

William Martin Schools and Nursery & St James' Church of England Primary School

ART & DESIGN PROGRESSION GRID

EYFS

EYFS Statutory Educational Programme: 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.

Expressive Arts and Design – Art

3 and 4-year-olds will be learning to:	
<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<ul style="list-style-type: none"> ➤ Offer opportunities to explore scale. ➤ Suggestions: <ul style="list-style-type: none"> • long strips of wallpaper • child size boxes • different surfaces to work on e.g., paving, floor, table top or easel Listen and understand what children want to create before offering suggestions. ➤ Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on. <p>Suggestions:</p> <ul style="list-style-type: none"> • glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, • hammers and nails, • glue guns, • paperclips and fasteners.
<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<ul style="list-style-type: none"> ➤ Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them.



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<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.</p>	<ul style="list-style-type: none"> ➤ Show interest in the meanings children give to their drawings and models. Talk together about these meanings. ➤ Encourage children to draw from their imagination and observation. Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them. ➤ Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?” ➤ Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line.
<p>Children in reception will be learning to:</p>	
<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<ul style="list-style-type: none"> ➤ Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. ➤ Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. ➤ Provide a range of materials and tools and teach children to use them with care and precision. ➤ Promote independence, taking care not to introduce too many new things at once.
<p>Create collaboratively, sharing ideas, resources and skills.</p>	<ul style="list-style-type: none"> ➤ Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.
<p>Artists studied</p>	<ul style="list-style-type: none"> ➤ Nils Udo ➤ Kandinski ➤ Jackson Pollock ➤ Roy Lichtenstein ➤ Mondrian
<p>Art Activities Include</p>	<ul style="list-style-type: none"> ➤ Painting ➤ Colouring ➤ Drawing ➤ Collage ➤ Chalk ➤ Play dough



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Key Objectives:					
	Materials – pattern	Drawing – line, shape	Painting – colour, space	Sculpting – texture and form	Artists – Making links to their own work
Year 1	<ul style="list-style-type: none"> ➤ Use a range of materials creatively to design and make products. ➤ Use a wide range of patterns. ➤ Printing 	<ul style="list-style-type: none"> ➤ Use drawing as a medium to develop and share ideas. Incorporate known experiences. ➤ Focus on using lines and known geometric shapes to create. ➤ Drawing using Oil pastels/crayons 	<ul style="list-style-type: none"> ➤ Use painting as a medium to develop and share ideas. Involve experiences and imagination. ➤ Focus on using colour and space for effect. ➤ Kente Cloth Designs 	<ul style="list-style-type: none"> ➤ Use painting as a medium to develop and share ideas. ➤ Create using imagination. ➤ Develop and use a texture for effect. Incorporate known experiences or imagination. ➤ Basic clay bowls using thumb pot method 	<ul style="list-style-type: none"> ➤ Covered either continuously or as revision. Link their products to well-known artists. ➤ Attempt to make links to the local artistic community.
					<p style="text-align: center;"><u>Artists</u></p> <ul style="list-style-type: none"> ➤ Kente Cloth ➤ Edward Tingetinga ➤ Indigenous Aboriginal Artist



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Key Objectives:					
	Materials – pattern	Drawing – line, shape	Painting – colour, space	Sculpting – texture and form	Artists – Making links to their own work
Year 2	<ul style="list-style-type: none"> ➤ Use a range of materials creatively to design and make products. ➤ Refine skills in painting and develop and share ideas. ➤ They choose to use own experiences or imagination. Focus on using colour and space for effect. 	<ul style="list-style-type: none"> ➤ Create and use a wide range of patterns and colours. ➤ Identify man-made and natural patterns. Choose for effect and purpose. ➤ Use chalk pastels 	<ul style="list-style-type: none"> ➤ Refine skills in drawing and develop and share ideas. ➤ Incorporate known experiences. ➤ Focus on using lines (movement, contours, and feelings) and known shapes (geometric) to create. 	<ul style="list-style-type: none"> ➤ Refine skills in sculpture and develop and share ideas. ➤ They must combine their experiences and their imagination. ➤ Develop and use a texture for effect. ➤ Create visual texture using different marks. ➤ Recreate sculptures using natural materials 	<ul style="list-style-type: none"> ➤ Covered either continuously or as revision. ➤ Link their products to well-known artists. ➤ Attempt to make links to the local artistic community. ➤ Examine a piece of work from a well-known artist and use it to create a success criterion. ➤ Then critically evaluate their work.



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Key Objectives:					
	Sculpture 1 – observations, technique and control	Sculpture 2 – experimenting, form	Drawing – pencil, charcoal	Painting: acrylic - Review and revisit ideas	Artists, architects and designers in history
Year 3	<ul style="list-style-type: none"> ➤ Introduce them to a wide range of sculptures and artists. ➤ Choose one for in-depth analysis. ➤ They must evaluate and analyse their work and form their own opinion. ➤ They can replicate the work to gain understanding and improve technique and control. 	<ul style="list-style-type: none"> ➤ Plan, create and evaluate a sculpture. ➤ Recap sculpture 1 and incorporate some of what has been covered. ➤ Include use of air-dry clay 	<ul style="list-style-type: none"> ➤ Children are to develop their drawing skills charcoal, pencils and sketching. ➤ They can incorporate previously learned techniques i.e. line, shape (geometric and irregular), colour and space. 	<ul style="list-style-type: none"> ➤ Use acrylic paints to recap on the techniques previously learned. ➤ Review and evaluate work. ➤ Make changes by painting over with the acrylic. 	<ul style="list-style-type: none"> ➤ Continuously refer back to artists, architects and designers in history for inspiration or comparison. <hr/> <p style="text-align: center;">Artists</p> <ul style="list-style-type: none"> ➤ Henry Moore ➤ JMW Turner ➤ Leonardo Da Vinci ➤ Lowry



