Progression of Knowledge, Skills and Vocabulary in Art and Design

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas(ongoing)	- Represent ideas, thoughts and feelings. - Choose particular **colours** for a purpose. - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, **design, texture, form** and function;	- Record and **explore** ideas from first hand **observation**, experience and observation. - Ask and answer questions about the starting points for their work and develop ideas. - Explore the **differences** and **similariities** within the work of **artists** and **craftspeople** in different times and cultures.	- **Record** and **explore** ideas from first hand **observation**, experience and observation. - Ask and answer questions about the starting points and process for their work and develop ideas. - Explore the **differences** and **similarities** within the work of **artists** and **craftspeople** in different times and cultures.	- **Select** and **record** from first hand **observation**, **experience** and observation 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** and **craftspeople** in different **times** and **cultures**.	- **Select** and **record** from first hand **observation**, **experience** and observation 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** and **craftspeople** in different **times** and **cultures**.	- **Select** and **record** from first hand **observation**, **experience** and observation 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** and **craftspeople** in different **times** and **cultures**.	- **Select** and **record** from first hand **observation**, **experience** and observation 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** and **craftspeople** in different **times** and **cultures**.
Evaluating and devloping work (ongoing)	- Talk about their work. - Explain the purpose of the **materials** they choose. Share their creations, explaining the **process** they have used;	- **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 future work.	- **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 future work. - **Annotate** work in sketch books.	- **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.	- **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.	- **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.	- **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.
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Drawing	- Create simple representations of	- Use a variety of tools including **pencils**, **rubbers**, **crayons**,	- Layer different media including **pencils**, **crayons**,	- Experiment with different **grades of pencil**.	- Make **informed choices** including	- Use a variety of **source material** for their work.	- Demonstrate a wide variety of ways to make different marks

