



The Craylands School EYFS Art and Design Progression

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

	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;	
EYFS	<i>Mixing paints to make different colours</i> <i>Use a range of materials for art e.g. play doh, paint, collage materials</i>	<i>Talk about the colour, texture and shape of their work</i>	



The Craylands School KS1 Art and Design Progression

Aims produce creative work, exploring their ideas and recording their experiences <ul style="list-style-type: none"> ▪ become proficient in drawing, painting, sculpture and other art, craft and design techniques ▪ evaluate and artists, craft makers and designers, and understand the historical and cultural development of their art forms analyse creative works using the language of art, craft and design ▪ know about great 				
Skills to use a range of materials creatively to design and make products <ul style="list-style-type: none"> ▪ 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 			Knowledge <ul style="list-style-type: none"> • 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. 	
	to use a range of materials creatively to design and make products	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	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.
Year 1	Use natural materials to make patterns/sculptures	Sculpture - using plasticine to recreate Swanscombe sculpture	Art in nature - using nature to create art Shape/sculptures - using plasticine to create models	Andy Goldsworthy - sculptures Alma Thomas - colour and pattern

	Use clay/plasticine to model	Mixing paints to create secondary colours	Identify colours used in art work; primary and secondary colours	
Year 2	Use of paint to work in style of Paul Klee Use of paint to recreate aboriginal dot art	Mixing paints to create secondary colours Use warm and cool colours Using a different painting technique, not using a brush	Identifying cold and warm colours Looking at use of shape in art work Use of appropriate shape and colour in paintings	Artist study - Paul Klee Aboriginal dot art study



The Craylands School KS2 Art and Design Progression

Aims produce creative work, exploring their ideas and recording their experiences				
<ul style="list-style-type: none">▪ become proficient in drawing, painting, sculpture and other art, craft and design techniques▪ evaluate and analyse creative works using the language of art, craft and design▪ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms				
Skills <ul style="list-style-type: none">• develop their techniques, including their control and their use of materials, with creativity, experimentation• to create sketch books to record their observations and use them to review and revisit ideas▪ 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]			Knowledge <ul style="list-style-type: none">• about great artists, architects and designers in history.	
	develop their techniques, including their control and their use of materials, with creativity, experimentation	to create sketch books to record their observations and use them to review and revisit ideas	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]	about great artists, architects and designers in history.

<p>Year 3</p>	<p>To experiment with impressionist style of brush stroke</p> <p>Use of charcoal to make marks to retell a story/represent real life</p> <p>Use of clay to recreate Ancient Greek vase.</p>	<p>Record ideas of Monet's art work in sketch books</p> <p>Record ideas on cave paintings; experiment with use of charcoal drawings</p>	<p>Recognise how to create range of colours through paint</p> <p>To experiment with impressionist style of brush stroke</p> <p>Use of acrylic oil paints</p> <p>Develop understanding of pencil gradings</p> <p>Use of charcoal to create lighter and darker markings.</p> <p>Develop understanding of use of clay modelling techniques.</p>	<p>Artist study - Monet</p> <p>Study of Neolithic cave paintings</p> <p>Study of Ancient Greek pottery/ make a comparison with modern pottery artist Clarice Cliff.</p>
<p>Year 4</p>	<p>Create lighter and darker tones in drawing/ develop shading techniques.</p> <p>Create their own Roman mosaic.</p> <p>Use of printing techniques</p>	<p>Record findings related to pencil gradings in sketch book.</p> <p>Record ideas on Georgia O'Keefe's art work in sketch books.</p> <p>Record ideas in sketchbooks about Roman mosaics.</p>	<p>Use range of pencil gradings to create light and dark tones in drawing.</p> <p>Develop shading techniques.</p> <p>Focus on use of line in drawing.</p>	<p>Study the work of Georgia O'Keefe.</p> <p>Study of Roman mosaics.</p> <p>Look at importance of hieroglyphs in pictorial communication.</p>

			<p>Use of colour, pattern and shape to create mosaic; understanding of symmetry.</p> <p>Practise use of a range of printing techniques</p>	
Year 5	<p>Create own scene using perspective.</p> <p>Use textiles to create own imagery.</p> <p>Use of watercolours to create a seascape scene.</p>	<p>Use of sketch books to record ideas on work created by European artists from history.</p> <p>Use of sketch book to develop perspective drawing.</p> <p>Recording ideas on what the Bayeux tapestry shows.</p> <p>Use of sketch books to record ideas on the work of Turner.</p>	<p>Develop the use of 3d through use of perspective in drawing focussing on line and shape.</p> <p>Consider use of shading to create 3d effect in drawings.</p> <p>Develop use of sewing techniques to create textile art work.</p> <p>To use water colours effectively to create hues of colour.</p>	<p>Study of European artists from the past.</p> <p>Study of Bayeux tapestry revising how art work can re-tell a story.</p> <p>Study of artist Turner and his seascape paintings.</p>
Year 6	<p>To create a rainforest scene using line, colour and a sense of perspective.</p> <p>To use line, perspective, tone when creating portraits.</p>	<p>Use sketch books to record preferences in artists who paint the same theme.</p> <p>Use sketch books to record ideas on Tudor</p>	<p>To use line, colour and perspective in drawing/painting.</p> <p>To use perspective in relation to sizing of facial features when drawing.</p>	<p>Compare the work of artists who represent rainforests in their art work e.g. Henri Rousseau, Margaret Mee</p>

	<p>To select own artistic style and medium to create a self-portrait.</p>	<p>portraits and what they symbolise.</p> <p>Use sketch books to develop drawing techniques needed for portrait work.</p>	<p>To demonstrate skills of shading for light and darker tones with drawing and/or painting portraits.</p> <p>To draw upon artistic style and medium to create a self portrait.</p>	<p>Study of portrait artist Hans Holbein and how monarchs in the past used portraits.</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Paint	Primary colours Secondary colours Poster paint	Warm colours Cool colours Dot painting	Water colour techniques Mixing colours		Seascapes – water colours to make shades of same colour	Using colour in portraits; mixing to create appropriate shades and tones
Drawing			Charcoal Tone – light and dark Pencil darkness	Pencil darkness Tone Shading – hatching, cross hatching Still Life	Perspective drawing – vanishing point	Tudor portraits; focus on proportion and shading techniques
Collage		Matisse – fire of London collage		Roman mosaics; repetitive patterns and symmetry		Making a collage in style of Beatriz Malize
Print				Mono printing Ancient Egyptian hieroglyphs		Collograph printing
Textiles					Embroidery; applique and embellishing	
3D/modelling	Use of natural resources to make sculptures Use of plasticine to make a 3d model		Ancient Greek pottery using clay Coiling techniques			
Sketch book			Study of Monet's artwork Water colour techniques	Study of Georgia O'Keefe's artwork Development of sketching and still life	Study of Turner's artwork Development of perspective drawing	Study of Beatriz Malize's artwork Study of Tudor portraits
Artists	Andy Goldsworthy Alma Thomas	Matisse Paul Klee Yayoi Kasuma	Monet Clarice Cliffe	Georgia O'Keefe	Bayeux Tapestry Turner	Beatriz Malize Holbein

