

Bramingham Primary School -Art progression

Drawing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. Safely use and explore a variety of materials, tools and techniques. 2. Draw on different surfaces such as in sand, chalk on the playground etc. 3. Draw upright and flat, holding their pencil in a tripod grip in almost all cases.. 4. Use drawings to tell a story. 5. Experiment with the use of line, shape and colour. 	<ol style="list-style-type: none"> 1. Experiment with a variety of tools, such as: pencils, crayons, pastels, felt-tips, charcoal, ballpoints, chalk and other dry media. 2. Make large and small observational drawings of objects. 3. Begin to explore the use of line, shape, pattern and colour. 4. Explore drawing techniques such as: hatching and scribbling. 5. Record simple explorations in sketchbooks 	<ol style="list-style-type: none"> 1. Begin to develop more control of the types of marks made with a range of media such as: crayons, pastels, felt tips, charcoal, pen, chalk. 2. Draw on different surfaces and experiment with layering media. 3. Use sketch book to plan and develop simple ideas. 4. Experiment with line, shape, pattern and colour. 5. Continue to investigate tone by drawing light/dark lines 6. Continue to explore drawing techniques such as hatching, scribbling and blending. 	<ol style="list-style-type: none"> 1. Demonstrate control over the types of marks made with a range of media 2. Use their sketchbook to collect and record information from different sources 3. Experiment with different grades of pencil and other implements. 4. Draw for a sustained period of time. 5. Plan, refine and alter drawings as necessary. 6. Use different media to develop line, shape, pattern, colour and tone. 7. Use a range of drawing techniques within their work with growing confidence. 8. Practise observational drawing of the human figure, exploring big shapes and proportion 	<ol style="list-style-type: none"> 1. Demonstrate increasing control over the types of marks made with a range of media 2. Begin to use their sketchbook to inform and influence their artwork – collecting ideas, using initial sketches as a preparation for painting etc. 3. Demonstrate experience in different grades of pencil and other implements 4. Draw for an increasing period of time. 5. Use different media, with increasing control, to achieve line, shape, pattern, colour and tone. 6. Confidently use a range of drawing techniques within their work. 7. Begin to develop an awareness of composition 	<ol style="list-style-type: none"> 1. Begin to demonstrate a wide variety of ways to make different marks with dry and wet media. 2. Actively use their sketchbook to inform and influence their artwork, collecting, recording and planning for future works. 3. Draw over a number of sessions working on one piece. 4. Demonstrate a secure understanding of line, shape, pattern, colour, tone and space. 5. Use different techniques for different purposes 6. Have opportunities to explore simple perspective in their work using a single focal point and horizon. 7. Begin to develop an awareness of composition, scale and proportion in their work. (using viewfinders) 8. Use shading to create/express mood. 	<ol style="list-style-type: none"> 1. Demonstrate a wide variety of ways to make different marks with dry and wet media. 2. Use sketchbooks to collect, record and plan for future works. Adapt work according to their views/feedback. 3. Draw for a sustained period of time over a number of sessions working on one piece. 4. Begin to develop an individual style of drawing. 5. Make artistic choices regarding the use of line, shape, pattern, colour, tone and space 6. Produce increasingly accurate drawings of people. 7. Develop simple perspective in their work using a single focal point and horizon. 8. Continue to develop an awareness of composition, scale and proportion (using viewfinders) 9. Use a variety of techniques to add interesting effects, such as reflections, shadows, direction of sunlight and movement.

