Progression ladder Art English Martyrs

	EYFS	KS1		Lower KS2		Upper KS2	
National Curriculum		Pupils should be taught: • 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.		**Key stage 2 Pupils should:** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • 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		
	EYFS	Y1	Y2	Y3	Y4	Y5	**Y6**
Colour	• Children have regular opportunity to engage with the arts. • Children engage and explore with a wide range of media and materials. • Children use art for self expression. • Children are taught to safely use a variety of materials and tools to create different technique. • Children have opportunities to experiment with colour, design, texture and form.	• Become familiar with: primaries – red/yellow/blue; • Secondaries – orange/purple/green. • Experiment with colour mixing.	• Become familiar with: tertiaries (primary + secondary i.e. blue + green = turquoise; red + green = brown) and the effect of black and white have when added to other colours – darker (shade), lighter (tint). • Understand from experience how colours are made through mixing & consider these in their artwork, using a three-primary colour wheel as reference.	• Consolidation: Be confident with primaries, secondaries, tones (darker=shade; lighter=tint), and tertiaries. • Consider and discuss how different (warm/cool) colours can make you feel or what ideas or memories they may spark.	• Introduce metallics • Become familiar with: monochrome - using only one colour (or shades/tints of it); • Name tints/shades of primaries and secondaries - e.g. red (pink/burgundy); blue (pale blue/navy); yellow (lemon/dark yellow); green (pale green/bottle green); purple (lilac/dark purple).	• Consolidation: Increase in confidence with: six colour primaries (warm/cool), secondaries, tints & shade names of primaries/secondaries, tertiaries, metallics, monochrome, tones (tints/shades) • Become familiar with: neutrals - brown, beige, fawn, peach, khaki, olive, camel, salmon	• Consolidation: be confident with: six colour primaries (warm/cool), secondaries, tints & shade names of primaries/secondaries, tertiaries, metallics, monochrome, tones (tints/shades) neutrals - brown, beige, fawn, peach, khaki, olive, camel, salmon • Over the year, understand from experience how colours are made through mixing & consider these in their own making possibly being able to explain the mood or message in mind.
Drawing		• Experiment with line/dot/scribble/doodle, making marks of different sizes/types. • Engage in activities to strengthen hand muscles, hand-eye co-ordination & correct pencil grip (including tracing & dot to dot). • Draw; learn from any mistakes, rework when necessary & finish the activity.	• Experiment with shading techniques (e.g. smudging, hatching/cross hatching, using dots). • Draw pictures for a variety of reasons e.g illustrations to stories, self-portraits, still life drawings and simple drawings of buildings using a range of drawing instruments. • Work with more speed, control & accuracy, representing intentions carefully, even if still symbolic. • Take part in peer assessment of designs and final pieces, and adapt according to feedback.	• Observe closely and notice more detail. Work with more speed, control and accuracy, sometimes using shading techniques. • Introduce sometimes using a viewfinder to select what to draw. Do a first draft 'light touch' rough sketch of idea/observation. • Evaluate to develop/improve work assisted by peer review, making links to stimuli.	• Understand & use symbols and symbolism, how they represent meaning & how they differ from realistic images. • In observational drawing show increasing ability to notice finer detail & draw it more accurately, lightly sketching rough outlines first. • Introduce using shading/masking off techniques. Consider pattern, tone, shape & overall composition, using a viewfinder when required.	• Using varied surfaces, colours, scales & tools to create a range of illustration, portrait, self-portrait, cross-sectional diagram, symbol, sketch, cartoon, caricature, still life, and graffiti, letter/page decoration. • Consider scale, tone/shading, visual texture, pattern, shape & composition. With support use a viewfinder/mask off areas if required	• In their own work consider scale, tone/shading, visual texture, pattern, shape & composition. • Where appropriate use a viewfinder/mask off areas if required. • For a sustained period of time draw what is intended with increasing independence, speed, control, accuracy & intricacy • Know about/attempt the 'continuous line' drawing technique to improve observation/hand-eye coordination and consider its usefulness.

