

Goose Green Art Progression

| Strand/ discipline | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Generating ideas | <p>Uses available resources to create props or creates imaginary ones to support play</p> <p>Creates sounds, movements, drawings to accompany stories.</p> <p>Begins to create representations of people and other things that are important to them.</p> | <p>Work purposefully responding to colours, shapes, materials etc.</p> <p>Create simple representations of people and other things.</p> | <p>Recognise that ideas can be expressed in artwork.</p> <p>Experiment with an open mind. <i>(For instance, they enthusiastically try out and use all materials that are presented to them.)</i></p> | <p>Try out different activities and make sensible choices about what to do next.</p> <p>Use drawing to record ideas and experiences.</p> | <p>Gather and review information, references and resources related to their ideas and intentions.</p> <p>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p> | <p>Select and use relevant resources and references to develop their ideas.</p> <p>Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. <i>(For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i></p> | <p>Engage in open ended research and exploration in the process of initiating and developing their own personal ideas.</p> <p>Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> | <p>Independently develop a range of ideas which show curiosity, imagination and originality.</p> <p>Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(For instance, sketchbooks will show in advance how work will be produced and how the qualities of materials will be used.)</i></p> |
| Making | <p>Work spontaneously and enjoy the act of making/creating</p> <p>Begin to develop concentration and control when</p> | <p>Work spontaneously and enjoy the act of making/creating sustain concentration and control when experimenting with tools and</p> | <p>Try out a range of materials and processes and recognise that they have different qualities.</p> <p>Use materials purposefully to achieve</p> | <p>Deliberately choose to use particular techniques for a given purpose.</p> <p>Develop and exercise some care and control over the range of materials they</p> | <p>Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</p> <p>Select, and use appropriately, a</p> | <p>Investigate the nature and qualities of different materials and processes systematically.</p> <p>Apply the technical skills they are learning</p> | <p>Confidently investigate and exploit the potential of new and unfamiliar materials. <i>(For instance, try out several different ways of using tools and materials that are</i></p> | <p>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques.</p> <p>Independently</p> |

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| | <p>experimenting with tools and materials.</p> <p>Use tools for a purpose.</p> | materials | particular characteristics or qualities. | use. <i>(For instance, they do not accept the first mark but seek to refine and improve.)</i> | variety of materials and techniques in order to create their own work. | to improve the quality of their work. <i>(For instance, in painting they select and use different brushes for different purposes.)</i> | <i>new to them.</i> Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. | select and effectively use relevant processes in order to create successful and finished work. |
| Evaluating | <p>Communicate features that they like about their own work. Begin to identify features that they would change if they were making the same thing again.</p> <p>To begin to express their likes and dislikes when looking at the work of artists.</p> | Recognise and describe key features of their own and others' work | Show interest in and describe what they think about the work of others. | When looking at creative work express clear preferences and give some reasons for these. <i>(For instance, be able to say "I like that because...")</i> | Take the time to reflect upon what they like and dislike about their work in order to improve it. <i>(For instance they think carefully before explaining to their teacher what they like and what they will do next.)</i> | Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. | Regularly analyse and reflect on their progress taking account of what they hoped to achieve. | Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. |
| Knowledge and understanding | <p>To begin to talk about their art and what they are making.</p> <p>Know that art (design and craft) is made</p> | Know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. | Know how to recognise and describe some simple characteristics of different kinds of art, craft and design. | Know that different forms of creative works are made by artists, crafts makers and designers, from all cultures and | Know about and describe the work of some artists, craftspeople, architects and designers. | Know about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, | Know about designers and architects, taking account of their particular cultural context and intentions. | Know how to describe, interpret and explain the work, ideas and working practices of some significant |

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| | by artists. | Know how to explain what they are doing | Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. | times. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. <i>(For instance, they know the names of the tools and colours they use.)</i> | Be able to explain how to use some of the tools and techniques they have chosen to work with. | architects and designers that they have studied. Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety. | Know how to describe the processes they are using and how they hope to achieve high quality outcomes. | artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes. |
| Drawing | Begin to use a variety of drawing tools, media and techniques. draw on different surfaces. Begin to draw from observation and imagination make a variety of marks. | Explore different ways of making marks with a range of media on a variety of surfaces. Begin to explore tracing. Draw from observation and imagination. Begin to identify and explore | Explore a range of drawing materials to make marks. Begin to control the types of marks made with a range of media. Explore lines, patterns and textures e.g. by describing, rubbing, naming and copying. | Experiment with pressure, grip and speed to create different types of lines. Begin to control marks made with different media. Investigate tone by drawing light/dark lines and shading. Draw from | Continue to explore and begin to develop some control over given drawing materials and techniques. Explore and create a wider variety of marks with drawing tools. Explore gestural | Use drawing to explore design. Show progress in control over use of drawing materials. Show shape and form by creating light and shade. Expand and improve techniques for creating tonal | Use drawing to explore and develop ideas. Begin to select medium/tool for a given purpose or desired effect. Work in a sustained and independent way, developing a key element of their work, e.g. line, tone, pattern, | Select appropriate media and techniques to achieve a specific/desired outcome. Draw for a sustained period of time. Show progress in use of known techniques to show form, |