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Painting

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. Safely use and explore a variety of materials, tools and techniques. 2. Explore different types of paint such as ready mixed and powder. 3. Paint flat and upright. 4. Explore working with paint on different surfaces and in different ways. 5. Recognise and name the primary colours being used. 6. Name the colours of different objects. 	<ol style="list-style-type: none"> 1. Experiment with paint media using a range of tools, e.g. different brush sizes, hands, rollers and pads. 2. Begin to show control over the types of marks made. 3. Work on a range of scales, surfaces and textures of paper with a range of media. 4. Name the primary and secondary colours 5. Simple mixing to discover secondary colours 6. Begin to match the colours of different objects. 	<ol style="list-style-type: none"> 1. Experiment with tools and techniques, such as layering and mixing media 2. Continue to control the types of marks made. 3. Gain confidence when working on different scales and surfaces 4. Revisit colour mixing and confidently mix a range of secondary colours and shades. 5. Identify and categorise shades of colour 6. Reproduce the colours of different objects with increasing accuracy. 	<ol style="list-style-type: none"> 1. Experiment with different effects and textures such as: blocking in colour, washes, thickened paint etc. 2. Become increasingly confident using paint brushes to create different effects and textures. 3. Work confidently, beginning to make appropriate choices regarding paper and scale. 4. Mix a variety of colours and know which primary colours make which secondary colours. 5. Use light and dark within painting. Mix shades and tones with increasing confidence. 6. Start to explore the colour wheel. — warm and cold colours, complimentary colours 7. Begin to develop colour vocabulary. 	<ol style="list-style-type: none"> 1. Choose paints and implements appropriately. 2. Become increasingly confident using paint brushes to create different effects and textures. 3. Begin to justify their choices regarding paper and scale. 4. Mix and match colours with increasing accuracy. 5. Use more specific colour vocabulary.- e.g. tint, tone, hue, shade 6. Use colour to reflect feelings and mood 7. Start to develop a painting from a drawing. 8. Be confident when experimenting with different effects and textures (e.g. blocking in colour, washes, textural effects) 	<ol style="list-style-type: none"> 1. Plan and create different effects and textures with paint according to what they need for the task. 2. Control the types of marks made and the effects and textures produced using different brush techniques 3. Start to develop their own style using mixed media. 4. Experiment with choice of paper and with scale of work 5. Demonstrate an understanding of mixing colours, shades and tones with confidence. Use knowledge of primary and secondary, warm and cold, complementary and contrasting. 6. Develop a painting from a lightly sketched drawing. 7. Begin to develop a personal style, drawing upon ideas of other artists. 	<ol style="list-style-type: none"> 1. Choose appropriate paint, paper and implements to adapt and extend their work. a. Carry out preliminary studies, test media and materials and mix appropriate colours. 2. Purposefully control the types of marks made and the effects and textures produced. 3. Work in an independent way to develop an individual style. 4. Be adventurous with choice of paper and with scale of work 5. Make artistic choices regarding the use of colour 6. Work more confidently from an initial pencil sketch to a finished painting 7. Explain why they have chosen specific painting techniques

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Printing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. Name shapes, textures and colours 2. Take rubbings of leaf, brick, coin 3. Develop simple patterns by using objects 4. Discuss the names of shapes, patterns and textures 	<ol style="list-style-type: none"> 1. Produce rubbings from textures 2. Experiment with amount of paint and develop control 3. Apply ink onto shapes or surface to experiment with printing 4. Create repeated patterns and explore textures – with found materials 	<ol style="list-style-type: none"> 1. Explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge 2. Experiment with amount of paint and develop control 3. Apply ink onto shapes or surface to experiment with printing 4. Create repeated patterns and explore textures – with found materials 	<ol style="list-style-type: none"> 1. Recreate images through relief 2. Use two colour inks printing Replicate patterns from observation 3. Make repeated patterns with precision 4. Use key vocabulary to demonstrate knowledge and understanding 	<ol style="list-style-type: none"> 1. Use two or three colour inks printing 2. Describe techniques and processes 3. Use key vocabulary to demonstrate knowledge and understanding 	<ol style="list-style-type: none"> 1. To use two or three colour inks printing 2. To investigate and develop from paper printing to fabrics 3. To design and create a motif turn into printing 4. To be able to describe techniques and processes 5. To make a design and explore in arranging, ordering, repeating and overlaying patterns 6. To explore using pen, ink or other mediums to work into prints 	<ol style="list-style-type: none"> 2. To use two or three colour inks printing 3. To investigate and develop from paper printing to fabrics 4. To design and create a motif turn into printing 5. To be able to describe techniques and processes 6. To make a design and explore in arranging, ordering, repeating and overlaying patterns 7. To explore using pen, ink or other mediums to work into prints

