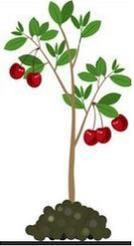# Progression of learning: Art

	Explore	Master artistic techniques for drawing, and painting,	Knowledge and appreciation of great artists in history
Nursery	Explore making and drawing with natural and manmade materials Be creative in the outside area	Draw pictures with increasing complexity – face is a circle Use drawing to show movement or loud noise Draw from their imagination Show different emotions in their drawings – sad face Explore colour Mix colours together Make some secondary colours Show different emotions in their paintings Replicate some art work they have seen	Experience talking to and hearing from artists – visitors See and talk about the work of different artists
Reception Laying the foundations 	• Explore a variety of materials, tools and techniques • Children talk about textures and colours • Children notice features in the natural world	• Draw pictures with increasing complexity – add smaller limbs • Use drawing to show movement or loud noise • Show different emotions in their drawings – happy. Sad, funny • Match colours to what they see • Make some secondary colours • Show different emotions in their paintings • Replicate some textures and colours they have seen	• Visit galleries or museums to see the work of others

	To generate and develop ideas to produce creative works	Master artistic techniques for drawing, painting, sculpture and digital media	Evaluate and analyse creative works	Knowledge and appreciation of great artists in history
Year 1 Seed	• Think of an idea of what they want to create based on their imagination, observation or experiences • Explore and experiment with different ways to use mediums and tools • Use at least one idea from other artists in their work or explorations • Experiment with ideas and techniques in sketchbook	• Create simple representations of people and other things using simple shapes and lines with control e.g. visible body parts like fingers and toes. • Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Some obvious dark and light shades are represented with soft or firm pressure • Explores techniques to represent texture • Draw objects with 2 dimensions • Use different size tools (brushes, sponges and printing) . • Paint from observation and imagination controlling use of line and colour • Colour: Know that colours can represent an object (e.g. green grass) or make things look hot or cold (blue and white for a frosty day) • Name some of the primary colours used to make a secondary colour and mix it • Manipulate modelling materials in a variety of ways, e.g. rolling, kneading and shaping. • Explore sculpture with a range of malleable media, especially clay/play dough • Explore shape and form. • Develop and use a mixture of materials to create texture for effect - collage • Use a wide range of tools to create different textures, lines, ones, colours and shapes. • Explore a range of drawing apps and experiment with different textures, colours and shapes • Take photographs	• Talk about drawings and paintings and say what they feel • Describe the use of colour and explain if it hot or cold	• Name an artist they have studied • Talks about the art work – colour, shape etc
Year 2 Sprouting seed	• Create based on their imagination, observation or experiences • Play with ideas and develop one a little bit further by adding or altering • Show learning process and development through the use of a sketchbook	• Introduce basic control of the shape, size and proportion of objects to people. • Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Line-using a pencil to represent finer detail e.g. representing the curly wool on a sheep. . • Tone-blends dark to light tones controlling pressure between shades and introducing smudging. • Texture-to represent texture in parts of the drawing using line e.g. rubbings, stippling, and flicks of the pencil. • Mix a range of secondary colours, shades and tones. • Experiment with tools and techniques, including layering, mixing media, scraping through etc. • Work on a range of scales e.g. large brush on large paper etc. • Mix and match colours to artefacts and objects. E.g. a tree is green and brown • Join using clay slip	• Discuss the use of colours and how they make you feel. • Identify techniques studied in pieces of artwork	• Name artists they have studied • Talks about the colours and techniques the artist has used

