



Progression for Art

At Broadway First School, we intend to provide a broad, engaging artistic education that cultivates creativity, imagination, and critical thinking skills. It aims to foster a love and appreciation for visual arts, as well as develop an awareness of a diverse range of artists and designers including architects.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims:

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



Art progression in the EYFS

Stage of learning	Physical Development	Expressive Arts and Design
A three to four-year-old artist will..	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. 	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.
A reception aged artist will..	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills
A child will meet their Early Learning Goal if they can...	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.



Key Stage 1 Pupils should be taught:	Drawing	Painting	Sculpture	Printing	Collage	Using technology	Artists and their work
<ul style="list-style-type: none"> ▪ 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, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Year 1: I can show how people feel in drawings.</p> <p>I can use pencils to create lines of different thickness in drawings.</p>	<p>Year 1: I can name the primary and secondary colours.</p> <p>I can create moods in art work.</p>	<p>Year 1: I can cut, roll and coil materials.</p>	<p>Year 1: I can create a repeating pattern in print.</p>	<p>Year 1: I can begin to use scissors and tearing to create a range of shapes.</p> <p>I can create an image from a variety of cut or torn media.</p> <p>I can arrange and glue materials to different backgrounds.</p>	<p>Year 1: I can use IT to create a picture.</p>	<p>Year 1: I can describe what I see and give an opinion about the work of an artist.</p> <p>I can ask questions about a piece of art.</p>



	<p>Year 2: I can choose and use three different grades of pencil when drawing.</p> <p>I can use charcoal, pencil and pastel to create art.</p>	<p>Year 2: I can mix paint to create all the secondary colours.</p> <p>I can create brown with paint.</p> <p>I can create tints with paint by adding white.</p> <p>I can create tones with paint by adding black.</p>	<p>Year 2: I can create models from imagination and direct observation.</p> <p>I can join materials together and apply decorative techniques.</p>	<p>Year 2: I can create a printed piece of art by pressing, rolling, rubbing and stamping.</p>	<p>Year 2: I can develop a range of cutting, tearing and fixing techniques to create a specific picture.</p> <p>I can use scissors in a controlled way to cut with accuracy.</p> <p>I can fold, crumple, tear and overlap papers to create an image.</p>	<p>Year 2: I can use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>I can use different effects within an IT paint package.</p>	<p>Year 2: I can suggest how artists have used colour, pattern and shape.</p> <p>I can create a piece of art in response to the work of another artist.</p>
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Key Stage 2 Pupils should be taught:	Drawing	Painting	Sculpture	Printing	Collage	Using technology	Artists and their work
<ul style="list-style-type: none"> ▪ To create sketchbooks 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. 	<p>Year 3: I can show facial expressions in my art.</p> <p>I can use different grades of pencil to shade and to show different tones and textures.</p> <p>I can use sketches to produce a final piece of art.</p>	<p>Year 3: I can create a background using a wash.</p> <p>I can use a range of brushes to create different effects in painting.</p> <p>I can demonstrate increasing control of the types of marks made to create certain effects using paint.</p>	<p>Year 3: I can plan, shape, mould and make constructions from different materials.</p>	<p>Year 3: I can design and create a repeated print considering background paper.</p>	<p>Year 3: I can use collage as a means of collecting ideas and information to build a visual brainstorm.</p> <p>I can collect and select textured papers to form a collaged image.</p>	<p>Year 3: I can use IT to create art which includes my own work and that of others.</p> <p>I can use digital images and combine with other media in my art.</p>	<p>Year 3: I can identify the techniques used by different artists.</p> <p>I can compare the work of different artists.</p> <p>I can recognise when art is from different cultures.</p> <p>I can recognise when art is from different historical periods.</p>
	<p>Year 4: I can show facial expressions and body language in sketches.</p> <p>I can use marks and lines to</p>	<p>Year 4: I can explore different brush strokes and consider why / when they might be used.</p>	<p>Year 4: I can produce more intricate surface patterns using a range of processes.</p>	<p>Year 4: I can print onto different materials using at least four colours.</p>	<p>Year 4: I can experiment with a range of collage techniques such as tearing, overlapping and layering to</p>	<p>Year 4: I can integrate my digital images into my art.</p>	<p>Year 4: I can experiment with the styles used by other artists.</p> <p>I can explain some of the</p>



	<p>show texture in my art.</p> <p>I can use line, tone, shape and colour to represent figure and forms in movement.</p> <p>I can show reflections in my art.</p>	<p>I can select colour to reflect mood.</p>	<p>I can adapt my work when necessary and explain why.</p>		<p>create collaged images.</p>		<p>features of art from historical periods.</p>
	<p>Year 5: I can use shading to create mood and feeling.</p> <p>I can express emotion in my art.</p> <p>I can identify and draw objects and use marks and lines to produce texture.</p> <p>I can successfully use shading to</p>	<p>Year 5: I can mix colours with confidence, building on previous knowledge.</p> <p>I can select colour for purpose, explaining choices.</p> <p>I can discuss how colour can be used to express ideas,</p>	<p>Year 5: I can develop an understanding of different ways of finishing work (e.g. glaze, paint, and varnish).</p> <p>I can independently recognise problems and adapt my work when necessary.</p>	<p>Year 5: I can create accurate print designs following criteria.</p>	<p>Year 5: I can create a photomontage using given photographs from a range of sources.</p> <p>I can add collage to a painted, printed or drawn background to enhance work.</p>	<p>Year 5: I can use images which I have created, scanned and found; altering them where necessary to create art.</p>	<p>Year 5: I can research the work of an artist and use their work to replicate a style.</p>



Inspire • Challenge • Achieve

	<p>create mood and feeling.</p> <p>I can organise line, tone, shape and colour to represent figures and forms in movement.</p>	<p>feelings and mood.</p>					
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