



| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Exploring and developing ideas | <ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Explore the differences and similarities within the work of artists in different times and cultures. Experiment with materials. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. | <ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Explore the differences and similarities within the work of artists in different times and cultures. Ask and answer questions about the starting points for their work and the processes they have used. Experiment with materials. Develop their ideas. | <ul style="list-style-type: none"> Select and record from first hand observation, experience or imagination, and explore ideas for different purposes. Explore the roles and work of artists working in different times and cultures and draw inspiration. Make a record of visual experiments Question and make thoughtful observations about starting points and select ideas to use in their work. | <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Explore the roles and work of artists, craftspeople and designers working in different times and cultures and draw inspiration. Experiment with materials and develop skills and techniques. Question and make thoughtful observations about starting points and select ideas to use in their work. | <ul style="list-style-type: none"> Select and record from first hand observation, experience or imagination, and explore ideas for different purposes. Explore the roles and work of artists, craftspeople and designers working in different times and cultures and draw inspiration. Experiment with materials and techniques. Question and make thoughtful observations about starting points and select ideas to use in their work. Regularly analyse and reflect on your intentions and choices. | <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Explore the roles and work of artists, craftspeople and designers working in different times and cultures and draw inspiration. Experiment with materials and techniques. Question and make thoughtful observations about starting points and select ideas to use in their work. Regularly analyse and reflect on your intentions and choices. |
| Evaluating and developing work | <ul style="list-style-type: none"> Recognise and describe key features of their own and other's work. Say what they think and feel about their work and the art work of others. Identify what they might change in their current work or develop in their future work. | <ul style="list-style-type: none"> Review what they have done and say what they think and feel about their work. Describe choices and preferences using appropriate art language. Compare with other's work, identifying similarities and | <ul style="list-style-type: none"> Compare ideas, methods and approaches in your own and others' work and say what you think and feel about them using increasingly sophisticated art language (formal elements). | <ul style="list-style-type: none"> Compare ideas, methods and approaches in your own and others' work and say what you think and feel about them. Build a more complex vocabulary. Adapt your work | <ul style="list-style-type: none"> Compare ideas, methods and approaches in your own and others' work and say what you think and feel about them. Develop a greater understanding of vocabulary when discussing their | <ul style="list-style-type: none"> Compare ideas, methods and approaches in your own and others' work and say what you think and feel about them. Use the language of art with greater sophistication when discussing own and other's art. |

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| | <ul style="list-style-type: none"> Annotate work in sketchbook. | <p>differences.</p> <ul style="list-style-type: none"> Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook. | <ul style="list-style-type: none"> Adapt your work according to your views and describe how you might develop it further. Annotate work in sketchbook | <p>according to your views and describe how you might develop it further.</p> <ul style="list-style-type: none"> Annotate work in sketchbook | <p>own work and other's.</p> <ul style="list-style-type: none"> Adapt your work according to your views and describe how you might develop it further. Annotate work in sketchbook | <ul style="list-style-type: none"> Give reasoned evaluations of your own and other's work which takes into account context and intention. Adapt your work according to your views and describe how you might develop it further. Annotate work in sketchbook |
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Keyworth Primary / Bessemer Grange School
 Art and Design Progression Grid KS1 and 2

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| Drawing | <p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> | <p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> | <p>Experiment with different grades of pencil and other implements.</p> | <p>Make informed choices in drawing inc. paper and media.</p> | <p>Use a variety of source material for their work.</p> | <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> |
