tone by drawing light/dark lines using pencil	Create initial sketches for painting	Identify and draw the effect of light	Use different techniques for purpose eg. different styles of shading	Adapt drawings according to evaluations and discuss further developments
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	Work from a variety of sources and photographs to develop own work	
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		

Progression in Painting					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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
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
	Be able to discuss the colour wheel	Mix / create colour for use on a large scale. (wash)			

Describe collections of 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)	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
Discuss and use warm and cold colours			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
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		

Progression in Printing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Print with a range of hard and soft materials e.g. corks, pens, cotton reels, sponges</p> <p>Take rubbings to understand and inform their own textured prints and patterns</p> <p>Monoprint by marking into ink, or drawing onto the back of paper which has been placed on ink, controlling line and tone using tools or pressure</p>	<p>Create repeating patterns</p> <p>Create simple relief printing blocks e.g. with string and card</p>		<p>Explore lines, marks, shapes and tones through mono-printing (using polystyrene tiles)</p> <p>Print with two colour overlays</p> <p>Print a design on to fabric</p>	<p>Create designs for prints by simplifying initial drawings/sketches</p> <p>Extend printing methods such as using Collagraph</p> <p>Through printing, show increasing use of tools to control line, shape, texture and tone</p> <p>Colour mix through printing, create prints with colour overlays</p> <p>Use printing techniques as part of a multi-media project</p>	

Progression in Sculpture and form

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore sculpture with a range of natural materials e.g. leaves, stones, feathers, shells.</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching, kneading and adding texture</p> <p>Manipulate malleable materials e.g. salt dough, playdough, plasticine, clay for a purpose</p>	<p>Experiment with constructing and joining recycled, natural and manmade materials.</p>	<p>Join clay, constructing a simple tile base and then layering/joining shapes onto it to create 3D form e.g. coil pot.</p> <p>Manipulate clay using pinch, slab and coil techniques.</p> <p>Create surface patterns and textures onto clay looking at cultural decoration from historic time periods.</p>	<p>Plan, design and make models from observation or imagination.</p> <p>Make 3D models by constructing materials and using papier mâché or Modroc and paint to add a final finish.</p>	<p>Use modelling clay to create detailed 3D models.</p> <p>Use smoothing techniques to create a desired finish before painting.</p> <p>Add final finishes to models using paint/glazing techniques.</p>	<p>Manipulate materials to make a new 3D form e.g. human figure.</p>

Progression in Textiles

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Match and sort simple fabrics and threads for colour and texture</p> <p>Add shapes with glue</p> <p>Apply decoration using beads, buttons, feather etc.</p>	<p>Change and modify threads and fabrics e.g. knotting, plaiting, twisting</p> <p>Weave paper to represent an image or object</p>	<p>Develop understanding of joining fabrics by using running stitch</p> <p>Experiment with adding detail or textural effects to fabric by gluing or stitching</p>	<p>Weave a range of materials, looking at colour and texture.</p> <p>Add decoration by using sewing techniques e.g. beads, buttons etc.</p>	<p>Research textile fashion and techniques to use in my own designs, including colour, pattern and stitching</p>	<p>Use fabric to as part of a 3D art form</p> <p>Use a number of different stitches creatively to decorate and create patterns.</p> <p>Add colour and pattern to a fabric using natural dye</p> <p>Combine techniques to produce an end piece</p>

Progression in Collage					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Arrange and glue materials to different backgrounds.</p> <p>Sort and group materials by properties e.g. colour and texture</p> <p>Collect, sort, name and match colours appropriate for the purpose</p>	<p>Create images from a variety of media e.g. magazines, fabric, crepe paper</p> <p>Create and arrange shapes appropriately select and use textured paper for the purpose</p> <p>Fold, crumble, tear and overlap papers and other materials</p> <p>Work on different scales</p>	<p>Experiment with creating mood, feeling, movement and areas of interest using different media</p>	<p>Develop skills of overlapping and overlaying to place objects in front or behind in a collage</p> <p>Experiment with techniques to make mosaics</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>	<p>Experiment with a range of media to overlap and layer, creating interesting colours and textures and effects</p> <p>Embellish a surface using a variety of techniques, including drawing and painting</p>	<p>Select and use found materials with art media and adhesives to assemble and represent self</p>

Progression in Responding to Art					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Look at and talk about own work and that of other artists expressing their likes and dislikes.</p> <p>Begin to explore the work of a range of artists, craft makers and designers, describing simple differences and similarities</p>	<p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities and beginning to make simple links to their own work.</p> <p>Express thoughts and feelings about a piece of art.</p> <p>Explain how a piece of art makes them feel, linking to emotions.</p>	<p>Explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities between different practices and disciplines, and making simple links to their own work.</p> <p>Discuss own and other's work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings and explaining their views.</p> <p>Begin to explore a wider range of great artists, architects and designers in history, making detailed comparisons and making clear links to their own work.</p> <p>Reflect and explain the successes and challenges in a piece of art they have created.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a wide range of great artists, architects and designers in history,</p> <p>Compare the effect of different styles and approaches.</p>	<p>Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications /changes on how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work and explain the intended impact on the viewer.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p>

		Respond to art from other cultures and periods of time.	Identify changes they might make or how their work could be developed further.		
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Possible Artists to study					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Portraits through history Van Gogh, Pablo Picasso, Giuseppe Archimboldo Drawing Molly Haslund, Wassily Kandinsky Colour theory, painting and printing Piet Mondrian, John Little, Claire Halifax Pointillism Aboriginal artists Clifford Possum Tjapaltjarri Collage/ Textiles Micheal Curry	Colour theory - Painting Claude Monet, Keith Haring Painting and Printing William Morris, Laura Ashley, Joe Whale Drawing and painting Dennis Wojkiewicz, Paul Cezanne Sculpture Andrea Butler, JK Brown Collage Claire Willberg, Claude Monet, Tseng-Yu-Ho	Cave art – drawing and painting(colour theory) Francis Hatch, Chauvet cave art Sculpture Bronze age pottery Painting and textiles Mark Rothko, Frank Bowling Drawing and collage Rebecca Hoyes Stephen Wiltshire Dan Hogman Farina Noorani Painting – still life Georgia o’Keefe	Mosaics Roman mosaics, Sonia King Sculpture Rowan Briggs smith, Claes Oldenberg, Nicole Dyer Colour Theory Jasper Johns, Daniel Heidkamp, Landscape Artists JW Turner, John Constable, Vincent Van Gogh, Jen Aranyi Portraits Alaa Awad Tamara Madden Kwaku Yaro Sustainable artists Abdelkraim Elazhar Benjamin Von Wong	Drawing and sculpture M C Esher, Bryce Olson, Jackie Morris Colour Theory Paul Cezanne, Edvard Munch, Rachel Collier Collage/ Textile Yayoi Kusama Kimora Lee Simmons Alexander McQueen Perspective Julian Opie, Edward Ruscha, Tristram Hillier Printing Andy Warhol Favianna Rodriguez	Drawing Henry Moore, Bill Brandt, Olga Lehmann Textiles Indonesian art Colour theory Mia Vallance, Helen Frankenthaler Boreal landscapes Textiles and sculpture Edward Degas, Alberto Giacometti Portraits Frida Kahlo, Andy Warhol, DaVinci, Picasso, Kehinde Wiley, Dean Russo