



Art and Design Progression Framework - EYFS, KS1 and KS2



| | EYFS | KS1 | Lower KS2 | Upper KS2 |
|-------------------------|---|--|--|---|
| Drawing and mark making | Expressive arts and design: Exploring and using media and materials Development Matters 30-50mts: <ul style="list-style-type: none"> • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. Development Matters 40-60+mts: <ul style="list-style-type: none"> • Explores what happens when they mix colours. | <ul style="list-style-type: none"> • I can use pencils to create line of different thickness in drawings. • I can show how people feel in paintings and drawings. • I can choose and use three different grades of pencil when drawing. • I can use charcoal, pencil and pastel to create art. • I can use a viewfinder to focus on a specific part of an artefact before drawing it. | <ul style="list-style-type: none"> • I can use sketches to produce a final piece of art work. • I can use different grades of pencil to shade and to show different tones and textures. • I can use marks and lines to show texture in my art. • I can show facial expressions and body language in sketches and paintings. • I can use line, tone, shape and colour to represent figure and forms in movement. | <ul style="list-style-type: none"> • I can identify and draw objects and use marks and line to produce texture. • I can successfully use shading to create mood and feeling. • I can organise line, tone, shape and colour to represent figures and forms in movement. • I can use shading to create mood and feeling. • I can express emotion in my art. |
| Colour and painting | <ul style="list-style-type: none"> • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. | <ul style="list-style-type: none"> • I can name the primary and secondary colours. • I can create moods in art work. • I can mix paint to create all of the secondary colours. • I can create brown with paint. • I can create tints with paint by adding white. • I can create tones with paint by adding black. | <ul style="list-style-type: none"> • I can create a background using a wash. • I can use a range of brushes to create different effects in painting. • I can show reflections in my art. • I can show facial expressions and body language in sketches and paintings. • I can use line, tone, shape and colour to represent figure and forms in movement. | <ul style="list-style-type: none"> • I can organise line, tone, shape and colour to represent figures and forms in movement. • I can use shading to create mood and feeling. • I can express emotion in my art. |
| Sculpture and form | <ul style="list-style-type: none"> • Selects tools and techniques needed to shape, assemble and join materials they are using. | <ul style="list-style-type: none"> • I can cut, roll and coil materials. • I can make a clay pot. • I can join two clay finger pots together. | <ul style="list-style-type: none"> • I can sculpt clay and other mouldable materials. | |
| Pattern and printing | Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | <ul style="list-style-type: none"> • I can create a repeating pattern in print. • I can create a printed piece of art by pressing, rolling, rubbing and stamping. | <ul style="list-style-type: none"> • I can print onto different materials using at least four colours. | <ul style="list-style-type: none"> • I can create an accurate print design following criteria. • I can over-print to create different patterns. |
| Digital opportunities | | <ul style="list-style-type: none"> • I can use IT to create a picture. • I can use different effects within an IT paint package. | <ul style="list-style-type: none"> • I can use digital images and combine these with other media in my art. • I can use IT to create art which includes my own work and that of others. • I can integrate my digital images into my art. | <ul style="list-style-type: none"> • I can use image which I have created, scanned and found, altering them where necessary to create art. • I can use a range of e-resources to create art. |
| Reflection and response | Expressive Arts and Design: Being imaginative Development Matters 30-50mts: <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Development Matters 40-60+mts: <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Chooses particular colours to use for a purpose. Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. | <ul style="list-style-type: none"> • I can describe what I can see and give an opinion about the work of an artist. • I can ask questions about a piece of art. • I can suggest how artists have used colour, pattern and shape. | <ul style="list-style-type: none"> • I can identify the techniques used by different artists. • I can compare the work of different artists. • I can recognise when art is from different cultures. • I can recognise when art is from different historical periods. • I can experiment with styles used by other artists. | <ul style="list-style-type: none"> • I can research the work of an artist and use their work to replicate a style. • I can explain why I have used different tools to create art. • I can explain why I have chosen specific techniques to create my art. • I can explain the style of my own work and how it has been influenced by a famous artist. • I can use feedback to make amendments and improvement to my art. |
| Suggested artists | <ul style="list-style-type: none"> • Paul Klee • Andy Goldsworthy | <ul style="list-style-type: none"> • Georgia O’Keefe • Henri Rousseau • Vincent can Gogh • L.S. Lowry | <ul style="list-style-type: none"> • David Hockney • Barbara Weir • Pablo Picasso | <ul style="list-style-type: none"> • Henry Moore • Frida Kahlo • Wassily Kandinsky |

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| Contexts for learning/ finished outcomes | <ul style="list-style-type: none"> Digital pictures Links to English/ story-telling Colour-mixing | <ul style="list-style-type: none"> Forests (Rousseau) Arctic/ African landscapes (cold/ warm colours) | <ul style="list-style-type: none"> History (Egypt – painting and sarcophagus) Stone Age (cave paintings) English (e.g. sloth sketches) RE (Hinduism – rangoli patterns and diva lamps) | <ul style="list-style-type: none"> History – ancient Greeks (pottery and figures in movement – Olympic Games) World War 2 – Henry Moore – representing figures/ perspective Science – Space – link to music (Holst) in style of Kandinsky |
| Ongoing projects | <ul style="list-style-type: none"> Annual participation (since 2017) in The National Gallery’s “Take One Picture” project. As a school, we exhibited at the National Gallery in both 2017/18 and 2018/19. Engagement with local artists: Lucia Leyfield (lettering/ illustrated journals); Cath Hodson (anatomical drawings of invertebrates); Iain Green (nature photography); Nicola Davies (silk screen artist); Barry Wilding (landscape watercolours); Gisells Failes (local landscapes). Forest School: natural sculptures (Goldworthy) and links to English work (“Iron Man” by Ted Hughes) | | | |