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| | and experience | patterns and textures. | <p>Draw at different scales on a variety of surfaces.</p> <p>Experience drawing as a physical activity.</p> | <p>observation and imagination.</p> <p>Create initial sketches for painting.</p> <p>Investigate textures and produce an expanding range of patterns.</p> <p>Draw from different viewpoints and begin to consider perspective.</p> <p>Begin to use a viewfinder to consider composition.</p> | <p>drawing.</p> <p>Create a range of tonal values and textures using drawing media.</p> <p>Understand the term chiaroscuro.</p> <p>Explore and create silhouettes.</p> <p>Begin to understand the difference between scale & proportion.</p> | <p>values and textures.</p> <p>Select drawing materials with increasing confidence for desired effects.</p> <p>Show increased skill in making a wider variety of marks.</p> <p>Begin to consider scale and proportion in their own work.</p> <p>Use a viewfinder to consider composition.</p> | <p>texture.</p> <p>Show progress in creation of tonal values and/or textures.</p> <p>Choose appropriate techniques for given purposes, eg. different styles of shading to show form and texture in drawing.</p> <p>Explore how horizon lines alter perspective.</p> <p>Experiment with perspective.</p> | <p>depth, texture and pattern.</p> <p>Explore techniques to create perspective, e.g. colour saturation, vanishing point.</p> <p>Begin to understand the concept of positive and negative space.</p> |
| Painting and colour theory | <p>Begin to know and name colours and recognise them in the world.</p> <p>Experiment with a range of paints and painting tools, e.g. brushes, fingers, found objects, feathers, sticks.</p> | <p>Know the names of colours and recognise them in the world.</p> <p>Begin to know and name primary and secondary colours.</p> <p>Experience and experiment with a variety of paints, e.g.</p> | <p>Know and name the primary and secondary colours and the colours of the rainbow.</p> <p>Explore and mix primary colours, including to make secondary colours and the colours of the rainbow (indigo).</p> | <p>Explore complementary colours.</p> <p>Recognise the term monochromatic painting.</p> <p>Develop brush control and begin to choose appropriate brushes and tools for a</p> | <p>Know and name the primary, and secondary colours and begin to name tertiary colours and how they are made.</p> <p>Begin to use specific visual language to describe colours, e.g. primary,</p> | <p>YEAR 5</p> <p>Begin to identify harmonious colours.</p> <p>Choose paints and implements appropriately for the task .</p> <p>Use painting tools with increasing control.</p> | <p>Use knowledge of colour theory to inform and comment on their own and existing artworks.</p> <p>Explore and experiment with complementary and harmonious colours. YEAR 4</p> <p>Discuss how</p> | <p>Begin to show a secure knowledge of colour theory and use this to inform and explain their own colour choices.</p> <p>Purposefully control the types of colours chosen and mixed for</p> |

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| | Continues to explore colour and how colours can be changed. | <p>poster paints, tempera blocks, watercolours.</p> <p>Experience and experiment with a range of painting tools e.g. brushes, sticks, sponges.</p> <p>Experiment with primary colours and use black and white to change the colour of paint.</p> <p>Use paint to create a picture and be able to talk about it.</p> | <p>Begin to know and describe warm and cool colours.</p> <p>Begin to use colours imaginatively, e.g. to express thoughts, feelings or to create mood or atmosphere.</p> <p>Use a variety of tools and techniques, e.g. using a range of brushes and painting tools .</p> <p>Begin to describe a range of colours, e.g. dark, light, bright, bold, dull.</p> <p>Begin to explore expressive painting.</p> | <p>particular purpose.</p> <p>Begin to name and compare different types of paint and their properties.</p> <p>Create tints and shades of colours by mixing with white/black paint/ink.</p> <p>Begin to explore mixing media, e.g. oil pastels on top of paint, pen on watercolour.</p> | <p>secondary, tertiary, tint, shade, hue.</p> <p>Experience a wider range of tools and techniques, e.g. layering, mixing media, thickened paint.</p> <p>Demonstrate increasing control of the types of marks made to create particular effects .</p> <p>Begin to mix tones of colours.</p> <p>Explore mixing media.</p> | <p>Mix colours, including colour palettes, with increasing skill.</p> <p>Explore the effect of painting in colour on a coloured/black different surfaces.</p> <p>Explore different brush strokes and painting techniques, e.g. textural painting, sgraffito, impasto, and consider why / when they might be used.</p> | <p>colour can be used to express ideas, feelings and mood.</p> <p>Develop expressive painting techniques, choosing colours, textures and techniques as appropriate to the task, e.g. gestural movements, adding materials to create textures, etc.</p> <p>Mix tones of colours.</p> <p>Know and name a variety of paints, including some of their properties and when to use them.</p> <p>Show increased skill in controlling the types of marks made.</p> <p>Experiment with different effects</p> | <p>desired effect.</p> <p>Choose appropriate paint, paper and implements to create, adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> |