| | <p>Use a sketchbook to gather and collect artwork.</p> | <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> | <p>Plan, refine and alter their drawings as necessary.</p> | <p>Alter and refine drawings and describe changes using art vocabulary.</p> | <p>Work in a sustained and independent way from observation, experience and imagination.</p> | <p>Identify artists who have worked in a similar way to their own work.</p> |
| | <p>With support, begin to explore the use of line, shape and colour through mark making exercises experimenting with the visual elements; line, shape, pattern and colour.</p> | <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> | <p>Use their sketchbook to collect and record visual information from different sources.</p> | <p>Collect images and information independently in a sketchbook.</p> | <p>Use a sketchbook to develop ideas.</p> | <p>Develop ideas using different or mixed media, using a sketchbook.</p> |
| | <p><i>Draw, mark making, outline, shading, shape</i></p> | <p>Experiment with the visual elements; line, shape, pattern and colour.</p> | <p>Draw for a sustained period of time at their own level.</p> | <p>Use research to inspire drawings from memory and imagination.</p> | <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> | <p>Manipulate and independently experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> |
| | | <p>Experiment with pencils to create tone.</p> | <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> | <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> | <p><i>Three-dimensional, tone, two dimensional. Shading, shadows, scumbling, shape, sketching, solid, stippling, pencil, positive, mark, mid tone, negative, outline, line, highlights, hatching, cross hatching, flat, form, detail, contour, linear, side stroke</i></p> | <p><i>Three-dimensional, tone, two dimensional. Shading, shadows, scumbling, shape, sketching, solid, stippling, pencil, positive, mark, mid tone, negative, outline, line, highlights, hatching, cross hatching, flat, form, detail, contour, linear, side stroke</i></p> |
| | | <p>Use tone to create form when drawing.</p> | <p><i>Three dimensional, two dimensional. Shading, shadows, scumbling, shape, sketching, solid, stippling, pencil, mark, outline, line, hatching, cross hatching, flat, form, detail, linear, side stroke</i></p> | <p><i>Three dimensional, two dimensional. Shading, shadows, scumbling, shape, sketching, solid, stippling, pencil, mark, outline, line, hatching, cross hatching, flat, form, detail, linear, side stroke</i></p> | <p><i>Three dimensional, two dimensional. Shading, shadows, scumbling, shape, sketching, solid, stippling, pencil, mark, outline, line, hatching, cross hatching, flat, form, detail, contour, linear, side stroke</i></p> | <p><i>Three-dimensional, tone, two dimensional. Shading, shadows, scumbling, shape, sketching, solid, stippling, pencil, positive, mark, mid tone, negative, outline, line, highlights, hatching, cross hatching, flat, form, detail, contour, linear, side stroke</i></p> |
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| Painting | <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales.</p> <p>Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust, sand</p> <p><i>Brush mark, Colours-mixing, Colour scheme, Contrast, Cool, Hot, Primary Colours, Secondary Colours, Shade, Shape, Texture, Warm, Water, light, dark</i></p> | <p>Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours using artefacts and objects.</p> <p><i>Brush mark, Colours-mixing, Colour scheme, Contrast, Cool, Hot, Primary Colours, Secondary Colours, Shade, Shape, Texture, Warm, Water, light, dark</i></p> | <p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p><i>Brush mark, Cold Colour-mixing, Colour scheme, Contrast, Cool, Hot, Primary Colour, Secondary Colours, Shade, Shape, Tertiary Colours, Texture, Tint, Tone, Warm, Water</i></p> | <p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p> <p><i>Brush mark, Cold Colour-mixing, Colour scheme, Contrast, Cool, Hot, Primary Colours, Secondary Colours, Shade, Shape, Tertiary Colour, Texture, Tint, Tone, Warm, Water</i></p> | <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p> <p><i>Brush mark, Cold Colour-mixing, Colour-scheme, Contrast, Cool, Earth, Fire, Form, Harmony, Hot, Hue, Neutral, Primary Colours, Secondary Colours, Shade, Shape, Tertiary Colours, Texture, Tint, Tone, Warm, Water</i></p> | <p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p> <p><i>Brush mark, Cold Colour-mixing, Colour-scheme, Contrast, Cool, Earth, Fire, Form, Harmony, Hot, Hue, Neutral, Primary Colours, Secondary Colours, Shade, Shape, Tertiary Colours, Texture, Tint, Tone, Warm, Water</i></p> |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Printing</p> | <p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</p> <p>Make rubbings.</p> <p>Build a repeating pattern and recognise pattern in the environment. <i>monoprint, lino, print, hand printing, rollers, polyboard, stencil, rubbing</i></p> | <p>Use a variety of techniques, inc. block printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques. <i>monoprint, lino, print, hand printing, rollers, polyboard, stencil, rubbing</i></p> | <p>Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p> <p>To explore pattern and shape, creating designs for printing. <i>monoprint, lino, print, screen, hand printing, rollers, relief, polyboard, stencil, paste resist,</i></p> | <p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want</p> <p>Resist printing including marbling, silkscreen and cold-water paste (batik) <i>monoprint, lino, print, screen, hand printing, rollers, relief, polyboard, stencil, paste resist,</i></p> | <p>Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.