	events, people and objects. - Experiment with **mark making** using different media.	**pastels**, **felt tips**, **charcoal**, **pen**, **chalk** and other dry media. - Use a **sketchbook** to collect artwork. - Begin to explore the use of **line**, **shape** and **colour**.	**pastels**, **felt tips**, **charcoal**, **pen** and **chalk**. - Use a **sketchbook** and work out ideas for drawings. - **Observational drawings** for a sustained period of time. - Experiment with **line**, **shape**, **texture** and **colour**.	- **Plan**, **refine** and **alter** drawings as neccesary. - Use their **sketchbook** to collect and record visual information from different sources. - Draw for a sustained period of time at their own level. - Use different **media** to achieve **variations** in **line**, **texture**, **tone, colour**, **shape** and **pattern.**	type of paper and media. - **Alter** and **refine** drawings and describe changes using art vocabulary. - Collect images and information independently in a **sketchbook**. - Use research to inspire drawings using memory and imagination. - Explore relationships between **line and tone**, **pattern and shape**, **line and texture**.	- Work in a sustained and independent way from observation, experience and imagination. - Use a **sketchbook** to develop ideas. - Explore the potential **properties** of **line and tone**, **pattern and shape**, **line and texture**.	with **dry and wet media**. - Identify artists that have worked in a similar way to their own work. - Develop ideas using different and **mixed media** using a **sketchbook**. - **Manipulate** and **experiment** with **elements of line and tone, pattern and shape, line and texture**.
Painting	- Explore what happens when you **mix** colours together. - Experiment with different **tools**. - Experiment with different **textures**.	- Use a variety of **tools** and **techniques** including different brush sizes. - Mix and match colours to artefacts and objects. - Work on different **scales**. - Mix **secondary colours** and **shades**. - Use different types of paint to create different **textures**.	- Mix a range of **secondary colours**, **shades** and **tones**. - Experiment with **tools** and **techniques** including **layering**. - Name different types of paint and their **properties**. - Work on a range of **scales**. - Mix and match colours using **artefacts** and **objects**.	- Mix a variety of colours and know which **primary colours** make **secondary colours**. - Use a developed colour vocabulary. - Experiment with different **textures** and **effects** including **washes**. - Work confidently on a range of **scales**.	- Make and match colours with increasing accuracy. - Use more specific colour vocabulary such as **hue**, **shade** and **tone**. - Choose paints and **implements** appropriately. - Plan and create different effects and textures with paint. - Show increasing independence and creativity.	- Demonstrate a secure knowledge about **primary and secondary**, **warm and cold**, **complementary** and **contrasting** colours. - Test **media** and **materials**. - Create imaginative work using a range of **sources**.	- Create **shades** and **tints** using black and white. - Choose appropriate paint, paper and tools to **extend** and **adapt** work. - Test **media** and **materials** and mix appropriate colours. - Work from a variety of **sources** including independent research. - Show an awareness of how paintings are created.
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Printing	- Select from a range of **printing** resources.	- Make marks in print with a variety of objects. - Carry out different printing **techniques**. - Make **rubbings**. - Build a **repeating pattern** and observe repeating patterns in nature.	- Use a variety of techniques including **fabric printing**. - Design patterns with **complex repetition**. - Print using a variety of **natural** and **man made** objects.	- Print using a variety of **natural** and **man made** objects including **layering**. - To talk about the **processes** used for printing. - To explore **pattern** and **shape** to create designs.	- **Research**, **create** and **refine** a print. - Select broadly the kind of **materials** to use for different **effects**. - Resist printing including **marbling** and **screen printing**.	- Explain techniques including **block** and **resist** printing. - Choose printing method for the task. - Build up **layers** and **colours** and **textures**. - Organise work to show **repetition**, **symmetry** or **random** style.	- Describe a range of techniques. - Be confident with using paper and fabric. - Work independently. - **Modify** and **alter** work.
Textiles/ collage	- Children use what they know about **materials** in original ways. - Combine media to create new effects. - Create images from imagination or observation.	- Use a variety of techniques including **fabric crayons**, **binca**, **weaving**, **wool winding**. - Threading a **needle**. - Cutting and **gluing** materials. - Create **images** from **imagination** or **observation**. - Use a wide variety of media, **tissue**, **magazines**, **fabric**, **paper**.	- Use a variety of techniques including **fabric crayons**, **embroidery**, **weaving**, **dyeing**. - Create **textured collages**. - Make a simple **mosaic**. - Tie a **knot** and **stitch**.	- Use a variety of techniques including **applique**, **weaving**, **fabric painting** and **dyeing**. - Name **tools** and **materials** they have used. - Develop sewing skills including **cutting** and **joining**. - Experiment with **layering**.	- Match **tools** to **media**. - **Refine** and **alter** ideas and explain using art vocabulary. - Collect visual information from a variety of **sources** to **influence** work.	- Join **fabrics** in different ways. - Use different **grades** of **needles** and **threads**. - Experiment with using **batik** safely. - Use a range of **media** to create collage.	- Use different colours and **textures** when designing and making pieces of work. - To be **expressive** and **analytical** of their work. - To **adapt** and explain their ideas.
3D form	- Manipulate **materials** to achieve a planned effect. - **Join** materials together selecting **tools** and techniques.	- Manipulate clay in a variety of ways, e.g. **rolling**, **kneading** and **shaping**. - Explore **sculpture** with a range of malleable media, especially **clay**. - Experiment with, **construct** and **join** **recycled**, **natural** and **man-made materials**	- Manipulate clay for a variety of purposes, incl. **thumb pots**, simple **coil pots** and **models**. - Build a **textured relief tile**. - Understand the safety and basic care of materials and tools. - Experiment with, **construct** and **join** a range of **materials**.	- Join clay reasonably independently. - Construct a simple **clay base** for **extending** and **modelling** other shapes. - **Cut** and **join** wood safely and effectively. - Make a simple **papier mache** object. - **Plan**, **design** and **make** models.	- Make informed choices about the **3D technique** chosen. - Show an understanding of **shape**, **space** and **form**. - **Plan**, **design**, **make** and **adapt models**. - Talk about their work understanding that it has been **sculpted**, **modelled** - Use a variety of **materials**.	- Describe the different **qualities** involved in **modelling**, **sculpture** and **construction**. - Use **recycled**, **natural** and **man-made materials** to create **sculpture**. - Plan a **sculpture** through drawing and other preparatory ways.	- Develop skills in using clay inc. **slabs**, **coils**, **slips**, etc. - Make a **mould** and use **plaster** safely. - Create **sculpture** and **constructions** with increasing independence.

Use of ICT	- Use **shapes** and **colour** in ICT.	- Choose appropriate **colours** on ICT programs.	- Use a range of simple programs to develop **shape**, **shadow** and **colour**.	- Use a range of programs to develop **digital artwork**.	- Evaluate own **digital art work**.	- Use ICT to **research** art work and artists. - Incorporate different **textures** into own artwork.	- Uses ICT to research art work and artists. - Incorporate different **textures** into own artwork, **adapts** and makes changes.
Breadth of study	- Explore with a variety of **materials**, **tools** and techniques. - Experiment with **colour**, design, texture, form and function.	- Work on their own, and collaboratively with others, on projects in **2 and 3 dimensions** and on different **scales**. - Investigate different kinds of **art**, **craft** and **design**.	- Work on their own, and collaboratively with others, on projects in **2 and 3 dimensions** and on different **scales**. - Investigate different kinds of **art**, **craft** and **design**.	- Work on their own, and collaboratively with others, on projects in **2 and 3 dimensions** and on different **scales**. - Investigate **art**, **craft** and **design** in the locality and in a variety of **genres**, **styles** and **traditions**.	- Work on their own, and collaboratively with others, on projects in **2 and 3 dimensions** and on different **scales**. - Investigate **art**, **craft** and **design** in the locality and in a variety of **genres**, **styles** and **traditions**.	- Work on their own, and collaboratively with others, on projects in **2 and 3 dimensions** and on different **scales**. - Investigate **art**, **craft** and **design** in the locality and in a variety of **genres**, **styles** and **traditions**.	- Work on their own, and collaboratively with others, on projects in **2 and 3 dimensions** and on different **scales**. - Investigate **art**, **craft** and **design** in the locality and in a variety of **genres**, **styles** and **traditions**.