



# Art Progression Document

	EYFS	KS1	LKS2	UKS2
<p><b>Exploring and Developing Ideas</b></p> <p>This will run through each year group.</p>	<ul style="list-style-type: none"> <li>Exploring and investigating with different tasks and artwork.</li> <li>Having freedom to develop ideas and try things out.</li> </ul>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observations.</li> <li>Develop their ideas – try things out, change their minds.</li> <li>Explore the work of artists, craftspeople and designers.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> </ul>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>Look, stick, colour, try, difficult, easy, see.</li> </ul>	<ul style="list-style-type: none"> <li>Like, dislike, difficult, easy, colour, start, plan, try, develop.</li> </ul>	<ul style="list-style-type: none"> <li>Like and dislike, difficult and easy, dark, light, shade, tone, artist, develop and plan.</li> </ul>	<ul style="list-style-type: none"> <li>Like and dislike, difficult and easy, dark, light, shade, tone, artist, develop and plan.</li> </ul>
<p><b>Drawing</b></p>	<ul style="list-style-type: none"> <li>Drawing and developing pincer drip.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with ways in which surface detail can be added to drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Work from a variety of sources including observation, photographs and digital images.</li> </ul>

	<ul style="list-style-type: none"> <li>• Exploring different pencils and create different shades.</li> <li>• Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</li> </ul>	<p>tips, charcoal, ballpoints, chalk.</p> <ul style="list-style-type: none"> <li>• Control the types of marks made with the range of media.</li> <li>• Name, match and draw lines/marks from observations.</li> <li>• Invent new lines. Draw shapes in between objects.</li> <li>• Invent new shapes.</li> <li>• Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>• Experiment with different grades of pencil and other implements to create lines and marks.</li> <li>• Begin to show an awareness of objects having a third dimension.</li> <li>• Apply tone in a drawing in a simple way.</li> <li>• Create textures with a wide range of drawing implements.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• Identify artists who have worked in a similar way to their own work.</li> <li>• Use dry media to make different marks, lines, patterns and shapes within a drawing.</li> <li>• Explore colour mixing and blending techniques with coloured pencils</li> <li>• Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Draw, shade, hard, soft, tones, rubber.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw, shade, hard, soft, tones, rubber, colour, lines, shapes, pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Shade, tone, soft, hard, dark, lighter, tone, marks, lines, drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Shade, tone, tone, marks, lines, patterns, shapes, drawing, colour, mixing, blending, scale, proportion.</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>• Identify primary and secondary colours by name.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of tools and techniques including</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with different effects and textures including</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out preliminary studies, trying out different</li> </ul>

	<ul style="list-style-type: none"> <li>• Mix primary shades and tones.</li> <li>• Mix secondary colours.</li> </ul>	<p>different brush sizes and types.</p> <ul style="list-style-type: none"> <li>• Mix and match colours to artefacts and objects.</li> <li>• Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</li> <li>• Identify primary and secondary colours by name.</li> <li>• Mix primary shades and tones.</li> <li>• Mix secondary colours.</li> </ul>	<p>blocking in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> <li>• Work on a range of scales e.g. thin brush on small picture etc.</li> <li>• Create different effects and textures with paint according to what they need for the task.</li> <li>• Mix colours and know which primary colours make secondary colours.</li> <li>• Mix and use tints and shades.</li> </ul>	<p>media and materials and mixing appropriate colours.</p> <ul style="list-style-type: none"> <li>• Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Colour.</li> <li>• Mix and match colours to create atmosphere and light effects.</li> <li>• Be able to identify and work with complementary and contrasting colours.</li> </ul>
<b>vocabulary</b>	<ul style="list-style-type: none"> <li>• Primary, secondary, colours, lighter, darker, mix.</li> </ul>	<ul style="list-style-type: none"> <li>• Stroke, mix, size, brush, match, shade, tone, colour, primary, secondary.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix, shade, tones, primary, secondary, scales, colour, paint, blocking.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix, shade, colour, match, paint, media, materials, mixing, atmosphere, complementary, contrasting.</li> </ul>
<b>3D</b>	<ul style="list-style-type: none"> <li>• Create 3d shapes such as papier mache work.</li> <li>• Develop work over time.</li> <li>• Manipulate malleable materials in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate malleable materials in a variety of ways including rolling and kneading.</li> <li>• Explore sculpture with a range of malleable media.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, design and make models from observation or imagination.</li> <li>• Join clay adequately.</li> <li>• Create surface patterns and</li> </ul>	<ul style="list-style-type: none"> <li>• Shape, form, model and construct from observation or imagination.</li> <li>• Use recycled, natural and man-made materials to create sculptures.</li> </ul>

	including rolling and kneading.	<ul style="list-style-type: none"> <li>• Experiment with constructing and joining recycled, natural and manmade materials.</li> <li>• Use simple 2-D shapes to create a 3-D form.</li> <li>• Change the surface of a malleable material e.g. build a textured tile.</li> </ul>	textures in a malleable material.	<ul style="list-style-type: none"> <li>• Plan a sculpture through drawing and other preparatory work.</li> <li>• Develop skills in using clay including slabs, coils, slips, etc.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• 3D, shape, dry, stand, push, roll, flat.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape, flat, build, 3D, texture, malleable, join, rolling, kneading, construct.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, model, clay, shape, construct, create.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape, form, model, construct, sculpt, draw, begin, plan, smooth, textured.</li> </ul>
<b>Collage</b>	<ul style="list-style-type: none"> <li>• Arrange and glue materials to different backgrounds.</li> <li>• Fold, crumple, tear and overlap papers.</li> <li>• Explore collaging and discuss the end product.</li> </ul>	<ul style="list-style-type: none"> <li>• Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.</li> <li>• Arrange and glue materials to different backgrounds.</li> <li>• Fold, crumple, tear and overlap papers.</li> <li>• Create and arrange shapes appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> </ul>	<ul style="list-style-type: none"> <li>• Add collage to a painted, printed or drawn background.</li> <li>• Use a range of media to create collages.</li> <li>• Use different techniques, colours and textures.</li> <li>• Use collage as a means of extending work from initial ideas.</li> </ul>

<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Stick, cover, tear, crumble, collage, glue, cut.</li> </ul>	<ul style="list-style-type: none"> <li>Stick, cut, collage, material, fabric, glue, tear, cover, shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment, cut, stick, collage, material, tear, fabric, glue, shapes, layer, technique, textures.</li> </ul>	<ul style="list-style-type: none"> <li>Match, add, collage, background, stick, texture, develop, painting, artist.</li> </ul>
<b>Evaluating and developing work</b>  <b>Year 1-6 should do this after each unit as assessment...use post-it notes and record in art books.</b>	<ul style="list-style-type: none"> <li>This conversation will be ongoing whilst the adult works with groups. Encourage the children to talk about what looks good and what is challenging.</li> <li>Question what do they like doing and what do they dislike doing.</li> </ul>	<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it.</li> <li>Make record of this on seesaw/art books.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Annotate work in journal.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Annotate work in a journal.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Like, dislike, tricky, easy.</li> </ul>	<ul style="list-style-type: none"> <li>Like, dislike, descriptions, easy, tricky.</li> </ul>	<ul style="list-style-type: none"> <li>Like, dislike, descriptions, easy, difficult, challenged.</li> </ul>	<ul style="list-style-type: none"> <li>Like, dislike, easy, difficult, impressed, surprised, challenged.</li> </ul>