

SLP Art and Design Journey (Progression)							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units covered	Most of the skills are taught through the Early Years curriculum area: 'Expressive Arts and Design' – Creating with Materials.	Drawing – Make Your Mark Craft and Design – Woven Wonders Painting and mixed Media – Colour Splash	Drawing – Tell a Story Painting and mixed Media – Life in Colours Sculpture and 3D – Clay Houses	Painting and mixed media – Prehistoric Printing Sculpture and 3D – Abstract shape and space Drawing – Growing artists	Drawing - Power Prints Sculpture and 3D – Mega Materials Painting and mixed media – Portraits (Y5)	Drawing – I need space Craft and Design – Fabric of nature (Y4) Sculpture and 3D – Interactive installation	Painting and mixed media – Artist study Craft and Design – Photo opportunity Drawing – Make my voice heard
Disciplinary Concepts	Nursery Develop techniques Express and communicate Experiment with media Reception Develop techniques Express and communicate Take inspiration from artists Experiment with media Critique, evaluate and analyse art	Develop techniques Express and communicate Take inspiration from artists Experiment with media Critique, evaluate and analyse art					

Substantive Concepts	Nursery	Drawing skills Painting and Mixed Media Craft and Design	Drawing skills Painting and Mixed Media Sculpture and 3D	Drawing skills Painting and Mixed Media Sculpture and 3D	Drawing skills Painting and Mixed Media Craft and Design	Drawing skills Painting and Mixed Media Sculpture and 3D	Drawing skills Painting and Mixed Media Craft and Design
	Reception	Knowledge of Artists Formal Elements	Knowledge of Artists Formal Elements	Knowledge of Artists Formal Elements	Knowledge of Artists Formal Elements	Knowledge of Artists Formal Elements	Knowledge of Artists Formal Elements

	Drawing skills Painting and Mixed Media Sculpture and 3D Knowledge of Artists Craft and Design						
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Art and Design Journey (Progression in Knowledge and Skills)

Generating Ideas	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Talk about ideas and explore different ways to record them Nursery	Explore own ideas using a range of media	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop own ideas and plan more purposefully for an outcome	Develop ideas more independently from their own research Explore and record plans, ideas and evaluations to develop ideas towards an outcome	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes
Sketchbooks	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	Experiment with mark marking in an exploratory way Nursery Draw with increasing complexity and detail, such as representing a face with a circle and including details using variety of recording devices, paper, iPad, sand Reception Draw with increasing complexity and detail using variety of recording devices, paper, iPad, paper rolls	Use sketchbooks to explore ideas in an open-ended way	Experiment in sketchbooks, using drawing to record ideas Use sketchbooks to help make decisions about what to try out next	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process Use collage as a means of collecting ideas	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome	Confidently use sketchbooks for purposes including recording observations and research, testing materials and work towards an outcome more independently	Use and systematic and independent approach to research, test and develop ideas and plans using sketchbooks
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	that can be kept and returned to edit and improve						
Making skills	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Drawing	Nursery 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. 7 Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	Autumn: Make Your Mark Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens	Autumn: Tell a Story Further develop mark making within a greater range of media, demonstrating increased control	Summer: Confidently use a range of materials, selecting and using these appropriately with more independence	Autumn: Power Prints Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style	Summer: Use a broader range of stimulus to draw from, such as architecture, culture and photography	Summer: Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently
	Reception Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures Begin to develop observation skills by using mirrors to include the main features of faces in their drawings	Develop observational skills to look closely and reflect surface texture through mark-making Explore mark making using a range of tools: being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary	Develop observational skills to look closely and reflect surface texture through mark-making Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade to show form, drawing light/dark lines, patterns and shapes	Draw with expression and begin to experiment with gestural and quick sketching Develop drawing through further direct observation, using tonal shading and starting to apply and understanding of shape to communicate form and proportion	Use growing knowledge of different drawing materials, combining media for effect Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making	Begin to develop drawn ideas as part of an exploratory journey Apply known techniques with a range of media, selecting these independently in response to a stimulus Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form	Apply new drawing techniques to improve their mastery of materials and techniques Push the boundaries of mark-making to explore new surfaces
Painting & Mixed Media	Nursery Explore colour and colour-mixing.	Summer:	Spring: Life in Colour Begin to develop some control when painting,	Autumn: Prehistoric Art	Spring: Light & Dark Explore the way paint can be used in different	Autumn: Portraits Apply paint with control in different	Autumn: Artist Study Manipulate paint and painting techniques to

