

Art Curriculum Progression (Revised May 2022)

	EYFS 3/4	EYFS Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> Show different emotions in their drawings – happiness, sadness, fear, etc. 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. Use a comfortable grip with good control when holding pens and pencils. Create closed shapes with continuous lines and begin to use these shapes to represent objects. 	<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. Develop overall body strength, balance, co-ordination and agility. <p>ELG</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> I can create moods in my drawings. I can draw lines of different shapes and thickness for a purpose. To explore different grades of pencil. To show observational accuracy when drawing. Explore tonal range using a variety of media. Explore a range of sketching techniques. 	<ul style="list-style-type: none"> I can create moods in my drawings. I can draw lines of different shapes and thickness for a purpose. To explore different grades of pencil. To show observational accuracy when drawing. Explore tonal range using a variety of media. Explore a range of sketching techniques. 	<ul style="list-style-type: none"> Refine tonal range to add to add depth and proportion to a drawing. Refine and use appropriate shading techniques to create texture in a drawing. 	<ul style="list-style-type: none"> Refine tonal range to add to add depth and proportion to a drawing. Refine and use appropriate shading techniques to create texture in a drawing. 	<ul style="list-style-type: none"> To independently apply tonal range to add depth and proportion to a drawing. Independently select and apply shading techniques to create texture in a drawing. 	<ul style="list-style-type: none"> To independently apply tonal range to add depth and proportion to a drawing. Independently select and apply shading techniques to create texture in a drawing.
Drawing Vocabulary	<ul style="list-style-type: none"> Drawing Pencil Pencil Crayon Felt Tips Chalk Pastels Paper Colour Line Movement Artist Features create 	<ul style="list-style-type: none"> Line Mark making Picture Charcoal Artist Thick Thin Accurate Observe Detail Grip 	<ul style="list-style-type: none"> Soft Broad Narrow Fine Pattern Shape Detail Ink Hatching Scumbling 	<ul style="list-style-type: none"> Shading Stippling Smudging Contour shading Cross hatching Tonal range Sketch Shading Observational 	<ul style="list-style-type: none"> Direction Form Texture Tone landscape Portrait Appearance 	<ul style="list-style-type: none"> Line Change Improve Proportion Depth Shadow Outline 	<ul style="list-style-type: none"> Tonal contrast Mixed media Perspective Single focal point Scale 	<ul style="list-style-type: none"> Horizon Foreground Middle ground Background Smudge Blend
Painting	<ul style="list-style-type: none"> Use large muscle movements to paint and make marks. Choose the right resources to carry out their plan. Show different emotions in their drawings and paintings, like happiness, sadness, fear. Explore colour and colour mixing. 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop overall body strength, balance, co-ordination and agility. <p>ELG</p> <p>Use a range of small tools including scissors, paintbrushes and cutlery.</p>	<ul style="list-style-type: none"> To explore a range of brushes to create different effects Secure understanding of colour. To secure colour mixing to create tonal range. 	<ul style="list-style-type: none"> To explore a range of brushes to create different effects Secure understanding of colour. To secure colour mixing to create tonal range. 	<ul style="list-style-type: none"> To refine choice of colour to compliment outcome. To select the appropriate brush and technique to create different effects. 	<ul style="list-style-type: none"> To refine choice of colour to compliment outcome. To select the appropriate brush and technique to create different effects. 	<ul style="list-style-type: none"> To independently apply colour choice to meet intended outcome with desired effect. 	<ul style="list-style-type: none"> To independently apply colour choice to meet intended outcome with desired effect.
Painting Vocabulary	<ul style="list-style-type: none"> Primary colours Secondary colours Powder paint Poster paint Paint brush Easel Palette Sponge Mix Colour Paint 	<ul style="list-style-type: none"> Water pot Paper Colour mixing Painting Apron Artist Background Wash Dabbing Tool Shade Light Dark Strokes 	<ul style="list-style-type: none"> Tonal range Lighter Darker Brush size Watercolours 	<ul style="list-style-type: none"> Tints Effects Emotion Warm Abstract 	<ul style="list-style-type: none"> Foreground Middle ground Background Impressionism Impressionists 			
Sculpture	<ul style="list-style-type: none"> Choose the right resources to carry out their plan. 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. 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p>ELG</p> <p>Use a range of small tools including scissors, paintbrushes and cutlery.</p>	<ul style="list-style-type: none"> To explore 3D form using a range of techniques, For example, scrunch, roll, shape, mould, form, bond. To explore and discuss sculpture to develop and share their ideas. 	<ul style="list-style-type: none"> To explore 3D form using a range of techniques, For example, scrunch, roll, shape, mould, form, bond. To explore and discuss sculpture to develop and share their ideas. 	<ul style="list-style-type: none"> To master techniques in sculpture towards a guided intended outcome. For example, bonding/ smooth surface. 	<ul style="list-style-type: none"> To master techniques in sculpture towards a guided intended outcome. For example, bonding/ smooth surface. 	<ul style="list-style-type: none"> To apply techniques in sculpture towards an independent intended outcome. 	<ul style="list-style-type: none"> To apply techniques in sculpture towards an independent intended outcome.