</p> <p>Choose the printing method appropriate to task.</p> <p>Build up layers and colours/textures</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Choose inks and overlay colours. <i>monoprint, lino, collograph, press print, screen, etching, hand printing, rollers etching press, letter press or book binding press; relief, polyboard, stencil, paste resist,</i></p> | <p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p> <p>Work relatively independently. <i>monoprint, lino, collograph, press print, screen, etching, hand printing, rollers etching press, letter press or book binding press; relief, polyboard, stencil, paste resist,</i></p> |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Textiles/collage</p> | <p>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</p> <p>How to thread a needle, cut, glue and trim material.</p> <p>Create images from imagination, experience or observation.</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p> <p><i>Sew, stitch, weave, thread, needle, eye, binca, wool, felting, knitting, yarn, material, layer, collage, cover, batik, tie dye, resist, dye,</i></p> | <p>Use a variety of techniques, inc. weaving, French knitting, tie- dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>Create textured collages from a variety of media.</p> <p>Make a simple mosaic. Stitch, knot and use other manipulative skills.</p> <p><i>Sew, stitch, weave, thread, needle, eye, binca, wool, felting, knitting, yarn, material, layer, collage, cover, batik, tie dye, resist, dye,</i></p> | <p>Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>Name the tools and materials they have used.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Experiment with a range of media e.g. overlapping, layering etc.</p> <p><i>Sew, stitch, weave, loom, thread, needle, eye, binca, wool, felting, knitting, yarn, material, layer, collage, cover, batik, tie dye, resist, dye,</i></p> | <p>Match the tool to the material.</p> <p>Combine skills more readily.</p> <p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p>Experiments with paste resist.</p> <p><i>Sew, stitch, weave, loom, thread, needle, eye, binca, wool, felting, knitting, yarn, material, layer, collage, cover, batik, tie dye, resist, dye,</i></p> | <p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p> <p>Experiment with using batik safely.</p> <p><i>Sew, stitch, weave, loom, thread, needle, eye, binca, zigzag stitch, side stitch, running stitch, wool, felting, knitting, yarn, material, layer, collage, cover, batik, tie dye, resist, dye,</i></p> | <p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p> <p><i>sew, stitch, weave, loom, thread, needle, eye, binca, zigzag stitch, side stitch, running stitch, wool, felting, knitting, yarn, material, layer, collage, cover, batik, tie dye, resist, dye,</i></p> |
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Keyworth Primary / Bessemer Grange School
 Art and Design Progression Grid KS1 and 2

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">3 D form</p> | <p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>Explore sculpture with a range of malleable media, especially clay.</p> <p>Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Explore shape and form.</p> <p><i>Sculpture, card, paper, wood, wire, plaster of Paris, Modroc, papier Maché, found materials. wood, stone, carving, modelling, clay, salt dough, natural, manmade.</i></p> | <p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p>Build a textured relief tile.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p> <p><i>Sculpture, card, paper, wood, wire, plaster of Paris, Modroc, papier Maché, found materials. wood, stone, carving, modelling, clay, salt dough, natural, manmade.</i></p> | <p>Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Cut and join wood safely and effectively.</p> <p>Make a simple papier mâché objects.</p> <p>Plan, design and make models.</p> <p><i>Sculpture, card, paper, wood, wire, plaster of Paris, Modroc, papier Maché, found materials. wood, stone, carving, modelling, clay, air drying clay, salt dough, Plasticine, wax.</i></p> | <p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials.</p> <p><i>Sculpture, card, paper, wood, wire, plaster of Paris, Modroc, papier Maché, found materials. wood, stone, carving, modelling, clay, air drying clay, salt dough, Plasticine, wax.</i></p> | <p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p><i>Sculpture, card, paper, wood, wire, plaster of Paris, Modroc, papier lamination/papier Maché, found materials. wood, stone, carving modelling, clay, air drying clay, salt dough, kiln, fired, Plasticine, wax, Casting, silicone, rubber, 3D printing laser cutting, slip, score, join, smooth, ephemeral</i></p> | <p>Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p> <p><i>Sculpture, card, paper, wood, wire, plaster of Paris, Modroc, papier lamination/papier Maché, found materials. wood, stone, carving modelling, clay, air drying clay, salt dough, kiln, fired, Plasticine, wax, Casting, silicone, rubber, 3D printing laser cutting, slip, score, join, smooth, ephemeral</i></p> |
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