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Painting	• Children have opportunities to share their creations and explain their process.	• Experiment with stroke, dab, blend, spread, layer, splash, mix, drip, dribble, coat, and smear. • Use: brush, finger, stick, sponge, spray, spatula, card strip etc • Paint marks of different sizes/types/colours with various tools. Learn from mistakes, rework when necessary & finish the activity. • Notice and discuss how they feel when they are painting.	• Paint (wet) marks of different sizes/types/colours on various surfaces (thicker are best) with various tools including finer ones. • Use Water-based ready mix/watercolour/ & occasionally acrylics to create desired effects. • Practice holding painting tools correctly for purpose of marks desired. • Think about and discuss why people paint: decoration, portrait, self-portrait, landscape, skyscape etc	• Before painting, rough-plan composition (main subject/focus, foreground, middle ground, background). • Hold paint tools correctly to suit mark intended (without damaging brushes); know brush part: ferrule (silver section). • Outline/fill in, create visual or tactile texture where desired.	• Consider creative practitioners' reasons for working (if a stimulus) & similarities/differences between the kinds of work they create. • Begin to use a wider variety of mediums. Possible Mediums: Water-based ready mix/watercolour/fabric paint (sometimes with additives e.g. pva/sawdust/small found objects), ink, acrylics.	• Plan composition (main subject/focus, foreground, middle ground, background) before painting. Paint background first, moving to middle ground and foreground - main subject/focus last. • With support possibly mask off an area which won't receive paint. Hold paint tools with control/accuracy to suit marks intended (without damaging brushes). Outline/fill in/create some visual texture & finer details • Consider what paintings may tell us about inner selves.	• Select and use a variety of mediums: Water-based ready mix/ watercolour/fabric paint, ink, acrylics, gouache, poster paint etc appropriate for the task. • Decide whether to mask off an area which won't receive paint. • Hold paint tools with control/accuracy to suit marks intended (without damaging brushes) and explain decision. • Outline/fill in/create some visual texture & finer details and explain technique and decision.
Texture		• Create a design/image gluing pre-cut paper/card squares on a card base. • Know that a mosaic is a picture made up of little pieces of paper/card/tile and collage is a picture made up of different layers of material. • Make for decorative purpose considering scale; learn from any mistakes, rework when necessary & finish the activity.	• Collage: use a simple theme; select/manipulate various materials & consider their arrangement (rough-test layout) before permanently gluing in place. • Know that historic artists Braque/Picasso/Matisse used collage (and many artists still do today). • Mosaic: Create a design/image, cutting own paper/card 'tile' pieces & gluing onto a card base.	• Create mood board or other sketch book page to decide ideas and colours. • Know that: 'collage' is French ('coller' - 'glue'); the term 'collage' was coined by artists Braque and Picasso; types of collage can be traced back many years (e.g. Victorian 'découpage'). • Identify and consider use of key visual elements of medium & consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use.	• Mosaic: Consolidations: know that a mosaic is a picture made up of little pieces of paper/card/tile. • Learn and understand the history of Mosaic, where they were used and why. • Create own mosaics using a tougher materials and a stimulus; rough test layout before securing in place. • Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)	• Collage a still life or figurative piece; or communicate a message, evoke a mood. • Collect/select/manipulate various materials & trial composition before gluing, working from background to foreground if necessary. • Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism).	• Make textile art with fabrics & materials: modify, connect & decorate; trying making techniques on small samples as sketch book work. (DT link) • Remember what textiles are used for (decorative/practical) and how they are made (woven, knitted, felted) & name types of fabric. (DT link) • Dye: use tie dye technique. Experiment with natural dyes e.g. onion skins, beetroot, tea, coffee

Progression ladder Art English Martyrs

Sculpture		• Use clay and plasticine type materials to experiment with free making. • Construct, assemble or model (small or large) various materials into 3D form; learn from any mistakes, rework when necessary & finish the activity.	• Use clay to create an object related to a specific theme. • Understand the importance of strength when thinking about thickness. • Use various materials to create 3D model and try ideas for fastening e.g. tape, glue, plait, staple, weave, hole punch & thread/treasury tag, use paper clip/fasteners, tie, twist, knot • Think about what sculptures can be made of & what would be the best material to achieve the design brief.	• Know that sculptures are 3D and this means 'three dimensional'. • Deconstruct/watch the deconstruction of an everyday object to see how it has been made and possibly reconstruct it. • Consider scale suitable for purpose/location for display. • Use clay to make a coil pot for simple decorative or practical purpose or a clay tile using a bas-relief and/or incised method, using suitable modelling/impressing tools.	• Identify what the 3 dimensions are of '3D': length, width, depth (using a swimming pool analogy). • Know what an architect does and what kind of substructures they use when building. • Where appropriate Make a strong supporting substructure & add suitable surface texture &/or patter decoration. • Assemble and use suitable sculpting materials (possibly from a pre-selection) that best suit their idea; use various fastening/connecting techniques.	• Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work), using sketch books to support work and collect ideas. • Use clay to make a slab pot for a practical purpose selecting and using suitable modelling/impressing tools. • Evaluate assisted by peer review linked to purpose.	**<u>Printing</u>** • See where intaglio and relief printing occurred in printing history; know about Gutenberg's printing press & its importance • Use digital print commands: choose printer, colour or monochrome, paper size, quantity, format (landscape/portrait), reduce/enlarge, borderless, paper type/quality (incl. image transfer), print. Know about 3D printing. • Identify key visual elements of medium: line/dot, tone, colour, pattern, shape (+ form & space for 3D printing) • Create a one-off three-colour monoprint using the incised polystyrene tile method. Mark the plate back with a T for 'top' before inking
					Across KS2, in all areas, children should observe/experiment/imagine/research/respond and express. Generating ideas from stimuli (named significant historical / contemporary creative practitioners' work) and use sketch books to support work, experiment and collect ideas.		