



# EYFS & KS1 Art Progression

'Working together to achieve success'



	Drawing	Painting	3D	Printing	Collage	Creative work, exploring ideas & recording experiences	Evaluate & analyse creative works	Great artists, craft makers & designers & historical & cultural developments
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Make a range of marks using different tools</li> <li>Create closed shapes with continuous lines &amp; use shapes to represent objects</li> </ul>	<ul style="list-style-type: none"> <li>Make a range of marks with paint using brushes &amp; other tools</li> <li>Know that changes happen when colours are mixed</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate dough &amp; clay by rolling flat &amp; into a ball</li> <li>Cut dough with knives &amp; scissors</li> </ul>	<ul style="list-style-type: none"> <li>Begin to print with a variety of objects, noticing that the printed shape matches the object</li> </ul>	<ul style="list-style-type: none"> <li>Begin to cut shapes from paper &amp; card</li> <li>Begin to stick papers onto something else e.g. other paper/card/box</li> </ul>	<ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used.</li> <li>Create collaboratively sharing ideas &amp; resources</li> <li>Refine ideas &amp; develop their ability to represent them.</li> </ul>	<ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used.</li> <li>Create collaboratively sharing ideas, resources &amp; skills</li> <li>Return to &amp; build on their previous learning, refining ideas &amp; developing their ability to represent them.</li> </ul>	<ul style="list-style-type: none"> <li>Look carefully at the work of an artist</li> <li>Describe what they can see in the work of an artist</li> <li>Talk about what they like in the work of an artist</li> </ul>
<b>Key Vocabulary</b>	draw, write, make lines, dots, marks big, little, long, short up, down, round, curl	colour names mix dark, light	cut, roll flat, smooth like a ball press, push	press, push shape	cut, put, stick cover	explore, try plan artist same, different		
<b>Y1</b>	<ul style="list-style-type: none"> <li>Hold the drawing tool close to the point for control &amp; detail</li> <li>Hold the drawing tool towards the end for loose sketching</li> <li>Use a range of tools to create a range of marks &amp; lines</li> <li>Draw lines that follow basic contours &amp; outlines of shapes</li> <li>Begin to apply different tones (dark, light) by utilising a change in pressure</li> </ul>	<ul style="list-style-type: none"> <li>Hold the painting tool close to the point for control &amp; detail</li> <li>Hold the painting tool towards the end for loose mark making</li> <li>Mix secondary from primary colours, knowing that red, blue &amp; yellow are primary colours</li> <li>Begin to mix darker or lighter shades by adding more/less of the darker/lighter colour</li> </ul>	<ul style="list-style-type: none"> <li>Begin to mould simple shapes by squeezing, flattening, poking, pulling, rolling</li> <li>Begin to combine &amp; reform malleable materials to make abstract and/or representational forms</li> </ul>	<ul style="list-style-type: none"> <li>Print with a variety of objects</li> <li>Begin to adjust the amount of paint applied to the object/printing block</li> <li>Make a printing block by additive method (adding lines shapes to a block to create impression)</li> <li>Produce a clean printed image</li> </ul>		<ul style="list-style-type: none"> <li>Begin to explore &amp; record...from different starting points</li> <li>Begin to talk about own ideas linked to the stimulus</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe their work or the work of others in terms of content/theme &amp; the element(s) of art studied</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe the work of a chosen artist, craft maker or designer in terms of content/theme &amp; the elements of art studied</li> <li>Begin to identify similarities or differences in the works of a chosen artist, craft maker or designer in terms of content/theme &amp; elements of art studied</li> </ul>
<b>Key Vocabulary</b>	thick, thin, large, small straight, zig zag, curved, rounded, shape(names) dashes, broken	primary, secondary mix, match	mould, squeeze, flatten, poke pull, roll clay, dough, plasticine	print(ing)(ed) block	N/A	experiment choose change design(er) similar		
<b>Y2</b>	<ul style="list-style-type: none"> <li>Hold the drawing tool appropriately to suit the style i.e. sketchy or precise</li> <li>Begin to follow the contour lines of a shape when shading (directional shading)</li> <li>Apply different tones (dark, light) by utilising a change in pressure</li> <li>Begin to blend tones or gradients using appropriate pressure</li> <li>Begin to explore texture exploring different techniques</li> </ul>	<ul style="list-style-type: none"> <li>Mix secondary from primary colours, knowing that orange, green &amp; purple are secondary colours</li> <li>Mix darker or lighter shades by adding more/less of the darker/lighter colour</li> <li>Begin to mix brown using all 3 primary colours</li> <li>Begin to blend tones or gradients using a light pressure</li> <li>Begin to use ready mixed, watercolours &amp; acrylic paints</li> </ul>	<ul style="list-style-type: none"> <li>Begin to roll &amp; cut slabs of clay</li> <li>Add lines, shapes &amp; texture by using tools to carve into clay</li> <li>Begin to use the score &amp; slip method for joining clay</li> </ul>		<ul style="list-style-type: none"> <li>Begin to cut and tear a range of geometric &amp; organic shapes</li> <li>Begin to layer papers in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Explore &amp; record...from different starting points</li> <li>Talk about own ideas linked to the stimulus</li> </ul>	<ul style="list-style-type: none"> <li>Describe their work or the work of others in terms of content/theme &amp; the element(s) of art studied</li> <li>Begin to talk about what they might change in their own work</li> </ul>	<ul style="list-style-type: none"> <li>Describe the work of a chosen artist, craft maker or designer in terms of content/theme &amp; the elements of art studied</li> <li>Begin to compare the work of two different artists, craft makers or designers identifying similarities &amp; differences in their work in terms of content/theme &amp; elements of art studied</li> </ul>
<b>Key Vocabulary</b>	pressure, hard, soft, light, dark, tone, shading pattern, texture, bumpy, rough, smooth lines, dots, criss- cross	shade lighten, darken bright, dull mixing watercolours, acrylic, ready mixed	add lines, shapes, texture carve, score, slip	N/A	tear, gather, sort overlap arrange	investigate show create add improve craftsperson		



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Y3	<ul style="list-style-type: none"> <li>Begin to use shading (directional) to show form of objects</li> <li>Use hatching &amp; cross hatching to show areas of light &amp; dark on an object</li> <li>Apply different tones (dark, mid, light) using a range of shading techniques (hatching, cross hatching, stippling, scribbling)</li> <li>Begin to blend tones smoothly without clear intervals</li> <li>Explore texture using different techniques</li> <li>Begin to draw objects in the foreground that appear larger than those in the back &amp; midground</li> </ul>	<ul style="list-style-type: none"> <li>Begin to mix darker or lighter colours by adding white (tint) or adding black (shade)</li> <li>Mix a range of browns using all 3 primary colours + white/black to lighten/darken</li> <li>Blend tones or gradients using a light pressure</li> <li>Layer paint</li> <li>Begin to suggest why certain paints are more appropriate for a project e.g. watercolour is translucent – good for soft images, acrylics are bright &amp; bold</li> </ul>	<ul style="list-style-type: none"> <li>Begin to roll different types of coils and combine to create a bowl/pot form</li> <li>Use the score &amp; slip method for joining clay</li> </ul>	<ul style="list-style-type: none"> <li>Adjust the amount of paint applied to the object/printing block</li> <li>Begin to make a printing block by subtractive method (carving lines into a polystyrene tile)</li> <li>Begin to use a roller and inks (with some support from an adult or peer)</li> <li>Produce a number of clean printed images</li> </ul>		<ul style="list-style-type: none"> <li>Begin to use sketchbook as an ideas book for exploring, experimenting, annotating, planning</li> <li>Begin to choose own starting point from a range of ideas</li> </ul>	<ul style="list-style-type: none"> <li>Describe their work or the work of others in terms of content/theme &amp; the element(s) of art studied</li> <li>Begin to talk about the reasons for their ideas, what went well &amp; how their ideas have changed/developed</li> </ul>	<ul style="list-style-type: none"> <li>Describe the work of a chosen artist, craft maker or designer in terms of content/theme &amp; the elements of art studied</li> <li>Begin to compare the work of 1 or 2 different artists, craft makers or designers identifying similarities &amp; differences in their work in terms of content/theme &amp; elements of art studied</li> </ul>
Key Vocabulary	stippled, hatched, cross-hatched, scribbled, broken, delicate, uneven, spiky, furry detail, decoration, patterning, texture, blend	tertiary, tint, shade earthy, natural wash, layers foreground background	join base coil	montage	N/A	range annotate techniques evaluate effects		
Y4	<ul style="list-style-type: none"> <li>Use shading (directional) to show form of objects</li> <li>Apply tones &amp; blend tones using a soft &amp; smooth gradient</li> <li>Use an eraser to expose lighter tones</li> <li>Begin to draw objects that are correctly sized in comparison to others (scale)</li> <li>Begin to draw elements of the same object using accurate proportion e.g. facial features</li> </ul>	<ul style="list-style-type: none"> <li>Make and match colours with increasing accuracy using tints &amp; shades</li> <li>Create different effects and textures with paint using different techniques such as layering, differing brush strokes or varying equipment such as a sponge or palette knife</li> <li>Suggest why certain paints/tools are more appropriate for a project</li> </ul>	<ul style="list-style-type: none"> <li>Mould simple &amp; complex shapes by squeezing, flattening, poking, pulling, rolling</li> <li>Combine &amp; reform malleable materials to make abstract and/or representational forms</li> <li>Roll different types of coils and combine with slabs &amp; moulded shapes</li> <li>Begin to use the score, slip &amp; blend method for joining clay</li> </ul>		<ul style="list-style-type: none"> <li>Cut and tear a range of geometric &amp; organic shapes</li> <li>Layer papers and other materials e.g. fabric in different ways</li> <li>Create different textures e.g. folding, scrunching, screwing up paper</li> <li>Combine visual and tactile qualities to express colour &amp; texture</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbook to adapt &amp; improve their original ideas</li> <li>Begin to collect images and information independently in a sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>Describe their work or the work of others in terms of content/theme &amp; the element(s) of art studied</li> <li>Begin to make annotations in sketchbooks that reflect the talk about features they feel went well and ideas for adapting/change</li> </ul>	<ul style="list-style-type: none"> <li>Describe the work of a chosen artist, craft maker or designer in terms of content/theme &amp; the elements of art</li> <li>Begin to compare the work of 1 or 2 different artists, craft makers or designers identifying similarities &amp; differences in their work in terms of content/theme &amp; elements of art studied</li> <li>Find out about the historical/cultural significance of the artist/art form with support from teacher</li> </ul>
Key Vocabulary	smudge, erase, faded, feint, intense, harsh composition, still life shape, proportion, form, scale gradient	middle-ground point of view palette knife	sculpt(ure) malleable	N/A	collect assemble tactile	observation imagination adapt sculptor illustrator		



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Y5	<ul style="list-style-type: none"> <li>Choose (or disregard) an appropriate drawing tool based on their properties, purpose or outcome e.g. charcoal for it's darker tones &amp; tactile texture</li> <li>Capture light &amp; shadow in the correct areas applying appropriate techniques</li> <li>Begin to use accurate scaling (or not – disproportionate size highlights something important)</li> </ul>	<ul style="list-style-type: none"> <li>Use colour for a specific purpose/effect within a painting e.g. to match the real thing, to evoke an emotion</li> <li>Choose appropriate paint, paper, implements &amp; techniques</li> </ul>	<ul style="list-style-type: none"> <li>Roll, cut &amp; shape slabs of clay</li> <li>Add lines, shapes &amp; texture by using tools to carve into clay (subtractive technique)</li> <li>Combine shapes &amp; coils with a slab (additive technique)</li> <li>Use the score, slip &amp; blend method for joining clay</li> </ul>	<ul style="list-style-type: none"> <li>Adjust the amount of paint applied to the object/printing block for intended effect</li> <li>Make a patterned printing block by subtractive method (carving lines into a polystyrene tile)</li> <li>Use a roller and inks independently</li> <li>Cleanly print a repeating or rotating pattern</li> </ul>		<ul style="list-style-type: none"> <li>Use creative thinking to begin to adapt an initial idea e.g. experimenting with an alternative colour palette</li> </ul>	<ul style="list-style-type: none"> <li>Describe their work or the work of others in terms of content/theme &amp; the element(s) of art studied</li> <li>Make annotations in sketchbooks that reflect the talk about features they think went well and ideas for adapting/change</li> </ul>	<ul style="list-style-type: none"> <li>Describe the work of a chosen artist, craft maker or designer in terms of content/theme &amp; the elements of art</li> <li>Begin to compare the work of 1 or 2 different artists, craft makers or designers identifying similarities &amp; differences in their work in terms of content/theme &amp; elements of art studied</li> <li>Begin to understand how an artist or art form has contributed to the culture and/or history of a specific nation with some support from the teacher</li> </ul>
Key Vocabulary	line, tone, pattern, texture, form, space, colour and shape strong, dominant, abstract, realistic	contrasting complementary cool, warm monochrome subtle, bold		repeating rotating	N/A	purpose evoke emotion variation media architect		
Y6	<ul style="list-style-type: none"> <li>Use their knowledge of tools/techniques &amp; artists to develop their drawings</li> <li>Explain why they have chosen specific drawing tools &amp; techniques</li> </ul>	<ul style="list-style-type: none"> <li>Use their knowledge of tools/techniques &amp; artists to develop their paintings</li> <li>Explain why they have chosen specific paint, tools &amp; techniques</li> </ul>			<ul style="list-style-type: none"> <li>Use their knowledge of tools/techniques &amp; artists to develop their collages</li> <li>Combine visual and tactile qualities to express mood and emotion</li> </ul>	<ul style="list-style-type: none"> <li>Confidently work creatively in their sketchbooks, adapting ideas &amp; taking risks when choosing tools, materials &amp; media</li> <li>Independently investigate a range of starting points for their work &amp; confidently develop their ideas further</li> </ul>	<ul style="list-style-type: none"> <li>Describe their work or the work of others in terms of content/theme &amp; the element(s) of art studied</li> <li>Use a sketchbook to adapt &amp; critically evaluate their work as their ideas develop</li> </ul>	<ul style="list-style-type: none"> <li>Describe the work of a chosen artist, craft maker or designer in terms of content/theme &amp; the elements of art</li> <li>Compare the work of 1 or 2 different artists, craft makers or designers identifying similarities &amp; differences in their work in terms of content/theme &amp; elements of art studied</li> <li>Begin to explain how a chosen artist or art form has contributed to the culture and/or history of a specific nation</li> </ul>
Key Vocabulary	Apply all previous + add to descriptive vocabulary used linked to theme							