

Micklands Primary School

Progression in Learning - Art

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creativity	Explore and use a	Use a sketchbook	Use a sketchbook	Use sketchbooks	Use a sketchbook	Use a sketchbook	Use sketchbooks
,	range of materials	to collect ideas.	to practise	to record their	to record	to collect ideas,	to experiment
	and media.		different	observations and	observations and	develop ideas and	with methods
		Explain what they	methods.	to review and	other visual	annotate.	learned and use
	Express	and others have		revisit ideas.	information from		this to make
	imagination when	done.	Consider the		different sources.	Compare ideas	decisions about
	taking part in art		feeling that artists	Compare their		and methods used	final art pieces.
	activities.	Recognise feelings	intend to create in	work to others.	Compare ideas	by themselves and	
		that art brings.	a piece of work.		used by	others.	Compare ideas,
	Create with others			Adapt their work	themselves and		methods and
	on a small and	Recognise what	Evaluate the	after discussion.	others.	Discuss how they	approaches used
	large scale.	they might change	effectiveness of			feel about their	by themselves and
			their art.	Record from	Discuss how they	own and others	others.
	Share creations,	Ask and answer		observations and	feel about their	work and what	
	talking about their	questions about		their own	own and others	they might change	Discuss how they
	work- what they	starting points,		imagination.	work.		feel about their
	have done and	artists etc.				Question, discuss	own and others
	used and how it				Make observations	and make	work, what they
	makes them feel.				about starting	observations	might change and
					points/artists and	about starting	adapt work
					artworks.	points/artists and	accordingly.
						artworks.	
							Question, discuss
							and make
							observations
							about starting
							points/artists and
							artworks and
							consider what
							they can magpie

Drawing Use a variety of tools to mark make pencils, paint, sticks, chalk. Investigate making different lines and enclosed shapes. Draw into sand, liquids, onto the ground using liquids and tools. Draw into sand, liquids and tools. Draw into sand, liquids and tools. Draw lines from observations								for their own work.
tools to mark make – pencils, paint, sticks, chalk. paint, painting e.g. stick and thin paint, poster paint, and water colours. Experiment with crayons, chalks and oil pastels. Colour To create shade of colour by adding white poster paint to lighten and black poster paint to darken. Experiment with crayons, chalks and oil pastels. Colours To create shade of colour by adding white poster paint to darken. Experiment with crayons, chalks and oil pastels. Collect, sort and different mach authathang, blending, thatching, blending, that thing, blending. Make marks and lines with a wide range of drawing inplements, chalk pastels, pencils, that with paint, blending. Make marks and lines with a wide range of frawing inplements, chalk pastels, pencils, thate and lines with a wide range of frawing inplements, chalk pastels. Make marks and lines with a wide range of frawing inplements, chalk pastels. Make marks and lines with a wide range of frawing inplements, chalk pastels. Make marks and lines wi	Drawing	Use a variety of	Draw light and	Draw the gaps	Experiment with	Show an	Apply the effect of	
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					•		paint, pasters.	pastels, oil and
colour marks in chalk.		•	colours.	create a pattern.	Trac, strades (black	ana snaues.		· ·

	paint, e.g. cotton reels, wheels on cars. Experiment with using primary colours, mixing to make other colours and shades of a colour.	Apply colour with different tools – brushes, rollers, fingers.		added), tints (white added). Experiment with paint and pastels. Make colour wheels.		Use a variety of tools to create texture.	Identify how colour can portray emotion and use this in their own artwork.
Sculpture	Explore a range of malleable materials to make models or pictures using – playdough, plasticine, clay, salt dough, cooking materials. Explore some nonmalleable materials to make models, e.g. natural materials (stones, sticks), construction toys. Construct, build, adapt and destroyshaping and modelling.	Roll, carve, make marks on and knead malleable materials – dough, plasticine and use them to make objects for a purpose.	Explore sculpture using non-malleable materials positioning these for a purpose – natural materials	Construct a base for extending and modelling other shapes – paper mâché	Shape, form, model and construct malleable and rigid materials – clay	Plan and create a wire sculpture to a specific design. Shape, form, model and construct from observation and imagination. Plan a wire sculpture through drawing and other preparatory work.	Shape, form, model and join using malleable and rigid materials – wire modelling, paper, card and mod rock.
Knowledge of artists	The name,	The name,	The name,	The name,	The name,	The name,	The name,
	nationality, style	nationality, style	nationality, style	nationality, style	nationality, style	nationality, style	nationality, style
	and famous works	and famous works	and famous works	and famous works	and famous works	and famous works	and famous works
	of:	of:	of:	of:	of:	of:	of:
	Jackson Pollock	Paul Klee	Arcimboldo	Alma W Thomas	Wassily Kandinsky	Antoni Gaudi	Andy Warhol
	Wassily Kandinsky	George Seurat	Leonardo Da Vinci	Rembrandt	Henri Rousseau	Claude Monet	Vincent van Gogh

Dishard Chillian Andre Caldevorthy			
Richard Shilling Andy Goldsworthy IVI C. Escher	Richard Shilling	Andy Goldsworthy	M C Escher