


## Lees Primary School - Art Progression Document


### EYFS Pretext



Art making is a significant part of early childhood development. Applying interpretation theories to children’s work can help to assess their progress. Early stage mark making provides opportunities to determine levels of cognitive development, the ability to symbolise complex life experiences, and basic physical development indicators such as pencil grip and control. When children draw they are able explore some emotional concepts and are often able to express their likes and dislikes. Some children prioritise their most favourite parts of their pictures by adding extra detail or making certain objects or people bigger than others. For children who often have not yet developed sophisticated language skills, making art work helps them to communicate their ideas freely where they might otherwise struggle. Comparison between separate art works can also demonstrate developmental trends. Repeating this simple task several times throughout the course of an academic year brings to light various developmental achievements such as when a child first perceives un-differentiated wholes and is gradually able to discriminate details. Art making in Early Years pedagogy enhances the depth and quality of communication whilst providing an insightful basis for assessment and opens up the potential for valuable self-expression and experimentation.



| Skills & Year Group | Painting                                                                                                                                                                                                                                                                                      | Drawing                                                                                                                                                                                                                                                                                                                                                                                           | Sculpture                                                                                                                                                                                                                                                                                                                                                                                                                   | Craft – textiles, printing, collage                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Nursery</b>      | <p>Sometimes give meanings to marks as they paint.</p> <p>Explores colour and how colours can be changed. Can mix primary colours to make a secondary colour.</p> <p>Sometimes gives meaning to marks as they paint.</p> <p>Ascribes meanings to marks that they see in different places.</p> | <p>Shows control when holding and using mark-making tools.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects, sometimes giving meaning to marks they make.</p> | <p>Uses one-handed tools and equipment.</p> <p>Uses positional language and is beginning to talk about the shapes of objects and materials.</p> <p>Uses shapes appropriately for tasks.</p> <p>Talks about why things happen and how things work.</p> <p>Uses various construction materials. Beginning to construct, stacking vertically and horizontally, joining and balancing to make enclosures and create spaces.</p> | <p>Beginning to be interested in and describe the texture of things.</p> <p>Can make observations and can talk about different objects and materials.</p> <p>Can snip using scissors.</p> <p>Uses simple techniques to apply glue.</p> <p>Beginning to be interested in and describe colours and textures.</p> <p>Realises tools can be used for a purpose and understands the use of familiar tools for printing.</p> |




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| <p style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 2em; font-weight: bold; text-align: center;">Reception</p> | <p>Explores what happens when they mix colours.</p> <p>Gives meaning to marks they make as they paint.</p> <p>Children show good control and co-ordination in large and small movements to produce different brush-strokes.</p> <p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects.</p> | <p>Gives meaning to marks they make as they draw.</p> <p>Shows a preference for a dominant hand</p> <p>Holds pencils effectively and uses a variety of movements to make meaningful marks and simple representations of people and objects.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> | <p>Understands that different media can be combined to create new effects</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Shows increasing control over malleable modelling materials such as dough and clay.</p> | <p>Manipulates materials to achieve a planned effect.</p> <p>Children follow instructions involving several ideas or actions.</p> <p>Children experiment with a variety of materials thinking about colour, design, texture, form and function.</p> <p>Handles tools and materials safely and with increasing control.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Can use scissors to cut on a line.</p> <p>They explore characteristics of different materials, shapes and adhesives.</p> <p>Looks closely at similarities and differences and can recognise and create simple patterns.</p> <p>They make observations about different effects and explain their understanding of different processes and techniques.</p> <p>Can make simple pictures by printing from objects.</p> |





