

Art & Design Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	Explore poster paint. Explore and experiment with primary colours to mix secondary colours Describe a range of colours, including using colours for different purposes. Understand we can use a variety of brushes, holding them in a variety of ways to make marks through close observation of seasonal changes.	Continue to explore poster paint and introduce watercolour paint. Discuss the use of poster paint and watercolour in creating different styles of painting. Explore and experiment with secondary colours, creating different hues. Describe why colours may be used for different purposes. Explore a range of brush sizes to create different effects with watercolour and poster paint.	Use poster paint, watercolours and introduce powder paint. Explore and experiment with tertiary colours. Use a combination of brush sizes and tools for particular effect. Talk about why they have selected particular colours for their artwork. Talk about why they have selected a particular type of paint for their artwork. Make tints of one colour by adding white.	Select from a range of paints (poster paint, watercolour and powder paint), justifying their choices for a particular task. Mix / create colour for use on a large scale (wash). Make tints, tones and shades using white, grey and black. Observe colour and suggest why it has been used. Select colour to reflect mood. Explore different brush strokes, explaining why and when they might be	Be familiar with the different properties of poster paint, watercolour and powder paint, knowing why and when these are selected to create a particular effect. Explore the properties and particular use of acrylic paint. Choose brushes, tools and strokes for particular effect, including the use of paint to create texture. Be able to discuss their choices. Mix colours, shades, tones, tints with confidence.	Work in a sustained and independent way, developing their own style. Make independent decisions as to which kind of materials, marks and methods to use to achieve the desired outcome. Purposefully control the types of marks used to create desired effect. Discuss harmonious and contrasting colours and their placement on the colour wheel Use colours and brushstrokes to create atmosphere and light effects. Know how to describe the processes they are

			Darken / lighten colours without using black / white.	used with different paints.	Explain how colour is used to express ideas, feelings and mood. Know how to describe the processes, materials and techniques used and how their choices will help them to achieve good outcomes.	using, justifying their choices and explaining how these decisions support the achievement of their desired outcomes.
Drawing	Use HB pencils, chalks and crayons. Explore lines made by a drawing tool using fingers, wrist, elbow, shoulder and body. Begin to control the types of marks made with these media. Draw on different surfaces. Draw from imagination.	Use chalks, pencils and crayons. Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Begin to control marks made with different media. Investigate tone by drawing light/dark lines using pencil.	Use a range of pencils, coloured pencils and felt tip pens (fine). Experiment with various pencils. Draw from observation and imagination. Create initial sketches for painting. Explore the use of pencil and coloured pencils through	Use a range of pencils, coloured pencils and pastels. Consider scale and proportion. Work on a variety of scales. Create accurate observational drawings using a variety of media. Develop techniques to create intricate patterns.	Use a range of pencils, including coloured and charcoal. Work in a sustained and independent way to create an accurate, detailed drawing. Develop key elements of work (line, tone, pattern, texture). Draw from different viewpoints,	Use a range of materials e.g. charcoal, ink, different pencils, including coloured pencils, pastels etc. Select appropriate media and techniques to achieve a specific outcome. Use tone in drawings to achieve depth. Develop drawing with perspective and focal points.

	Explore drawing from observation. Begin to draw patterns.	Investigate textures and produce an expanding range of patterns using these three media.	observational drawing. Begin to draw with accuracy. Discuss shadows, light and dark. Have an awareness of how pattern can be used to create texture.	Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns.	considering horizon lines. Begin to consider perspective. Use different techniques and media for purpose e.g. different styles of shading.	Draw for a sustained period over a number of sessions. Use the grid system to scale up an image. Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.
Sculpture 3D Shape & Form Architecture	Paper Understand that sculpture is 3D art. Safely use and explore a variety of materials, tools and techniques including cutting shapes. Build a construction using a combination of two or more objects or media to make a sculpture.	Clay Show an awareness that natural and human-made materials can be used to create sculpture. Create models from imagination and direct observation. Join materials together and apply decorative techniques.	Modroc Work in a safe and organised way using equipment responsibly and with increasing confidence. Plan, shape, mould and make constructions from different materials (modelling). Use of a range of materials with increasing	Papier-mâché Secure work to continue at a later date. Combine modelling with construction, using mixed media and painting to create sculpture. Confidently use a range of materials, joining parts safely and correctly.	Clay Work with a wider range of tools in a safe and organised way, caring for the equipment. Take creative risks by experimenting to see what happens. Plan a sculpture through drawing and other preparatory work, including	Wire Independently select sculpture as a method of producing work, if this fits the criteria of the task. Independently plan a sculpture through drawing and other preparatory work. Use the device of a scaled model in planning how a collaborative piece will

	Imprint and apply decoration to a 3D model. Discuss the different types of buildings in their locality (Architecture).	Replicate patterns and textures in a 3D form. Transform objects into sculpture, using imagination and construction techniques, including cutting, tying, sticking. Think about 3D texture, colour and structure. Look at sculpture around the area (Cathedral close and various sculpture parks in Wiltshire).	confidence, joining two parts safely and correctly. Produce more intricate surface patterns, beginning to explore the use of texture. Consider form, texture, character and structure. Make an armature to support a sculpture and understand its purpose.	Use different media, with increasing control, to achieve shape and form. Adapt work when necessary and explain why Show an awareness of how texture, form and shape can be transferred from 2D to 3D. Produce more intricate patterns. Understand that making sculpture can be challenging, takes a combination of skills, and that we learn through practice. To know that taking creative risks is a good thing.	consideration of construction. Develop an understanding of different ways of finishing work (e.g. glaze, paint, polish, varnish). Understand that a range of media can be selected (due to their properties) for different purposes. Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors. Demonstrate a secure understanding of shape and form.	come together as one sculpture. Demonstrate experience in relief and freestanding work using a range of media. Make artistic choices regarding the use of shape and form. Recognise sculptural forms in the environment and use these as inspiration for their own work. Work in collaboration to create a legacy piece. Show an understanding of the role of shape and form in constructing a collaborative piece.
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EYFS

Expressive Arts and Design 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.

Throughout EYFS children are introduced to all of the aspects of Greentrees Art curriculum.

Children explore:

What it is to be an artist.

Drawing, painting and sculpture techniques.

They explore the skills needed to create patterns, lines and colours and the use of these in their own work.