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Sculpture Vocabulary	<ul style="list-style-type: none"> Cut Stick Model Plan Design Make Cardboard Paper Plastic Tube Box Size Join Roll Pinch Squash 	<ul style="list-style-type: none"> Sellotape Join Glue Masking tape Paper fastener Split pin Hole punch Blue tac Scissors Hammer Nails Wood Saw Play doh 	<ul style="list-style-type: none"> Paper clips Glue gun Clay Plasticine Mould Shape Mould Shape Create sculpture 	<ul style="list-style-type: none"> Model Fold Bend Attach Assemble Statue Stone Shell Wood Metal Mould 	<ul style="list-style-type: none"> Roll Texture Surface Shape Scrunch Form Work of art Sculpture Carving Two-dimensional Three-dimensional 	<ul style="list-style-type: none"> Decoration Natural Tiles Brick Slate Wood Stone Metal Texture Bronze Iron. 	<ul style="list-style-type: none"> Form Shape Texture Composition Profile Stylised Proportion Ornate Perspective Edging Trimmings 	<ul style="list-style-type: none"> Realistic Scale structure, construct, plane, slip
Evaluation	<ul style="list-style-type: none"> Choose the right resources to carry out their own plan. Develop their own ideas and decide which materials to use to express them. 	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. <p>ELG Share their creations, explaining the process they have used.</p>	<ul style="list-style-type: none"> To express likes and dislikes about my own pieces of work. 	<ul style="list-style-type: none"> To express likes and dislikes about my own pieces of work. To express my opinions about a peers piece of work. 	<ul style="list-style-type: none"> To evaluate my own piece of artwork and discuss ways to improve and refine it. To evaluate a peers piece of artwork and discuss ways to improve and refine it. 	<ul style="list-style-type: none"> To evaluate my own piece of artwork and discuss ways to improve and refine it. To evaluate a peers piece of artwork and discuss ways to improve and refine it. 	<ul style="list-style-type: none"> To critique my own piece of artwork and improve it to the desired effect looking at the style/ technique used. To critique a peers piece of artwork as a way of supporting and developing each other's ideas. 	<ul style="list-style-type: none"> To critique my own piece of artwork and improve it to the desired effect looking at the style/ technique used. To critique a peers piece of artwork as a way of supporting and developing each other's ideas.
Evaluation Vocabulary	<ul style="list-style-type: none"> Like Dislike Change 	<ul style="list-style-type: none"> Evaluate Creation Explain Why 	<ul style="list-style-type: none"> Opinion Reason Agree Disagree Skill 	<ul style="list-style-type: none"> Improve Evaluate Refine 	<ul style="list-style-type: none"> Alter Modify Critique Influenced Technique 			
Cultural	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. <p>ELG Share their creations, explaining the process they have used.</p>	<ul style="list-style-type: none"> Describe the work of notable artists, craft makers and designers. To discuss the similarities and differences between various artists, craft makers and designers making links to their own work. To use the style of an artist to begin to make links to their own work. 	<ul style="list-style-type: none"> Describe the work of notable artists, craft makers and designers. To discuss the similarities and differences between various artists, craft makers and designers making links to their own work. To use the style of an artist to begin to make links to their own work. 	<ul style="list-style-type: none"> To replicate the work of notable artists, craft makers and designers. To create original pieces that are influenced by the work of notable artists, craft makers and designers. 	<ul style="list-style-type: none"> To replicate the work of notable artists, craft makers and designers. To create original pieces that are influenced by the work of notable artists, craft makers and designers. 	<ul style="list-style-type: none"> To create original pieces that show a range of influences and styles of notable artists, architects and designers in history. 	<ul style="list-style-type: none"> To create original pieces that show a range of influences and styles of notable artists, architects and designers in history.
Cultural Vocabulary	<ul style="list-style-type: none"> Artist Artwork Final piece Practise Feelings 	<ul style="list-style-type: none"> Express Share .Ideas 	<ul style="list-style-type: none"> Skill Designer Craft makers Similarities Differences Style 	<ul style="list-style-type: none"> Replicate Original 	<ul style="list-style-type: none"> Impressionism Impressionists Architects Influences 			