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| | | | | | | | and textures. | |
| Sculpture/ 3D making 3D Shape and Form Architecture | <p>Explore shaping and joining a range of malleable materials, e.g. salt dough, play dough, clay, pipe cleaners.</p> <p>Begin to build with recyclable resources and natural materials.</p> <p>Apply simple decoration to malleable materials..</p> <p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> | <p>Handle and manipulate different malleable materials e.g. clay, dough, sand.</p> <p>Begin to shape and join malleable materials with intention, e.g. to make a clay fantasy creature.</p> <p>Build with recyclable resources and natural materials.</p> <p>Explore arranging and joining materials with a variety of adhesives, e.g. Pritt Stick, PVA, masking tape, Sellotape.</p> | <p>Begin to select a joining material which is most suitable to a task, e.g. tape for junk modelling, glue stick for paper.</p> <p>Begin to join to pieces of clay.</p> <p>Explore textures with modelling materials.</p> <p>Add a finish to a sculpture, e.g. paint, glaze.</p> | <p>Shape, form, and construct with malleable and/or rigid materials.</p> <p>Begin to combine materials in inventive ways.</p> <p>Begin to understand the difference between a model and a sculpture.</p> | <p>Continue to explore ways of joining materials.</p> <p>Shape, mould and make more complex constructions from malleable materials, e.g. wire, papier mache, found materials.</p> | <p>Design through making to create a 3D artwork.</p> <p>Explore and develop ways of joining a range of materials.</p> <p>Begin to produce more refined surface patterns and/or textures, e.g. on a clay tile.</p> | <p>Develop modelling skills with malleable materials, e.g. using clay coils & slip.</p> <p>Develop an understanding of different ways of finishing a sculpture, e.g. glaze, paint, varnish.</p> <p>Choose an appropriate finish for a sculpture.</p> <p>Produce more refined surface patterns and/or textures.</p> | <p>Develop skills in forming 3D shapes from 2D materials.</p> <p>Create an armature with appropriate materials, e.g. wire/mesh, tinfoil structure.</p> <p>Cover an armature to create a sculptural form, e.g. with plaster, papier mache, tissue.</p> <p>Choose and use an appropriate finish for a sculpture, including embellishments where appropriate.</p> |

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| Printmaking | <p>Explore mark-making with a range of natural and man-made materials.</p> <p>Take rubbings from textured surfaces.</p> | <p>Print with a variety of objects onto different surfaces.</p> <p>Take rubbings of textured surfaces in the outdoors.</p> <p>Use a stencil.</p> | <p>Begin to identify different forms of printing, e.g. books, posters, newspapers, fabric, wallpaper.</p> <p>Develop experience in a range of printing methods, e.g. impressed printing, block printing and collagraph printing.</p> | <p>Explore pattern and texture through repeat printing</p> <p>Continue to expand experience of a range of printing methods, e.g. cyanotype printing.</p> | <p>Create prints with more than one colour.</p> <p>Explore mono printing, e.g. with carbon paper/monoprinting plates & ink/oil pastels.</p> | <p>Begin to overlay prints and other media , e.g. monoprints on painted fabric collage.</p> | <p>Use a range of printmaking techniques in mixed-media art (e.g. carbon paper oil pastel mono-printing overlays/using doilies as stencils, using edges of card/found objects).</p> | <p>Create a lino-cut print.</p> <p>Explore stencilling.</p> <p>Combine printmaking techniques with other media.</p> |
| Collage and textiles | <p>Explore collage materials, e.g. wool, buttons, gems, craft sticks etc.</p> <p>Use the senses to explore a range of textiles and materials e.g. wool, cotton, felt etc.</p> <p>Begin to use fabric in role play.</p> | <p>Begin to shape, arrange and stick collage materials and fabrics.</p> <p>Handle and manipulate a variety of materials.</p> <p>Begin to know and name collage materials, e.g. paper, fabric, wool, buttons, craft sticks,</p> | <p>Understand collage is the art of using elements of paper to make images.</p> <p>Shape, arrange, join and decorate a range of papers and fabrics.</p> <p>Explore simple weaving.</p> <p>Begin to sew a simple stitch.</p> | <p>Develop a range of collage techniques to create a specific design.</p> <p>Begin to embellish collage or textile work, e.g. with stickers, fabric pens, paint pens/permanent markers, stitches, fabric.</p> <p>Explore weaving – e.g. use man</p> | <p>Create, select and arrange materials for collage.</p> <p>Explore ways of embellishing and modifying textiles and collage materials, e.g. stitching.</p> | <p>Show progress in precision of collage and/or textile work.</p> <p>Explore and create mixed media art with collage and/or textiles.</p> <p>Become familiar with a wider range of techniques to modify fabrics and/or collage materials.</p> | <p>Use collage and/or textiles to extend a mixed-media project.</p> | <p>Combine techniques independently to produce a mixed media final piece.</p> <p>Independently make informed choices about materials and techniques to produce a finished work.</p> |

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| | | <p>stickers, etc.</p> <p>Show experience of weaving using ribbon, yarn, laces, paper.</p> <p>Use different fabrics in role play.</p> | | <p>made and natural materials ie grass through twigs, plastic through fence, wool around lolly sticks, paper, etc.</p> | | | | |