

Progression in Art

Purpose of study

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.

Aims

The national curriculum for art and design aims to ensure that all pupils:
 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.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creativity	Creation	Design and make art to express ideas.	Select the best materials and techniques to develop an idea.	Use and combine a range of visual elements in artwork.	Develop techniques through experimentation to create different types of art.	Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.	Create innovative art that has personal, historic or conceptual meaning.
	Generation of ideas	Communicate their ideas simply before creating artwork.	Make simple sketches to explore and develop ideas.	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	Create a series of sketches over time to develop ideas on a theme or mastery of a technique.	Review and revisit ideas and sketches to improve and develop ideas.	Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.
	Evaluation	Say what they like about their own or others' work using simple artistic vocabulary.	Analyse and evaluate their own and others' work using artistic vocabulary.	Make suggestions for ways to adapt and improve a piece of artwork.	Give constructive feedback to others about ways to improve a piece of artwork.	Compare and comment on the ideas, methods and approaches in their own and others' work.	Adapt and refine artwork in light of constructive feedback and reflection.
Materials	Malleable materials	Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.	Press objects into a malleable material to make textures, patterns and imprints.	Create a 3-D form using malleable or rigid materials, or a combination of materials.	Use clay to create a detailed 3-D form.	Create a relief form using a range of tools, techniques and materials.	Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.
	Paper and Fabric	Use textural materials, including paper and fabric, to create a simple collage.	Create a range of textures using the properties of different types of paper.	Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.	Use a range of stitches to add detail and texture to fabric or mixed-media collages.	Make paper using traditional craft techniques.	Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.
	Paint	Identify and use paints in the primary colours.	Identify and mix secondary colours.	Identify, mix and use contrasting coloured paints.	Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.	Mix and use tints and shades of colours using a range of different materials, including paint.	Use colour palettes and characteristics of an artistic movement or artist in artwork.
	Pencil, ink, charcoal and pen	Use soft and hard pencils to create different types of line.	Use the properties of pencil, ink and charcoal to create different textures and tones in drawings.	Add tone to a drawing by using linear and cross hatching, scumbling and stippling	Use the properties of pen and ink to create a range of effects in drawing.	Use pen and ink (ink wash) to add perspective, light and shade to a composition.	Use line and tone to draw perspective.
	Printing	Make simple prints and patterns using a range of liquids including ink and paint.	Use the properties of various materials, such as clay or polystyrene, to develop a block print.	Make a two-colour print.	Combine a variety of printmaking techniques and materials to create a print on a theme.	Add text or photographic samples to a print.	Use the work of a significant printmaker to influence artwork.
Nature	Natural art	Make transient art and pattern work using a range of natural materials.	Draw, paint and sculpt natural forms from observation, imagination and memory.	Use nature and natural forms as a starting point for artwork.	Represent the detailed patterns found in natural phenomena, such as water and weather.	Record natural forms, animals and landscapes with clarity, using digital photography.	Create art inspired by or giving an environmental message.
Humankind	Human form	Represent the human face from observation, imagination or memory with some attention to facial features.	Represent the human form, including face and features, from observation, imagination or memory	Draw, paint or sculpt a human figure in a variety of poses.	Explore and develop art that uses the human form to create a narrative, using ideas from contemporary or historical starting points.	Explore and create expression in portraiture.	Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.
Place	Landscapes	Draw or paint a place from memory, imagination or observation.	Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.	Draw, paint or photograph an urban landscape.	Choose an interesting or unusual perspective or viewpoint for a landscape.	Use a range of materials to create imaginative and fantasy landscapes.	Draw or paint detailed landscapes that include perspective.
Comparison	Compare and contrast	Identify similarities and differences between two or more pieces of art.	Describe similarities and differences between art on a common theme.	Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.	Compare and contrast artwork from different times and cultures.	Describe and discuss how different artists and cultures have used a range of visual elements in their work.	Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
Significance	Significant people, artwork and movements	Describe and explore the work of a significant artist.	Explain why a painting, piece of art, body of work or artist is important.	Work in the style of a significant artist, architect or designer.	Explain the significance of art, architecture or design from history and create work inspired by it.	Investigate and develop artwork using the characteristics of an artistic movement.	Explain the significance of different artwork from a range of times and cultures, and use elements of these to create artwork.