



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	<p>Two-Year-Olds Expressive Arts: creating with materials 16 Shows an interest in and responds to playing with colour in a variety of ways, for example combining colours. Begin to make marks intentionally.</p> <ul style="list-style-type: none"> Begin to make marks intentionally. Explore natural materials and those with different properties, indoors and outside. Explain ideas for creative work. 	<p>Year One:</p> <ul style="list-style-type: none"> Record ideas from first-hand observation, experience and imagination. Ask and answer questions about the starting point of their work; develop these ideas. Explore the differences and similarities within the work of artists and designers. 	<p>Year Three:</p> <ul style="list-style-type: none"> Record from first-hand observation, experience and imagination, and explore ideas for different purposes. 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. 	<p>Year Five:</p> <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.
	<p>Nursery Expressive Arts: creating with materials 16 Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <ul style="list-style-type: none"> Bring personal experience, observations and ideas to creative work. Develop ideas for creative work from given stimuli. 			
	<p>Reception Expressive Arts: creating with materials 16 Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> Bring personal experience, observations and ideas to creative work. Develop ideas for creative work from given stimuli. 	<p>Year Two:</p> <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. 	<p>Year Four:</p> <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 and cultures. 	<p>Year Six:</p> <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; identify why choices are appropriate. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures, including the development of new materials.

Evaluation/Development	<p>Two-Year-Olds</p> <ul style="list-style-type: none"> Talk about what they are doing and the materials they are using to represent their ideas. 	<p>Year One:</p> <ul style="list-style-type: none"> Review what they have done and say what they think and feel about it. Identify what they might change in their current work. 	<p>Year Three:</p> <ul style="list-style-type: none"> Compare ideas and methods 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. 	<p>Year Five:</p> <ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and describe what they think and feel about them. Adapt their work in response to new ideas as seems appropriate, and describe how they might develop it further.
	<p>Nursery</p> <p>Communication and Language: speaking 07 Start to develop conversation, but may be jumping from topic to topic.</p> <ul style="list-style-type: none"> Talk about the key features of completed work. 			
	<p>Reception</p> <p>Expressive Arts: creating with materials 16 Share their creations, explaining the process they have used.</p> <ul style="list-style-type: none"> Talk about the key features of completed work. Give opinions about their own work. 	<p>Year Two:</p> <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. 	<p>Year Four:</p> <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 others' suggestions, and describe how they might develop it further. 	<p>Year Six:</p> <ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and describe what they think and feel about them, identifying the reasons for this. Adapt their work according to new ideas as appropriate and identify how changes may affect key aspects of their work.

Two-Year-Olds
Expressive Arts: creating with materials 16
Begins to make marks intentionally.

- Begin to make marks intentionally.
- Can scribble using circular, horizontal, vertical and dot type marks.

Year One

- Further develop pencil-control skills by shading/colouring.
- Draw for a sustained period of time from the imagination.
- Develop initial ideas into cohesive pictures which show some detail.

Year Three

- Experiment with different grades of pencil and types of pens for a range of effects.
- Begin to use tone to give depth to 3D shapes.
- Begin to use texture to add interest and definition.
- Identify and create different patterns.
- Talk about subjects before drawing, developing observational skills.
- Identifying shapes in subjects.
- Look at objects with curiosity during drawing.
- Begin to use mathematical proportion when drawing faces and figures.

Year Five

- Identify which grades of pencil and types of pen will be appropriate for artworks.
- Use mathematical proportion with increased independence to create realistic faces.
- Represent textures as an integral part of sketches.
- Use tone to give depth to 3D drawing.
- Look at relative size and how this contributes to the cohesion of a picture.
- Identify tessellating shapes and create patterns based on these.

Nursery
Expressive Arts: creating with materials 16
Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
Draw with increasing complexity and detail, such as representing a face with a circle and including details.
Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

- Use a variety of media to draw visual elements. line, shape.
- Observational work: objects.
- Draw from memory and imagination.
- Vocabulary of marks. Length, thickness, straight, curved, etc.

Year Two

- Use a variety of tools, such as pencils, rubbers, crayons, pastels, felt tips, charcoal, ball-point, chalk and other dry media.
- Draw for a sustained period of time from the imagination.
- Draw for a sustained period of time from real objects.
- Experiment with different effects and textures.
- Show increasing independence and creativity.

