



Beeston Primary School Art Progression Grid



EYFS Early Learning Goals that link most closely to the Art and Design National Curriculum

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

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.

KS1 National Curriculum Expectations

Pupils should be taught:

- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

KS2 National Curriculum Expectations

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;
- to create sketch books to record their observations and use them to review and revisit ideas;
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];
- about great artists, architects and designers in history.

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

	KS1	LKS2	UKS2
Exploring & Developing Ideas	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences.</p> <p>I can statements:</p> <ul style="list-style-type: none"> • I can respond positively to ideas and starting points; • I can explore ideas and collect information; • I can describe differences and similarities and make links to my own work; • I can try different materials and methods to improve 	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>I can statements:</p> <ul style="list-style-type: none"> • I can use sketchbooks to record ideas; • I can explore ideas from first-hand observations; • I can question and make observations about starting points, and respond positively to suggestions; • I can adapt and refine ideas 	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>I can statements:</p> <ul style="list-style-type: none"> • I can review and revisit ideas in my sketchbook; • I can offer feedback using technical vocabulary; • I can think critically about my art and design work; • I can use digital technology as sources for developing ideas
Vocabulary	Work, work of art, idea, starting point, observe, focus, design, improve.	Line, Pattern, Texture, Form, Record, Detail, Question. observe, refine.	sketchbook, develop, refine, texture, shape, form, pattern, structure.

	KS1	LKS2	UKS2
Drawing	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KS1 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>I can statements:</p> <ul style="list-style-type: none"> • I can draw lines of varying thickness; • I can use dots and lines to demonstrate pattern and texture; • I can use different materials to draw, for example pastels, chalk, felt tips 	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>KS2 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>I can statements:</p> <ul style="list-style-type: none"> • I can experiment with showing line, tone and texture with different hardness of pencils; • I can use shading to show light and shadow effects; • I can use different materials to draw, e.g. pastels, chalk, felt tips; • I can show an awareness of space when drawing 	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>KS2 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>I can statements:</p> <ul style="list-style-type: none"> • I can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; • I can depict movement and perspective in drawings; • I can use a variety of tools and select the most appropriate
Vocabulary	<p>portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p>portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>

	KS1	LKS2	UKS2
Painting	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p>KS1 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>I can statements:</p> <ul style="list-style-type: none"> • I can name the primary and secondary colours; • I can experiment with different brushes (including brushstrokes) and other painting tools; • I can mix primary colours to make secondary colours; • I can add white and black to alter tints and shades 	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>KS2 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>I can statements:</p> <ul style="list-style-type: none"> • I can use varied brush techniques to create shapes, textures, patterns and lines; • I can mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; • I can create different textures and effects with paint 	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p>KS2 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>I can statements:</p> <ul style="list-style-type: none"> • I can create a colour palette, demonstrating mixing techniques; • I can use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces
Vocabulary	primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.	colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.

	KS1	LKS2	UKS2
Sculpture	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>I can statements:</p> <ul style="list-style-type: none"> • use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • use a variety of techniques, e.g. rolling, cutting, pinching; • use a variety of shapes, including lines and texture 	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>I can statements:</p> <ul style="list-style-type: none"> • cut, make and combine shapes to create recognisable forms; • use clay and other malleable materials and practise joining techniques; • add materials to the sculpture to create detail 	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>I can statements:</p> <ul style="list-style-type: none"> • plan and design a sculpture; • use tools and materials to carve, add shape, add texture and pattern; • develop cutting and joining skills, e.g. using wire, coils, slabs and slips; • use materials other than clay to create a 3D sculpture
Vocabulary	<p>sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>

	KS1	LKS2	UKS2
Collage	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>I can statements:</p> <ul style="list-style-type: none"> a I can use a combination of materials that have been cut, torn and glued; b I can sort and arrange materials; c I can add texture by mixing materials 	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>I can statements:</p> <ul style="list-style-type: none"> a I can select colours and materials to create effect, giving reasons for their choices; b I can refine work as they go to ensure precision; c I can learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage 	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>I can statements:</p> <ul style="list-style-type: none"> a I can add collage to a painted or printed background; b I can create and arrange accurate patterns; c I can use a range of mixed media; d I can plan and design a collage
Vocabulary	collage, squares, gaps, mosaic, features, cut, place, arrange.	texture, shape, form, pattern, mosaic.	shape, form, arrange, fix.

	KS1	LKS2	UKS2
Textiles	<p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result.</p> <p>Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>I can statements:</p> <ul style="list-style-type: none"> a I can show pattern by weaving; b I can use a dyeing technique to alter a textile's colour and pattern; c I can decorate textiles with glue or stitching, to add colour and detail 	<p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>I can statements:</p> <ul style="list-style-type: none"> a I can select appropriate materials, giving reasons; b I can use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; c I can develop skills in stitching, cutting and joining 	<p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>I can statements:</p> <ul style="list-style-type: none"> a I can experiment with a range of media by overlapping and layering in order to create texture, effect and colour; b I can add decoration to create effect
Vocabulary	textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.	pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.	colour, fabric, weave, pattern.

	KS1	LKS2	UKS2
Printing	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>I can statements:</p> <ul style="list-style-type: none"> • I can copy an original print; • I can use a variety of materials, e.g. sponges, fruit, blocks; • I can demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing 	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>I can statements:</p> <ul style="list-style-type: none"> • I can use more than one colour to layer in a print; • I can replicate patterns from observations; • I can make printing blocks; • I can make repeated patterns with precision 	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>I can statements:</p> <ul style="list-style-type: none"> • I can design and create printing blocks/tiles; • I can develop techniques in mono, block and relief printing; • I can create and arrange accurate patterns
Vocabulary	colour, shape, printing, printmaking, woodcut, relief printing, objects.	line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;

	KS1	LKS2	UKS2
Work of other artists	<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p>KS1 Art and Design National Curriculum To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>I can statements:</p> <ul style="list-style-type: none"> a I can describe the work of famous, notable artists and designers; b I can express an opinion on the work of famous, notable artists; c I can use inspiration from famous, notable artists to create their own work and compare 	<p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history.</p> <p>I can statements:</p> <ul style="list-style-type: none"> a I can use inspiration from famous artists to replicate a piece of work; b I can reflect upon their work inspired by a famous notable artist and the development of their art skills; c I can express an opinion on the work of famous, notable artists and refer to techniques and effect 	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p>KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history.</p> <p>I can statements:</p> <ul style="list-style-type: none"> a I can give detailed observations about notable artists', artisans' and designers' work; b I can offer facts about notable artists', artisans' and designers' lives;
Vocabulary	<p>Could include: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.</p>	<p>Could include: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.</p>	<p>Could include: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean-Michel Basquiat, Mary Cassatt.</p>