		• Use a range of shaping and joining techniques with clay e.g. pinching, rolling, smoothing • Use a range of techniques to shape and mould different materials e.g layering/shaping • Use a wide range of tools to create different textures, lines, ones, colours and shapes. • Explore a range of drawing apps and experiment with different textures, colours and shapes • Take photographs		
Year 3 Sprout	• Question and make thoughtful observations about starting points and select ideas to use in their art. • Explore the techniques, roles and purposes of artists, working in different times and cultures, to inform their own art/make comparisons • Annotate ideas within a skethcbook	• Plan their drawings -plot where things might go • Experiment with different grades of pencil e.g. h range and b range pencils (softer and harder). To explore shading with the use of: • Line-to combine different shades of lines to create layers e.g. light lines covered with deep curves to show curlier wool of sheep. • Tone- blends dark to light tones using pencils of different gradients, including hatching and shadow. • Texture-Introduce a combination of different lines for layers – hatching, cross hatching • Mix a variety of colours and know which primary colours make secondary colours. • Experiment with different effects and textures including blocking in, colour, washes, thickened paint etc. • Work confidently on a range of scales e.g. thin brush on small picture etc. • Understand complementary colours • Join clay using slip • Construct a simple clay base for extending and modelling other shapes (using coiling, drop molding and slabs) • Plan, design and make models with a variety of materials, plasticine and clay • Create images, video and sound recordings and explain why they were created.	• Identify the techniques used in the artwork • Provide constructive criticism on how to improve/refine a piece of work • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them	• Reason about the things that were important to the artist – colour, objects, places
Year 4 Sapling	• Question and make thoughtful observations about starting points and select ideas to use in their art. • Make suggestions for next steps and reasons for these in their own and other's work. • Begin to combine the techniques, roles and purposes of artists, working in different times and cultures, to inform their own art/make comparisons	• Draw with correct proportion To explore the use of: • Line-control direction of line to fit the shape of the object • Tone-Develop shading techniques –hatching, cross hatching, bracelet, arching. Circling. • Blend a variety of mark making styles e.g. hatching, cross hatching, stippling, and curved lines to produce dark to light (gradient). • Texture- Use shadow to create texture, • Make and match colours with increasing accuracy. Including tertiary colours • Use more specific colour language e.g. tint, tone, shade, hue. • Create artwork using bleeds, washes, scratches and splashes • Experiment with techniques to join materials e.g. slip and gluing dry clay	• Evaluate and suggest improvements for pieces of art • Discuss the use of colour to portray mood • Make comparisons between different movements studied	• Can define the style linked to the artist • Can recall art elements pf a style

	• Use their sketchbook as a process of idea development and the incorporation of techniques	• Use a variety of materials such as clay, fimo and Modroc • Use techniques to develop texture e.g. pinching and printing (with patterned blocks or textured materials) • Shape and join tiles to make a mosaic • Create images, video and sound recordings and explain why they were created.			
Year 5 Small tree	• Explore and link ideas to a theme or big idea • Play with a range of techniques and decide which methods help express their ideas/theme • Annotate work in sketchbook with techniques, themes and artist	• Detailed observation, focusing on the finer details of real-life scenes and existing images to produce own art work. • Refine perspective to explore proportion by using the vanishing points • To explore the use of: • Line, tone and texture to combine lines, tones, textures and media to create a realist representation, including highlights and shadow e.g. chalks, putty and rubbers. • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours by creating a colour wheel and using in own work • Test and explore materials to find the most suitable for desired outcome effect • Create imaginative work from a variety of sources. • Mix colours to express mood, divide foreground from background or demonstrate tones • Use techniques to develop texture such as slip trailing and etching • Plan a sculpture through drawing and other preparatory work. • Develop clay skills using slabs, coils or slips • Enhance digital media by editing (including sound, video, animation, still images and installations).	• Critically analyse the work of artists and others	• Knows the significance of the artists to art and the role their work played in history/cultures • Can recall art elements of a style or movement • Can define the drawing technique they have used

Year 6				
Mature tree with fruit	• Play with a range of techniques and decide which methods help express their ideas/theme • Think of ways to develop ideas by experimenting with and combining the elements learnt • Use the work of other artist to influence their ideas and methods • Annotate work in sketchbook with techniques, themes and artist	• Manipulate and experiment with previously taught skills to create mood, feeling and emotion e.g. choosing dark colours to convey sadness or fear. • Develop an awareness of composition, scale and proportion • Use simple perspective (single focal point and horizon) - view finders • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours by creating a colour wheel and using in own work • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, including those researched independently. • Show an awareness of how paintings are created (composition). • To use blending, bleeding and washes to develop paint composition • Use a variety of techniques, colours and tones – watercolour/stippling/bleeds • Make a mould e.g. chicken wire and Modroc • Create sculpture and constructions combining previously taught skills. • Develop ways of joining structures using balance, shape and form. • Enhance digital media by editing (including sound, video, animation, still images and installations).	• Construct own critical analysis of artwork	• Can explain specific features of the style or movement • Knows the significance of the artists to art and the role their work played in history, different cultures or relevant current issues • Recognise artwork from a range of movements • Name artists linked to a range of movements