Year Four

- Select from grades of pencil and types of pens to give desired effects.
- Create shadow effects through single- and cross-hatching.
- Develop use of tone to include non-geometric shapes.
- Represent textures to show the differences between materials drawn.
- Create different patterns incorporating a chosen *motif*.
- Look for overall shapes first, and sketching these lightly to provide a framework.
- Focus looking through talking.
- Develop understanding of mathematical proportion for drawing faces.

Year Six

- Use different parts of charcoal to create different types of lines and effects.
- Use tone to create areas of light and shadow in a sketch.
- Combine shapes to create a cohesive design.
- Incorporate negative space.
- Use patterns from nature to create abstract images.
- Experiment with and choose composition.
- Use chalk pastels to create different textures.

Reception
Expressive Arts: creating with materials 16
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- 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.

Charcoal

- 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 paint.

Charcoal

- 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, texture, colour and shape.

<p>Two-Year-Olds Expressive Arts: creating with materials 16 Shows an interest in and responds to playing with colour in a variety of ways, for example combining colours. Names and matches four colours. Begins to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <ul style="list-style-type: none"> • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Create marks with a paintbrush, bending wrist and using a dabbing motion. 	<p>Year One</p> <ul style="list-style-type: none"> • Mix a variety of colours and find which primary colours make which secondary colours. • Experiment with different effects, equipment and textures. • Use a variety of tools, including pencils, crayons, pastels, felt tips and chalk. • Begin to explore line, shape and colour; experiment with these. 	<p>Year Three</p> <ul style="list-style-type: none"> • Mix a variety of colours, including secondary colours, tints and shades. • Use a developed colour vocabulary, eg tint, shade, tone. • Match colours with some accuracy. • Experiment with different equipment, applying pigment to create artworks with planned effects • Experiment with analogue colours to create effects and moods. • Demonstrate increasing independence and creativity. 	<p>Year Five</p> <ul style="list-style-type: none"> • Demonstrate a secure knowledge of primary and secondary, warm and cool, complementary and contrasting colours. • Create desired shades and tints using black and white. • Work on preliminary studies to test media and materials; choose appropriate implements. • Create imaginary work from a variety of sources. • Show an awareness of composition.
<p>Nursery Expressive Arts: creating with materials 16 Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing.</p> <ul style="list-style-type: none"> • Use a wide range of colours. • Mixing colours. • Applying paint in different ways, eg brushes, sticks, fingers, combs, rollers, knives. • Add natural materials for texture. • Develop colour vocabulary. 	<p>Year Two</p> <ul style="list-style-type: none"> • Know which primary colour combinations make which secondary colours. • Mix a range of secondary colours, shades and tints; match colours to artefacts and objects. • Begin to use a developed colour vocabulary, eg tint and shade. • Work on different scales, eg large brush on large paper. • Experiment to create different textures. • Further experiment with different effects, equipment and textures. 	<p>Year Four</p> <ul style="list-style-type: none"> • Mix a variety of colours, including secondary and tertiary colours, tints and shades, tones and hues. • Use a developed colour vocabulary, eg tint, shade, tone, hue. • Match colours with increasing accuracy. • Experiment with different effects, eg blending pigments to avoid sharp lines. • Experiment with different application techniques, understanding impediments for historical artists. 	<p>Year Six</p> <ul style="list-style-type: none"> • Discuss and apply a secure knowledge of primary and secondary, warm and cool, complementary and contrasting colours. • Match and create desired shades and tints using black, white and greys. • Work on preliminary studies to test media and effects; choose appropriate pigments, paper and implements; consider overall composition. • Create imaginary work inspired through sources and discussion.
<p>Reception Expressive Arts: creating with materials 16 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <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.. 			

<p>Two-Year-Olds Expressive Arts: creating with materials 16 Shows an interest in and responds to playing with colour in a variety of ways, for example combining colours. Names and matches four colours. Begins to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <ul style="list-style-type: none"> • Show increasing control in holding, using and manipulating a range of mark-making tools. 	<p>Year One</p> <ul style="list-style-type: none"> • Print with a variety of natural and man-made objects. • Experiment with different printmaking techniques, eg rubbings and block printing. • Combine shapes and build repeating patterns; recognise patterns in the environment. 	<p>Year Three</p> <ul style="list-style-type: none"> • Print using specialised equipment. • Create bespoke printing blocks based on research and themes. • Talk about the process used to create a simple print. • Create prints of repeating patterns of bespoke images. • Explore pattern and shape in creating designs for printing. 	<p>Year Five</p> <ul style="list-style-type: none"> • Discuss printmaking methods appropriate for a task. • Use tessellating shapes to create printed patterns. • Organise work in terms of pattern, repetition, symmetry etc. • Alter and modify work.
<p>Nursery Expressive Arts: creating with materials 16 Explore different materials freely, in order to develop their ideas about how to use them and what to make. Explore colour and colour-mixing.</p> <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. 			
<p>Reception Expressive Arts: creating with materials 16 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <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. 	<p>Year Two</p>	<p>Year Four</p>	<p>Year Six</p> <ul style="list-style-type: none"> • Suggest and discuss printmaking methods appropriate for a task. • Build up layers, colours and textures. • Organise work in terms of complementary shapes and colours to form final image. • Adapt and modify work.

<p>Two-Year-Olds Understanding the World: the natural world 15 Explore natural materials and those with different properties, indoors and outside.</p> <ul style="list-style-type: none"> • Explore natural materials and those with different properties, indoors and outside. 	<p>Year One</p> <ul style="list-style-type: none"> • Create images from imagination and experience. • Use a variety of media, including photocopies, plastic, tissue etc. • Make thematic collages using linked images to form a larger picture. 	<p>Year Three</p> <ul style="list-style-type: none"> • Experiment with techniques, such as effects to show perspective. • Create artworks which represent identifiable images. • Adapt their work according to their views and describe how they might develop it further. 	<p>Year Five</p> <ul style="list-style-type: none"> • Use a range of media to create a collage. • Experiment with digital media to capture and manipulate images. • Create artworks with theme and focus. • Play with perspective to create different effects and feelings within the artwork.
<p>Nursery Expressive Arts: creating with materials 16 Explore different materials freely, in order to develop their ideas about how to use them and what to make. Understanding the World: the natural world 15 Talk about the differences between materials and the changes they notice.</p> <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 • Lacing and threading activities. 			
<p>Reception Expressive Arts: creating with materials 16 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <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. • Lacing and threading activities. 	<p>Year Two</p> <ul style="list-style-type: none"> • Create images from imagination, experience and observation. • Use a variety of media to create desired effects. • Experiment with images to create a larger picture or effect. 	<p>Year Four</p> <ul style="list-style-type: none"> • Create artworks which conform to a specific style. • Develop vocabulary to discuss key elements of their practice, equipment and medium. • Adapt their work according to their views and identify where they might improve it in the future. 	<p>Year Six</p> <ul style="list-style-type: none"> • Use recycled and man-made materials to create collage. • Consider the qualities of materials selected to create different effects in collage work. • Experiment with changing colours through the use of translucent materials. • Use opaque materials to provide contrasts when required.

<p>Two-Year-Olds Expressive Arts: being imaginative and expressive 17 Makes simple models which express their ideas, for example basic junk modelling/tower building.</p> <ul style="list-style-type: none"> • Make simple models which express their ideas. 	<p>Year One</p> <ul style="list-style-type: none"> • Manipulate clay in a variety of ways. • Create images from imagination and experience. • Experiment with, and join different materials. • Understand basic properties and safety of materials and tools. 	<p>Year Three</p> <ul style="list-style-type: none"> • Shape clay to make desired forms. • Join clay adequately and work with some independence. • Construct clay models to make basic forms. • Show an understanding of shape, space and form. 	<p>Year Five</p> <ul style="list-style-type: none"> • Plan a sculpture through research and other preparatory work. • Develop skills in using clay, eg coils and slip. • Use planned decoration to complete the sculpture. • Create sculpture with increasing independence.
<p>Nursery Expressive Arts: creating with materials 16 Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <ul style="list-style-type: none"> • Experimenting with dough, eg rolling, cutting and coiling. • Make models from 3D junk materials. • Use dough to make simple forms. • Make impressions on materials. 			
<p>Reception Expressive Arts: creating with materials 16 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> • Experimenting with Plasticine, 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. 	<p>Year Two</p> <ul style="list-style-type: none"> • Create images from imagination, experience and observation. • Experiment with and join different materials, both natural and man-made. • Explore form. • Create 3D forms from 2D resources. • Understand basic properties of materials and tools. 	<p>Year Four</p> <ul style="list-style-type: none"> • Cut and join paper and card effectively, considering its textures and rigidity to give a range of effects. • Use shades and tints of colour to help to create depth, contrasts and perspective. • Use size and colour to represent foreground, midground and background. 	<p>Year Six</p> <ul style="list-style-type: none"> • Plan an architectural sculpture in an identified style. • Further develop skills in using clay, eg slab building and slip. • Identify and incorporate key architectural features in finished design and work.

<p>Two-Year-Olds Starts to develop conversation, but may be jumping from topic to topic. Names familiar objects and pictures. Asks questions beginning <i>what, who</i> and <i>where</i>.</p> <ul style="list-style-type: none"> Identify/recognise small details in pictures and is able to find some when asked. Indicates body parts in pictures, eg head, hands, feet. 	<p>Year One</p> <ul style="list-style-type: none"> Learn about and discuss artworks, artists and movements. Rachel Wells and utilising texture. Andy Goldsworthy and Land Art. Georgia O’Keeffe and use of colour. Jean Metzinger and cityscapes. Pablo Picasso and portraiture. L. S. Lowry and figure-drawing. 	<p>Year Three</p> <ul style="list-style-type: none"> Learn about and discuss artworks, artists, movements and architecture. Develop understanding that architecture has decorative and practical aspects. Edvard Munch and artistic moods. Antony Gormley and the identity of the artist. Georges Seurat and pointillism JMW Turner and Northumbrian castles in the landscape. William Morris and the Arts & Crafts movement. Hannah Höch and photomontage 	<p>Year Five</p> <ul style="list-style-type: none"> Learn about and discuss artworks, artists, movements, architecture and historical conditions. Anglo-Saxon metalwork and art as historical sources. Frida Kahlo and portraiture. Ancient Greek design and art in architecture. Peter Thorpe and mixed media William Irving and local art. M. C. Escher and graphic art.
<p>Nursery Communication and Language: speaking 07 Use a wider range of vocabulary. Can start a conversation with an adult or a friend and continue it for many turns. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <ul style="list-style-type: none"> Talk and give opinions about famous artworks. Paul Signac and pointillism. Jackson Pollock and abstract art. Andy Warhol and portraiture. Gustav Klimt, <i>The Tree of Life</i> and communal art. Paul Klee and printing. Axel Scheffler and figure drawing. 			
<p>Reception Communication and Language: speaking 07 Participate in small group, class and on-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> Talk and give opinions about famous artworks. Talk about how different artworks create different feelings. Know that different artists created different artworks. Henri Matisse and describing colours/textures. Wassily Kandinsky and shapes in art. Gregory Paul and palaeoart. Alena Shymchonak and the art of familiar places/ideas. Snow in art and textured effects. 	<p>Year Two</p> <ul style="list-style-type: none"> Learn about and discuss artworks, artists, movements and cultural art. Jan Griffier and art as historical sources. Piet Mondrian and De Stijl. Traditional aboriginal art and symbolism. Giuseppe Arcimboldo and portraiture. Leonardo da Vinci and scientific drawing. Olga Nikitina and underwater art. 	<p>Year Four</p> <ul style="list-style-type: none"> Learn about and discuss artworks, artists, movements and historical conditions. Sosus of Pergamon and mosaics. Michelangelo and religious art. The Renaissance and the development of perspective. Katsushika Hokusai and traditional Japanese art styles. The Pitmen Painters and art as historical sources. Henri Rousseau and post-impressionism. 	<p>Year Six</p> <ul style="list-style-type: none"> Learn about and discuss artworks, artists, movements, architecture and cultural art. Käthe Kollwitz and portraiture. Brutalism and changing media. Mayan design and art as historical sources. Margaret Godfrey and inspiration for abstract artworks. Darren Cairney and en plain air art. Vincent van Gogh and still life.