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| Artist Studies      | <p><b>Claude Monet</b></p>                                                                                                                                                         |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Year 1</b>       | <p>Use a variety of tools and techniques for a purpose, including the use of different brush sizes and types.</p> <p>Work on different scales.</p> <p>Mix primary colours to make secondary colours and begin to add white or black to create different shades.</p> | <p>Use variety of tools, including: pencils, rubbers, crayons, pastels, felt-tips, charcoal, ballpoints, chalk and other dry media</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Begin to explore the use of line and dots to create texture.</p> | <p>Sculpt with challenging malleable media such as clay and plasticine. Use tools to shape and create texture.</p> <p>Experiment and construct with recycled, natural and manmade materials. Developing skills to join and connect materials using a variety of techniques.</p> <p>Shape and model materials for a purpose, from observation and imagination.</p> <p>Use tools and equipment safely and in the correct way.</p> | <p>Cut, glue and trim material.</p> <p>Begin to identify different types and textures of fabric and materials for collage.</p> <p>Have some experience of weaving and understand the process and some techniques.</p> <p>Can use scissors to cut straight lines and curves.</p> <p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge, resist printing, making rubbings.</p> <p>Build a more complex repeating pattern using shape and colour and recognise, describe and replicate patterns in the environment.</p> |
| Y1 Sketch Book      | Start to record simple media explorations in a sketch book.                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| Artist Studies      | <p><b>David Hockney</b></p>                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Year 2              | <p>Continue experimenting to lighten and darken colours using black and white, applying less/more paint, using texture and colour choice.</p> <p>Continue to control the types of marks made with the range of media and tools.</p> <p>Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Explore a range of painting techniques e.g. layering, mixing media, and adding texture.</p> | <p>Use different types of marks made with a range of media. (pencil, charcoal, pastel, ballpoint pen).</p> <p>Use specific marks to create textures.</p> <p>Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</p> <p>Create drawings from observation by looking closely and copying shapes and lines.</p> | <p>Manipulate clay for a purpose, inc. thumb pots, simple coil pots and models made from observation or imagination.</p> <p>Experiment with, construct and join recycled, natural and manmade materials more confidently</p> <p>Shape, form, construct and model from observation and imagination.</p> | <p>Practise threading a needle, cutting and stitching two pieces of fabric.</p> <p>Create and use dyes i.e. onion skins, tea, coffee.</p> <p>Use a combination of materials that are cut and torn.</p> <p>Show skill and accuracy in applying glue to join materials.</p> <p>Use shape and colour to represent objects or replicate images effectively.</p> <p>Print using a variety of materials, objects and techniques.</p> |
| Y2 Sketch Book      | <p>Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Collect textures, patterns to inform other work.</p>                                                   |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| Artist Studies      | <p><b>Clementine Hunter</b></p>                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                  | <p><b>Pablo Picasso</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Year 3              | <p>Demonstrate increasing control in the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects (stippling, speckling etc).</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p>                                                                                                                     | <p>Developing intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Create textures and patterns with a wide range of drawing implements.</p> | <p>Produce work in clay using pinch/ slab/ coil techniques.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Learn to secure work to continue at a later date.</p> | <p>Apply decoration to textiles using beads, buttons, feathers etc.</p> <p>Apply colour to textiles with printing using ready-made tools or stamps.</p> <p>Develop simple weaving techniques such as how to make a pattern.</p> <p>Explore the work of an artist, describing different techniques and making links to their own work.</p> <p>Develop skills in tearing and cutting to create different sizes and shapes.</p> <p>Arrange and glue materials effectively by pasting, layering, overlapping etc.</p> <p>Arrange shapes to create an image or design.</p> |
| Y3 Sketch Book      | <p>Begin to show understanding that different techniques and media can be chosen to make the desired effect. (watercolour wash for a smooth sunset or stippling to create the texture of the leaves in a tree).</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours.</p> <p>Collect source material for future works. (photos, fabric swatches, patterns, magazine cuttings).</p> <p>Briefly annotate work with thoughts and ideas.</p> |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| Artist Studies      | <p><b>Charlie Mackesy</b></p>                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                 | <p><b>Anthony Gormley</b></p>                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Year 4              | <p>Use a range of mark-making, effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Choose appropriate media to work with.</p> <p>Use light and dark within painting and mix colour, shades and tones with increasing confidence.</p> <p>Work in the style of a selected artist (not copying).</p>                                                        | <p>Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Create drawings featuring the third dimension and simple perspective.</p> | <p>Make a slip to join to pieces of clay. Decorate work by adding on simple elements.</p> <p>Use appropriate recycled, natural and man-made materials to enhance clay models.</p> <p>Look at different types of sculpture.</p> <p>Show awareness of the effect of time upon sculptures. (rusting, weathering – is it part of the plan or not).</p> | <p>Use felting techniques to layer and join wool fibres.</p> <p>Choose and arrange colours to create an overall design.</p> <p>Explore tie dye techniques.</p> <p>Use collage effectively to create an individual final piece that is well thought out and unique.</p> <p>Build on skills in tearing and cutting to create different sizes and shapes.</p> <p>Arrange and glue materials effectively by pasting, layering, overlapping etc.</p> <p>Produce a design and use relief printing to reproduce.</p> <p>Use string to make a printing block which can be stamped to reproduce an image.</p> |