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3D/ sculpture

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Safely use and explore a variety of materials, tools and techniques.</p> <p>2. Have fun experimenting with a range of materials such as recycled, natural and malleable to make models and structures</p> <p>3. Begin to explore the use of shape and form.</p> <p>4. Begin to apply simple decoration techniques</p>	<p>5. Safely use and explore a variety of materials, tools and techniques.</p> <p>6. Experiment with a range of materials such as recycled, natural and malleable to make models and structures.</p> <p>7. Continue to explore the use of shape and form.</p> <p>8. Begin to apply simple decoration techniques introducing patterns.</p>	<p>5. Understand the safety and basic care of materials and tools, working with increasing confidence.</p> <p>6. Explore the use of materials such as recycled, natural and malleable to make models and structures.</p> <p>7. Experiment with shape and form.</p> <p>8. Apply simple decoration techniques including the use of pattern.</p> <p>9. Explore clay and what it does. Make impressions in the surface to create a relief.</p>	<p>5. Work in a safe and organised way using the equipment responsibly and with increasing confidence</p> <p>a. Plan, collect and develop ideas to help design and make models.</p> <p>6. Use of a range of materials with increasing confidence, joining two parts safely and correctly.</p> <p>7. Learn to secure work to continue at a later date</p> <p>8. Use different media to develop shape and form.</p> <p>9. Produce more intricate patterns and begin to explore the use of texture.</p> <p>10. Begin to use language appropriate to skill and technique.</p> <p>11. Explore the use of wire to create 3D form</p>	<p>5. Work in a safe and organised way using the equipment responsibly and with confidence</p> <p>6. Plan, collect and develop ideas and make adaptations where necessary</p> <p>7. Confidently use of a range of materials joining parts safely and correctly.</p> <p>8. Secure work to continue at a later date.</p> <p>9. Use different media, with increasing control, to achieve shape and form.</p> <p>10. Produce more intricate patterns and continue to explore the use of texture.</p> <p>11. Use language appropriate to skill and technique.</p> <p>12. Explore slab making and relief patterns further</p>	<p>4. Work with a wider range of tools in a safe and organised way, caring for the equipment.</p> <p>a. Plan a sculpture through drawing and other preparatory work.</p> <p>5. Confidently use of a range of materials with careful consideration for joining techniques.</p> <p>6. Secure work to continue at a later date.</p> <p>7. Demonstrate a secure understanding of shape and form.</p> <p>8. Creatively use pattern and texture within their work.</p> <p>a. Develop understanding of different ways of finishing work such as glaze, paint and polish.</p> <p>9. Increasingly use language appropriate to skill and technique.</p>	<p>8. Work confidently with a wider range of tools in a safe and organised way, caring for the equipment.</p> <p>a. Independently plan a sculpture through drawing and other preparatory work.</p> <p>9. Confidently use of a range of materials with careful consideration for effective joining techniques.</p> <p>10. Secure work to continue at a later date.</p> <p>11. Make artistic choices regarding the use of shape and form.</p> <p>12. Creatively use pattern and texture within their work.</p> <p>a. Understanding the different ways of finishing work such as glaze, paint and polish.</p> <p>13. Accurately use language appropriate to skill and technique.</p> <p>14. Explore pinch, coil and slab techniques to create 3D forms.</p>

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Responding to art (incorporated throughout)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. Share their creations, explaining the process they have used. 2. Talk about their favourite and least favourite part. 	<ol style="list-style-type: none"> 1. Describe some of the art and design techniques they have used in their work, e.g. drawing, painting, and sculpture. 2. Talk about what they like in their own work and in the work of others. 	<ol style="list-style-type: none"> 1. Talk about the techniques, materials and equipment used in their work and the work of others. 2. Describe what they like about their own work and the work of others using appropriate language. <ol style="list-style-type: none"> a. Begin to discuss what they would do differently next time. 	<ol style="list-style-type: none"> 1. Evaluate an existing piece of artwork providing a personal opinion. <ol style="list-style-type: none"> a. Compare ideas, methods and approaches in their own and others' work, b. Use their sketch book to adapt their work as their ideas develop. 2. Identify and discuss the likes and dislikes of their artwork and the changes they had to make as a result. <ol style="list-style-type: none"> a. Identify areas for development that could be made. 	<ol style="list-style-type: none"> 1. Evaluate an existing piece of artwork providing a personal opinion and discussing the changes they would like to make. <ol style="list-style-type: none"> a. Compare ideas, methods and approaches in their own and others' work, b. Use their sketch book to adapt their work as their ideas develop and make relevant annotations. 2. Identify and discuss the likes and dislikes of their artwork and the changes they had to make as a result. <ol style="list-style-type: none"> a. Identify areas for development that could be made. 	<ol style="list-style-type: none"> 1. Describe what they think and feel about an existing piece of artwork and how this might influence their future designs. <ol style="list-style-type: none"> a. Use appropriate language when comparing ideas, methods and approaches in their own and others' work. b. Use their sketch book to evaluate and adapt their work as their ideas develop and make annotations to show progression in their ideas. 2. Confidently identify the strength and weaknesses of their artwork, suggesting any areas for improvement. 	<ol style="list-style-type: none"> 1. Describe what they think and feel about an existing piece of artwork and how this might influence their future designs. <ol style="list-style-type: none"> a. Use appropriate language when comparing ideas, methods and approaches in their own and others' work. b. Use their sketch book to adapt and critically evaluate their work as their ideas develop. 2. Confidently identify the strength and weaknesses of their artwork, suggesting any areas for improvement. 3. Consider the effect different resources may have had