

Subject Progression Grid

For Art and Design



Drawing		
Early Years	Begin to experiment and explore with tools and lines	Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines Encourage accurate drawings of people
Year 1	Observe patterns and layout	Extend the variety of drawing tools Explore different textures Observe anatomy (face, limbs) Experiment with tools and surfaces Draw a way of experiencing and recording feelings
Year 2	Identify and describe, e.g. patterns, layout, use of light and dark	Extend the variety of drawing tools Explore different textures Observe anatomy (face, limbs) Experiment with tools and surfaces Draw a way of experiencing and recording feelings
Year 3	Observe in close detail; make selections (e.g. pattern)	Experiment with the potential of various pencils Close observation Sketches as preparation for painting Begin to draw accurate people, notice the effect of light and begin to understand and show scale and proportion
Year 4	Identify the effect (e.g. of light); make deliberate choices	Experiment with the potential of various pencils Close observation Sketches as preparation for painting <i>Draw accurate people, notice the effect of light and use scale and proportion with further confidence</i>
Year 5	Justify their choices	Accurate drawings of whole people including proportion and placement Work on a variety of scales Notice the effect of light on people and objects from different directions
Year 6	Interpret – e.g. the texture of a surface Hypothesise about choices – i.e. predicting the effect, or looking ahead to the future	Produce increasingly accurate and detailed drawing of people Show a concept of perspective

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Colour		
Early Years	Experiments with using primary colours	Name and mix colours (not formally) Name a range of different tools that bring colour Use a range of tools to make coloured marks on paper
Year 1	Observe and name basic colours	Name and mix colours Find collections of colour Make tones of one colour using white Darken colours without using black Apply colour with a range of different tools
Year 2	Identify and describe colours	Name and mix colours Find collections of colour Make tones of one colour using white Darken colours without using black Apply colour with a range of different tools <i>Use colour on a large scale</i> <i>Introduce different types of brush</i>
Year 3	Observe in more detail e.g. describing shade and tone	Colour mix and make colour wheels Use different types of brush with more confidence Apply colour using different techniques e.g. dotting, scratching and splashing Colour mix and match – tint, tone and shade Observe colour and Use suitable equipment for the task
Year 4	Identify the effect e.g. making suitable choices to reflect mood	Colour mix and make colour wheels Use different types of brush with more confidence Apply colour using different techniques e.g. dotting, scratching and splashing Colour mix and match – tint, tone and shade Observe colour Use suitable equipment for the task <i>Use colour to reflect mood</i>
Year 5	Justify their choices e.g. hue, tint, tone and shade for mood and purpose	Hues, tints, tones and shades to reflect mood and for a particular purpose Explore the use of texture in colour
Year 6	Interpret and hypothesise e.g. colours that express feelings	Hues, tints, tones and shades to reflect mood and for a particular purpose Explore the use of texture in colour <i>Colour to express feelings</i>

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Texture (clay, sand, plaster, stone)

Early Years	<p>Handling, manipulating and enjoying using materials</p> <p>Sensory experience</p> <p>Simple collage</p> <p>Simple weaving</p>
Year 1	<p>Use a simple stitch</p> <p>Begin to explore other simple stitches</p> <p>collage</p>
Year 2	<p>Use smaller eyed needles and finer threads</p> <p>Weaving</p> <p>Experience tie dying</p> <p>Comparing different fabrics</p>
Year 3	<p>Observation and design of textural art</p> <p>Experiment with creating mood, feeling and movement</p> <p>Select and use materials</p>
Year 4	<p>Observation and design of textural art</p> <p>Experiment with creating mood, feeling and movement</p> <p>Select and use materials</p>
Year 5	<p>Use stories, music and poems as a stimulus</p> <p>Fabric making</p> <p>Artists using textiles</p>
Year 6	<p>Apply knowledge of using different techniques to express feeling</p> <p>Work collaboratively and on a larger scale</p>

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Form (3D work, dough, boxes, wire, sculpture, modroc)

Early Years	Handling, manipulating and enjoying using materials Construction Building and destroying Shape and model
Year 1	Construct Use materials to make known objects for a purpose Pinch, roll and make coils and slabs Make simple joins
Year 2	Awareness of natural and man-made forms Expression of personal experience and ideas To shape and form from direct observation Replicate patterns and textures in a 3D form Begin to discuss own work and that of other sculptors Begin to use decorative techniques
Year 3	Shape, form, model and construct Plan and develop Understand different adhesives and methods of construction Experience surface patterns and textures Discuss, analyse and interpret own work and that of other sculptors
Year 4	Shape, form, model and construct Plan and develop Understand different adhesives and methods of construction Experience surface patterns and textures Discuss, analyse and interpret own work and that of other sculptors
Year 5	Plan and develop ideas Shape, form, model and join Work through observation or with imagination Analyse and interpret forms of man-made and natural construction
Printing (found materials, fruit & veg, wood blocks, press print, lino and string)	
	Analyse and interpret forms of man-made and natural construction Discuss and evaluate own work and that of other sculptors

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<p>Early Years</p>	<p>Rubbings Print with a variety of objects Print with block colours</p>
<p>Year 1</p>	<p>Creative patterns Develop impressed images Print with a growing range of objects Identify the different forms printing takes Using a sketch book to record pattern</p>
<p>Year 2</p>	<p>Creative patterns Develop impressed images Print with a growing range of objects Identify the different forms printing takes Using a sketch book to record pattern</p>
<p>Year 3</p>	<p>Use creative patterns Develop impressed images Print with a growing range of objects Identify the different forms printing takes Colour mixing through overlapping prints Using a sketch book to record pattern Modify and adapt print Design and use a monoprint</p>
<p>Year 4</p>	<p>Use creative patterns Develop impressed images Print with a growing range of objects Identify the different forms printing takes Colour mixing through overlapping prints Using a sketch book to record pattern Modify and adapt print Design and use a monoprint</p>
<p>Year 5</p>	<p>Combine prints Design prints Make connections Discuss and evaluate their own work and the work of others Explore printing techniques used by various artists Build up drawings or images of whole or parts of items using various techniques</p>

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Year 6	Combine prints Design prints Make connections Discuss and evaluate their own work and the work of others Explore printing techniques used by various artists Build up drawings or images of whole or parts of items using various techniques
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Pattern (paint, printing, pencil, textiles, clay)	
Early Years	Can paint patterns Irregular painting Explores simple symmetry
Year 1	Awareness and discussion of pattern Begin to show an awareness of repeating patterns Explore symmetrical patterns Natural and man-made patterns
Year 2	Awareness and discussion of pattern Begin to show an awareness of repeating patterns Beginning to understand symmetry Natural and man-made patterns <i>Experiment by arranging, folding and overlapping</i>
Year 3	Explore pattern in the environment Make patterns on a range of surfaces Can use and identify symmetrical patterns Explore environmental and man-made patterns Discuss regular and irregular
Year 4	Explore pattern in the environment Make patterns on a range of surfaces Can use and identify symmetrical patterns Explore environmental and man-made patterns Discuss regular and irregular <i>Begin to understand and use tessellation</i>
Year 5	Create own abstract pattern to reflect personal experience and expression Create pattern for purpose
Year 6	Create own abstract pattern to reflect personal experience and expression Create pattern for purpose

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Questioning and discussion

Early Years	<p>Can sometimes ask simple questions when unsure</p> <p>Will make a comment on their own work or the work of an artist</p>
Year 1	<p>Begins to ask simple questions when unsure</p> <p>Can answer questions verbally related to an artist or a work of art</p>
Year 2	<p>Can ask clarification questions to lead a conversation</p> <p>Can accurately answer most simple questions related to an artist or work of art</p> <p>Can sometimes explain their answers using their knowledge of an artist or their work</p>
Year 3	<p>Can ask questions to develop understanding, focussing on, for example, change and difference.</p> <p>Generally able to answer questions by speculating related to an artist or their work</p> <p>Can generally use sources to explain their answers.</p>
Year 4	<p>Can ask 'why' questions to develop an understanding of cause and effect.</p> <p>Able to answer questions synthesising information from two or more sources related to the area of study.</p> <p>Can use sources to explain their answers and are beginning to organise their responses.</p>
Year 5	<p>Can ask challenging questions, e.g. significance and bias.</p> <p>Show some purposeful selection about what information they wish to include in responses.</p> <p>Show organisation of information when responding to or asking questions.</p>
Year 6	<p>Can ask hypothetical questions.</p> <p>Can make purposeful decisions about information to include when forming responses to questions.</p> <p>Can organise information purposefully when responding to or asking questions.</p>

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Evaluation

Early Years	Make simple comments about their own and others' artwork
Year 1	Make simple comments about their own and others' artwork Feedback is verbal
Year 2	Make simple comments on their own and others' artwork, including some technical vocabulary Feedback is usually verbal
Year 3	Evaluate their own and others' artwork, with technical vocabulary and some reference to purpose/effect Start to organise feedback - e.g. two stars and a wish
Year 4	Evaluate using technical vocabulary, and referring to purpose/effect Start to organise feedback - e.g. two stars and a wish
Year 5	Show sensitivity in their evaluations, e.g. altering their approach when a friend becomes uncomfortable Start to organise feedback carefully – e.g. breaking it down into manageable/constructive steps
Year 6	Show sensitivity in their evaluations, e.g. altering their approach when a friend becomes uncomfortable Organise feedback carefully – e.g. breaking it down into manageable/constructive steps