	Reception Explore different ways to use paint and a range of media according to interests and ideas Explore paint including different application methods Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative Use mixed-media scraps to create child led artwork with no specific outcome	Experiment with paint, using a wide variety of tools to apply paint Investigate colour mixing Play with combinations of materials to create simple collage effects Select materials based on their properties	applying knowledge of colour and how different media behave e.g. adding water to thin paint and using different tools to create texture Create a range of secondary colours by using different amounts of each starting colour or adding water Make choices about which materials to use for collage based on colour, texture, shape and pattern Experiment with overlapping and layering materials to create interesting effects	Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task Mix colours with greater accuracy and being to consider how colours can be used expressively Explore contrasting and complimentary colours Modify chosen collage materials in a range of ways e.g. by cutting, tearing, re-sizing or overlapping	ways to create a variety of effects Develop greater skill and control when using paint to depict forms e.g. begin to use tone to create 3D effects Work selectively, choosing and adapting collage materials to create contrast and consider overall composition	ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artwork Develop a painting from a drawing or other initial stimulus Add collage to a painted, printed or drawn background for effect Explore how collage can extend original ideas Combine digital effects with other media	suit a purpose, making choices based on experiences Work in a sustained way over several sessions to complete a piece Analyse and describe how colour is used in other artists' work Consider materials, scale and techniques when creating collage and other mixed media pieces Create collage in response to a stimulus and work collaboratively on a larger scale
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Sculpture & 3D	Nursery Take part in simple pretend play, using an object to represent something else Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to		Summer: Develop understanding of 3D forms to construct and model simple forms using a range of materials Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials	Spring: Abstract Space & Shape Be able to plan and think through the making process to create 3D forms Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs)		Spring: Interactive Installation Investigate scale when creating forms in three dimensions Explore a greater range of materials to create 3D forms Plan a sculpture, developing an idea in	
	develop their ideas about how to use them and what to make. Join different materials and explore different textures. Reception Push, pull and twist a range of modelling materials to affect the shape Create child-led 3D forms from natural materials Join materials in different ways e.g. using sticky tape, making simple joins with playdough		Develop basic skills for shaping and joining clay, including explore surface texture	Explore how shapes can be used to create abstract artworks in 3D		2D into a three-dimensional piece Persevere when constructions are challenging and work to problem solve more independently	

Craft & Design		Spring: Woven Wonders Be able to select materials, colours and texture to suit ideas and purposes Begin to develop skills such as measuring materials, cutting, knotting, plaiting, weaving and adding decoration Apply knowledge of a new craft technique to make fibre art			Summer: Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome Design and make art for different purposes and begin to consider how this works in creative industries		Spring: Photo Opportunity Develop personal, imaginative responses to a design brief, using sketchbooks and independent research Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome
Knowledge of artists	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery Explore different materials freely, to develop their ideas about what they like and don't like Reception Enjoy looking at and talking about art	Describe similarities and differences between practices in art and design and link these to their own work	Talk about art they have seen using some appropriate subject vocabulary Be able to make links between some pieces of art	Use subject vocabulary to describe and compare creative works Use own experiences to explain how art works may have been made	Use subject vocabulary confidently to describe and compare creative works Use their own experiences of techniques and making processes to explain how art works may have been made	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Evaluating and analysing	Nursery Explain their art work to an adult	Describe and compare features of their own and other's art work	Explain ideas and opinions about own work and other's art work, giving reasons Begin to talk about how they could improve own work	Confidently explain ideas and opinions about own and other's art work, giving reasons Use sketchbooks as part of the problem-solving process and make changes to improve their work	Build a more complex vocabulary when discussing their own and other's art work Evaluate their work more regularly and independently during the planning and making process	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work	Give reasoned evaluations of their own and other's work which takes account of context and intention Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work
	Reception Talk about own artwork, stating what they felt went well						

Knowledge of Artists – Exposure Across the Curriculum (additional suggested)

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Enjoy looking at and talking about art	Describe similarities and differences between practices in art and design and link these to their own work	Talk about art they have seen using some appropriate subject vocabulary Be able to make links between some pieces of art	Use subject vocabulary to describe and compare creative works Use own experiences to explain how art works may have been made	Use subject vocabulary confidently to describe and compare creative works Use their own experiences of techniques and making processes to explain how art works may have been made	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work