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Key Objectives:					
	Materials – Texture, pattern, experimenting	Painting 1: watercolours -observations, techniques and control	Painting 2 – watercolour, experiment	Drawing – pencil, charcoal	Artists, architects and designers in history
Year 4	<ul style="list-style-type: none"> ➤ Create visual texture using different marks and tools. ➤ Create patterns/ motifs with repeated mark making. Evaluate beginning to use artistic language. ➤ Marbling using ink 	<ul style="list-style-type: none"> ➤ Conduct an in-depth analysis of a watercolour painting. ➤ Comment on the form, line, technique and other observations. ➤ Form and discuss opinions. ➤ Begin to create a sketch book of what you have discovered. ➤ Evaluate beginning to use artistic language. ➤ Self- portraits 	<ul style="list-style-type: none"> ➤ Plan, create and evaluate a painting using watercolours. ➤ Incorporate what you have found in Painting 1 into creating something. ➤ Students refer to the sketch book and use it for planning. ➤ Evaluate beginning to use artistic language. ➤ Include use of acrylic 	<ul style="list-style-type: none"> ➤ Children are to develop their drawing skills charcoal, pencils and sketching. ➤ Choose the appropriate techniques i.e. line, shape, colour and space. ➤ Introduce the concept of negative space. ➤ Evaluate beginning to use artistic language. 	<ul style="list-style-type: none"> ➤ Continuously refer back to artists, architects and designers in history for inspiration or comparison. <p style="text-align: center;"><u>Artists</u></p> <ul style="list-style-type: none"> ➤ Henri Rousseau ➤ Esther Mahlangu ➤ Ictinus ➤ Frieda Kahlo



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Key Objectives:				
	Sculpture – experimenting, form	Drawing: charcoal - line, texture	Project Revisit watercolour units from yr 4	Artists, architects and designers in history
Year 5	<ul style="list-style-type: none"> ➤ Plan and create a sculpture. Evaluate using artistic language. ➤ Include use of Mod Roc to make masks 	<ul style="list-style-type: none"> ➤ Experiment with shading and perspective to create form and texture. ➤ Know that a short, hard line gives a different feeling to a more flowing one. ➤ Include use of printing ➤ Can include acrylic – starry night 	<ul style="list-style-type: none"> • Children are to create a sketch book, record, revisit and review their ideas • Refer to artists, architects and designers in history to explain choices • They must choose from a range of materials (e.g. pencil, charcoal, paint, clay) • They then need to create a product that reflects a chosen artist, architect or designer or their own chosen one • Students are to refer to sketch books and use them for planning 	<ul style="list-style-type: none"> ➤ Continuously refer back to artists, architects and designers in history for inspiration or comparison.
				<p style="text-align: center;">Artists</p> <ul style="list-style-type: none"> ➤ Banksy ➤ Andy Warhol ➤ Vincent Van Gogh



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Key Objectives:				
	Sculpture experimenting, form,	Drawing – charcoal, pencil	Painting - acrylic	Artists, architects and designers in history
Year 6	<ul style="list-style-type: none"> ➤ As independently as possible plan, create and evaluate a sculpture. Incorporate form, pattern, and texture. ➤ Use a wide variety of tools and refine skills. ➤ Use imagination and experience to influence work. ➤ Evaluate and edit using artistic language. ➤ Include 3D clay and glaze 	<ul style="list-style-type: none"> ➤ Use a variety of techniques to create form and texture i.e. shading and perspective. 	<ul style="list-style-type: none"> ➤ Review and revisit their work. ➤ Critically evaluate and edit (paint over their work). ➤ Work in pairs to recreate a well-known piece or an element of the piece. ➤ Try to use the colour wheel to use “harmonious colours” and “contrasting colours”. ➤ Include use of Batik 	<ul style="list-style-type: none"> ➤ Continuously refer back to artists, architects and designers in history for inspiration or comparison.
				<p><u>Artists</u></p> <ul style="list-style-type: none"> ➤ Charles Rennie Mackintosh ➤ Christopher Wren ➤ Sesshu Toyo ➤ Anime (Hayao Miyazaki) ➤ Escher



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	Artist/Designer/Architect	Period	Country	Male/Female
YR	Nils Udo	1960's	German	Male
	Kandinski	1930's	Russian	Male
	Jackson Pollock	1940's	American	Male
	Roy Lichtenstein	1960's	American	Male
Y1	Edward Tingetinga	1950's	Tanzania	Male
	Indigenous Aboriginal Artist			
	Kente Cloth	N/A	Ghanian	Style of textile
Y2	Mary Blair	1900's	American	Female
	Andy Goldsworthy	1960's	English	Male
	Georgia O'Keefe	1940's	American	Female
	Paul Klee	1900's	Swiss/German	Male
Y3	Caribbean Artist		Caribbean	
	Henry Moore	1930's	English	Male
	JMW Turner	1800's	English	Male
	Leonardo Da Vinci	1480's	Italian	Male
Y4	Lowry	1940's	English	Male
	Henri Rousseau	1880's	French	Male
	Esther Mahlangu	1960's	South African	Female
	Ictinus	5 th Century BC	Ancient Greek	Male
Y5	Frieda Kahlo	1930's	Mexican	Female
	Banksy	2000's	English	Male
	Andy Warhol	1960's	American	Male
Y6	Vincent Van Gogh	1970's	Dutch	Male
	Charles Rennie Mackintosh	1900's	Scottish	Male
	Christopher Wren	1680's	English	Male
	Sesshu Toyo	1430's	Japanese	Male
	Anime (Hayao Miyazaki)	2000's	Japanese	Male

