



Ringway Primary School

Progression Grid

Art and Design



“Art is not what you see, but what you make others see.”
Edgar Degas

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. (National Curriculum 2014).

Exploring and Developing Ideas	At EYFS: <ul style="list-style-type: none">Bring personal experience, observations and ideas to creative work.Develop ideas for creative work from given stimuli.	At Key Stage One: <ul style="list-style-type: none">Record and explore ideas from first-hand observation, experience and imagination.Ask and answer questions about the starting point of their work and the processes they have used; develop these ideas.Explore the differences and similarities within the work of artists and designers in different times and cultures.	At Lower Key Stage Two: <ul style="list-style-type: none">Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.Question and make thoughtful observations about starting points and select ideas to use in their work.Explore the roles and purposes of artists, craftspeople and designers working in different times.	At Upper Key Stage Two: <ul style="list-style-type: none">Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.Question and make thoughtful observations about starting points and select ideas and processes to use in their work.Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluation/Development	At EYFS: <ul style="list-style-type: none">Talk about the key features of completed work.	At Key Stage One: <ul style="list-style-type: none">Review what they and others have done and say what they think and feel about it.Identify what they might change in their current work or develop in their future work.	At Lower Key Stage Two: <ul style="list-style-type: none">Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.Adapt their work according to their views and describe how they might develop it further.	At Upper Key Stage Two: <ul style="list-style-type: none">Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.Adapt their work according to their views and describe how they might develop it further.
Drawing	At EYFS: <ul style="list-style-type: none">Use a variety of media to draw visual elements. line, shape, tone and space.Observational work: Objects.Draw from memory and imagination.Vocabulary of marks. Length, thickness, straight, curved, etc.Exposure to textures and different techniques for recording patterns, objects and pictures.	At Key Stage One: <ul style="list-style-type: none">Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.Draw for a sustained period of time from real objects.Begin to explore the use of line, shape and colour; experiment.	At Lower Key Stage Two: <ul style="list-style-type: none">Experiment with pencil pressure, using different grades of pencil; make informed choices about art materials.Plan, refine and alter their drawings as necessary.Use their sketchbooks to record visual information from different sources.Draw for a sustained period of time at their own level.Use different techniques to show texture, tone, colour, shape and pattern.	At Upper Key Stage Two: <ul style="list-style-type: none">Use a variety of source material.Work in a sustained and independent way from observation, experience and imagination.Use a sketchbook to develop ideas, including mixed media.Explore and manipulate visual properties of different elements, such as line, tone, texture, colour and shape.Identify artists who have worked in a similar way to their own work.

Painting	At EYFS: <ul style="list-style-type: none"> Use a wide range of colours. Mixing colours, shades and tints. Applying paint in different ways, eg brushes, sticks, fingers, combs, rollers, knives. Add sand, glue, sawdust for texture. Develop colour vocabulary. Link colours with emotions, temperatures etc. 	At Key Stage One: <ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types. Mix a range of secondary colours, shades and tones; mix and match colours to artefacts and objects. Use and name different types of paint. Purposely create different textures, eg use of sawdust. 	At Lower Key Stage Two: <ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make which secondary colours. Match colours with increasing accuracy. Use a developed colour vocabulary, eg tint, tone, shade, hue. Experiment with different effects and textures, eg washes. Show increasing independence and creativity. 	At Upper Key Stage Two: <ul style="list-style-type: none"> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Create shades and tints using black and white. Work on preliminary studies to test media and materials; choose appropriate paint, paper and implements. Create imaginative work from a variety of sources, including those researched independently. Show an awareness of how paintings are created (composition).
Printing	At EYFS: <ul style="list-style-type: none"> Use a variety of objects to print, developing patterns and sequences. Use body parts to print. Use fruit and vegetables to print. Print using one or two colours. 	At Key Stage One: <ul style="list-style-type: none"> Carry out different printing techniques, eg relief printing. Design and build repeating patterns; recognise pattern in the environment. 	At Lower Key Stage Two: <ul style="list-style-type: none"> Research, create and refine prints. Talk about the processes used to produce a simple print. Explore pattern and shape in creating designs for printing. Use a range of printing techniques, eg marbling. 	At Upper Key Stage Two: <ul style="list-style-type: none"> Choose printing methods appropriate for a task. Describe varied techniques. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry, random printing etc. Alter and modify work.
Textiles/collage	At EYFS: <ul style="list-style-type: none"> Using a variety of natural and man-made materials to make free collage. Tearing and cutting paper. Develop visual discrimination. Designing and creating pieces of work to meet specific criteria, eg masks of animal/human faces. Using pens to add colour Sorting, discussing and feeling different fabrics and threads. Weaving paper. Lacing and threading activities. Discuss clothing for a purpose, eg waterproofing. 	At Key Stage One: <ul style="list-style-type: none"> Use a variety of techniques, eg weaving, French knitting, tie-dye and embroidery. Thread needles; cut, stick and trim fabric; stitch, knot and use other manipulative skills. Create images from imagination, experience and observation. Use a variety of media, including photocopies, fabric, plastic, tissue etc. 	At Lower Key Stage Two: <ul style="list-style-type: none"> Use a variety of techniques, eg printing, dyeing, weaving. Name tools and materials, identifying appropriate matches. Experiment with techniques, eg overlapping, layering etc. Refine ideas and explain choices using art vocabulary. 	At Upper Key Stage Two: <ul style="list-style-type: none"> Join fabrics in different ways, including stitching; use different grades of threads and needles. Use a range of media to create a collage.
3D Forms	At EYFS: <ul style="list-style-type: none"> Experimenting with clay and dough, eg rolling, cutting and coiling. Make models from 3D junk materials. Use clay to make simple forms. Make impressions on materials. Make straw constructions. 	At Key Stage One: <ul style="list-style-type: none"> Manipulate clay in a variety of ways, eg rolling, kneading and shaping, then creating thumb pots, simple coil pots and models. Create images from imagination, experience and observation. Experiment with and join different materials, both natural and man-made. Explore shape and form. Understand basic properties and safety of materials and tools. 	At Lower Key Stage Two: <ul style="list-style-type: none"> Join clay adequately and work with some independence. Construct clay models using basic forms. Make a simple papier maché object. Show an understanding of shape, space and form. Use a variety of materials. 	At Upper Key Stage Two: <ul style="list-style-type: none"> Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay, eg slabs, coils, slips etc. Make a mould and use plaster effectively. Create sculpture and construction with increasing independence.

History of Art	At EYFS: <ul style="list-style-type: none">Talk and give opinions about famous artworks.	At Key Stage One: <ul style="list-style-type: none">Learn about the work of a range of artists, craft-makers and designers.Describe the differences between different practices and disciplines.Make links between their own work and the artists studied.	At Lower Key Stage Two: <ul style="list-style-type: none">Learn about great artists in history, using key pieces of their work as inspiration.Discuss key pieces of art and develop ideas about the artists’ intentions.Create pieces of work with ideas generated from the work of great artists.Begin to think about the role of architecture in the constructing buildings.Begin to learn about famous architects and their key works.	At Upper Key Stage Two: <ul style="list-style-type: none">Learn about great artists in history, using key pieces of their work as inspiration.Discuss key pieces of art, generating ideas about the artists’ intentions and comparing these with existing key theories.Create pieces of work with ideas generated from the work of great artists.Begin to learn about architectural trends and schools in history.