Autumn		Bridget Riley Zaria Forman Wassily Kandinsky Reneta Bernal Ilya Bolotowsky	Quentin Blake Maurice Sendak	Drawings of the Chauvet Cave	Ed Ruscha 'Eye' Georges Seurat 'The Black Bow' Alberto Giacometti 'Man Pointing' Fernando Botero 'Dancing in Columbia' Henri Matisse 'The Circus' Henry Moore 'The Artist's Hand V'	Chila Jumari Singh Burman Vincent Van Gogh Njideka Akunyili Crosby 'The Beautiful Ones'	David Hockney Paula Rego John Singer Sargent Fiona Rae Lubaina Himid
Spring		Judith Scott Cecilia Vicuna	Romare Bearden	Ruth Asawa Anthony Caro (Joan Miro) (Barbara Hepworth) (Alberto Giacometti) (Henry Moore)	Audrey Flack Clara Peeters	Cai Guo-Qiang	Derek O Boateng Chuck Close Albrecht Durer Hannah Hoch Graham Holland Edvard Munch Chris Plowman Edward Weston
Summer							

The Formal Elements

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Line		Know that drawing tools can be used in a variety of ways to create different lines Know that lines can represent movement in drawings	Know that lines can be used to fill shapes, to make outlines and to add detail or pattern Know that drawing techniques such as hatching, scribbling, stippling and blending can make patterns	Know that different drawing tools can create different types of lines	Know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing	Know that lines can be used by artists to control what the viewer looks at within a composition e.g. by using diagonal lines to draw your eye into the centre of a drawing	Know how line is used beyond drawing and be applied to other art forms
Shape		Know that a pattern is a design in which shapes, colours or lines are repeated	Know that shapes can be geometric if they have mostly straight lines and angles Know that shapes can be organic (natural) or irregular Know that patterns can be made using shapes Know that collage materials can be shaped to represent shapes in an image	Know that artists can focus on shapes when making abstract art Know that pattern can be man-made or natural	Know that symmetry can be used to create repeating patterns Know that patterns can be irregular, and change in ways you wouldn't expect Know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns Know how to use basic shapes to form more complex shapes and patterns	Know that artists create patterns to add expressive detail to art work Know that silhouette is a shape filled with a solid flat colour that represents an object	Know that pattern can be created in many different ways e.g. in the rhythm of brushstrokes in a painting or in repeated shapes within a composition

Colour	Nursery Explore colour and colour-mixing Reception Know that colours can be mixed.	Know that the primary colours are red, yellow and blue Know that primary colours can be mixed to make secondary colours	Know that different amounts of paint and water can be used to mix hues of secondary colours Know that colours can be mixed to match real life objects or to create things from your imagination Know that colour can be used to show how it feels to be in a particular place	Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or clash is created Know that paint colours can be mixed using natural substances, and that prehistoric people used these paints		Know that artists use colour to create an atmosphere or to represent feelings in an artwork	Know that colours can be symbolic and have meanings that vary according to your culture or background
Texture		Know that texture means what something feels like Know that different marks can be used to represent the texture of objects Know that different drawing tools make different marks	Know that surface rubbings can be used to add and make patterns Know that patterns can be used to add detail to artwork Know that collage materials can be chosen to represent real-life textures Know that collage materials can be overlapped and overlaid to add texture Know that painting tools can create varied textures in paint	Know that texture in an artwork can be real or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object	Know how to use texture more purposely to achieve a specific effect or to replicate a natural surface	Know how to create texture on different materials	Know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture

Space			Know that composition means how things are arranged on the page	Know that negative shapes show the space around and between objects			Know how an understanding of shape and space can support creating effective composition
Value		Know that tone in art means light and dark Know that we can add tone to a drawing by shading and filling a shape	Know that shading helps make drawn objects look more three dimensional Know that different pencil grades make different tones	Know some basic rules for shading when drawing Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling	Know that using lighter and darker tints and shades of colour can create a 3D effect Know that tone can be used to create contrast in artwork Know that adding black to a colour creates a shade Know that adding white to a colour creates a tint	Know that tone can help show the foreground and background in artwork.	Know that chiaroscuro means light and dark and is a term used to describe high-contrast images Know that a monochromatic artwork uses tints and shades of just one colour

Form		Know that three dimensional art is called sculpture Know that paper can be shaped by cutting and folding it Know that we can change paper from 2D to 3D by folding, rolling and scrunching it	Know that pieces of clay can be joined using the 'scratch and slip' technique Know that a clay surface can be decorated by pressing into it or by joining pieces on	Know that three dimensional forms are either organic (natural) or geometric Know that organic forms can be abstract	Know that simple structures can be made stronger by adding layers, folding and rolling	Know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them Know that the size and scale of three dimensional art work changes the effect of the piece	Know that the surface textures created by different materials can help suggest form in two dimensional artwork
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