| Y4 Sketch Book      | <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Plan a design in a sketchbook.</p> <p>Record explorations and experimentations as well as try out ideas.</p> <p>Record how work is adapted as and when necessary and explain why using brief notes.</p> <p>Briefly evaluate own work and work of other artists.</p> |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| Artist Studies      | <p><b>JMW Turner</b></p>                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Alexander Calder</b></p>                                                                                                          | <p><b>Hannah Hoch</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Year 5</b>       | <p>Confidently control the types of marks made and experiment with different effects and textures.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Recognise the art of key artists and talk about artists whose work they like.</p>                                                                                                                                             | <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Use different techniques for different purposes. (shading for light and dark, hatching or stippling for texture).</p> <p>Begin to develop an awareness of scale and proportion.</p> <p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Develop further simple perspective in using a single focal point and horizon.</p> | <p>Gain experience in modelling using wire. Using tools to bend, shape and cut.</p> <p>Working to a design or plan to create 3D art work.</p> <p>Use 3D modelling to create representations of form, shape and space.</p> | <p>Use stencil or screen printing as a starting point to embellish fabric.</p> <p>Design and accurately cut a stencil for printing.</p> <p>Use a variety of techniques, e.g. printing, dyeing and stitching to create different effects.</p> <p>Select materials to create a collage palette of appropriate colours and textures.</p> <p>Combine paper collage with other media (print, paint, textiles etc) to create different effects.</p> <p>Demonstrate experience in combining techniques to produce an end piece.</p> |
| Y5 Sketch Book      | <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Plan a design in a sketchbook.</p> <p>Record explorations and experimentations as well as try out ideas.</p> <p>Record how work is adapted as and when necessary and explain why using brief notes.</p> <p>Evaluate own work and work of other artists, making comparisons and forming opinions.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| Artist Studies      | <b>Baz Art &amp; Banksy</b><br>                                                                                                                                                                                                                                                                                                                                                                                 | <b>Charles Darwin</b><br>                                                                                                                                                                                                                                                                                                                 | <b>Grayson Perry &amp; Roberto Lugo</b><br>                                                                                                                                                           | <b>Ruth Wilkinson</b><br>                                                                                                                                                                                                                                                                                                                                                             |
| <b>Year 6</b>       | <p>Work in a sustained and independent way.</p> <p>Purposely control the types of marks made and experiment with different techniques to achieve a planned effect.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Understanding which works well in their work and why.</p>                                                                                                                                                                          | <p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Develop their own style of drawing through: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Develop an awareness of composition, scale and proportion in their drawings.</p> | <p>Sculpt using a variety of appropriate materials to achieve a planned structure.</p> <p>Cut, form and join a range of materials effectively using different techniques.</p> <p>Recognise and replicate sculptural forms in the environment: Furniture, buildings, everyday items.</p> | <p>Use ceramic mosaic materials and techniques.</p> <p>Combine visual and tactile qualities in mosaic to achieve a planned effect.</p> <p>Experiment with combining photographic images using collage and mixed media.</p> <p>Create a design and cut into lino to create a printing block.</p> <p>See positive and negative shapes, use this to cut accurately and effectively.</p> <p>Apply printing ink with a roller and print images with more than one colour.</p> |
| Y6 Sketch Book      | <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Plan a design in a sketchbook.</p> <p>Record explorations and experimentations as well as try out ideas.</p> <p>Record how work is adapted as and when necessary and explain why using brief notes.</p> <p>Evaluate own work and work of other artists, making comparisons and forming opinions.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |