



Curriculum Progression Document – Art

| | <u>Drawing</u> | <u>Painting</u> | <u>Sculpture</u> | <u>Collage</u> | <u>Printing</u> | <u>Planning and Evaluation</u> | <u>Great Artists</u> |
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| <u>EYFS</u> | <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop overall body-strength, balance, coordination and agility. | | | | | <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. | |
| <u>KS1</u> | <ul style="list-style-type: none"> Children can make a variety of marks with a pencil and pastels. Children can use a pencil in different ways to make different marks. Children can produce an | <ul style="list-style-type: none"> Children can recognise primary colours and use them to mix secondary colours. Children can make different marks on paper using paint. Children can recognise different tones of one colour (tertiary). - Children can mix colours effectively using paint. | <ul style="list-style-type: none"> Manipulate malleable materials for a purpose, e.g. pot, tile. Understand the safety and basic care of materials and tools. Experiment with constructing and joining | <ul style="list-style-type: none"> Children can cut and tear materials. Children can combine different materials effectively in one artwork. Children can create a representation of a subject using collage. | <ul style="list-style-type: none"> Children can print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Children can make simple marks on rollers and printing palettes Take simple prints i.e. mono - printing Roll printing ink | <ul style="list-style-type: none"> Children can plan their own piece of work and begin to review it. | <ul style="list-style-type: none"> Children know about a range of artists and the differences and similarities between different practices and disciplines. |



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| | <p>observational drawing.</p> <ul style="list-style-type: none"> Children begin- to consider proportion in their drawing. | | | | <p>over found objects to create patterns.</p> <ul style="list-style-type: none"> Children can create rubbings of different objects. | | |
| <u>LKS2</u> | <ul style="list-style-type: none"> Children can make a variety of marks with pencil, charcoal and chalk. Children can produce an accurate drawing from direct observation of a subject. Children can consider light, tone and negative space in my drawing. | <ul style="list-style-type: none"> Children can use coloured pencil and/or paint in their artwork with control. Children can blend colours effectively. | <ul style="list-style-type: none"> Children can mould and shape clay for a desired effect. Children can create a design in clay, considering shape, size, proportion and texture. | <ul style="list-style-type: none"> Children can experiment with a range of collage techniques such as tearing, overlapping and layering | <ul style="list-style-type: none"> Children can create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays. | <ul style="list-style-type: none"> Children can plan and review own work, using research to validate their decision making. | <ul style="list-style-type: none"> Children can give opinions on a range of work from artists, designers and architects. |
| <u>UKS2</u> | <ul style="list-style-type: none"> Children can consider scale and proportion in | <ul style="list-style-type: none"> Children can use vibrant colours to create an abstract artwork. | <ul style="list-style-type: none"> Use recycled, natural and man-made materials to create sculptures. | <ul style="list-style-type: none"> Children can I combine different materials | <ul style="list-style-type: none"> Children can create a detailed design by drawing into foam and | <ul style="list-style-type: none"> Children can plan and review their own work, | <ul style="list-style-type: none"> Children can evaluate a range of |



'A JOURNEY IN FAITH, ARRIVING WITH HOPE.'

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| | <p>their drawings.</p> <ul style="list-style-type: none">• Children can understand perspective and express it in their drawing. | <ul style="list-style-type: none">• Children can consider mood in relation to colour.• Children can create a detailed composition, considering the background and foreground. | <ul style="list-style-type: none">• Plan a sculpture through drawing and other preparatory work.• Develop skills in using clay including slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable material. | <p>effectively in one artwork.</p> <ul style="list-style-type: none">• Children can add text to their design.• Children can create a representation of a subject using collage.• Children can convey meaning through collage. | <p>other types of printing.</p> <ul style="list-style-type: none">• Children can create multiple prints of their own design to create an overall pattern.• Children can I create a 2-3 colour print mixed with a range of media e.g. pens, colour pens and paints. | <p>whilst seeking advice from their peers on how to improve and use research to validate their decision making.</p> | <p>artists' work including architects and designers and compare them to artists they've previously researched.</p> |
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