

Art Subject Discipline Progression

	EYFS	Year1	Year2	Year3	Year4	Year5	Year6
Drawing (pencil, charcoal, chalk, pastel, computing software)	<ul style="list-style-type: none"> -Begin to use a variety of drawing tools. -Use drawings to tell a story -Investigate different lines -Explore different textures -Encourage accurate drawings of people 	<ul style="list-style-type: none"> -Extend the variety of drawing tools -Explore different textures when drawing -Observe and draw patterns -Observational drawings (fossils & sunflowers) 	<ul style="list-style-type: none"> -Experiment with a variety of tools and surfaces -Experiment with the use of shadows, light and dark -Sketch to make quick recordings -simple drawings generated on the computer 	<ul style="list-style-type: none"> -Experiment with the potential of various pencils -Close observational drawings -Initial sketches as a preparation for painting -Accurate drawings of people 	<ul style="list-style-type: none"> -Identify and draw the effect of light -Scale and proportion -work on a variety of scales -computer generated drawings 	<ul style="list-style-type: none"> -Effect of light on objects and people from different directions - Interpret the texture of a surface -Produce increasingly accurate drawings -Concept of perspective - Sketch drawings with further accuracy 	<ul style="list-style-type: none"> -Effect of light on objects and people from different directions -Interpret the texture of a surface - Produce increasingly accurate drawings -Concept of perspective - Sketch drawings with further accuracy
Colour (painting, dye, textiles, pencils, pastels)	<ul style="list-style-type: none"> -Experimenting with primary colours -Naming colours -Mixing colours (not formally) -Learning to names of different tools that bring colour -Use a range of tools to make coloured marks 	<ul style="list-style-type: none"> -Name all the colours -Mixing of colours -Find collections of colours -Applying colour with a range of tools 	<ul style="list-style-type: none"> -Begin to describe colours -Make many tones of one colour using white -Darken colours without using black -Using colour on a larger scale 	<ul style="list-style-type: none"> -Colour mixing -Introduce different types of brushes to use with colour -Techniques – apply colour using dotting & splashing. 	<ul style="list-style-type: none"> -Colour mixing and matching; tint, tone and shade -Observe a variety of colours -Use suitable equipment appropriate to the task -Use colour to reflect mood 	<ul style="list-style-type: none"> -Use colour to reflect mood -Use a variety of tones and shades. -Explore the use of texture in colour -Colour for different purposes 	<ul style="list-style-type: none"> -Use colour to reflect mood -Use a variety of tones and shades. -Explore the use of texture in colour -Colour for different purposes -Colour to express feelings
Texture (textiles, clay, sand)	<ul style="list-style-type: none"> -Handling, manipulating and enjoying using a variety of materials - Sensory experiences with a variety of textures -Create simple collages -Simple weaving activities 	<ul style="list-style-type: none"> -Weaving -Collage -Sort textures according to specific qualities -Know how textiles create things 	<ul style="list-style-type: none"> -Overlapping and overlaying to create effects -Use large eyed needles – running stitches -Simple applique work -Start to explore other simple stitches -Collage 	<ul style="list-style-type: none"> -Use smaller eyed needles and finer threads -Weaving 	<ul style="list-style-type: none"> -Use a wider variety of stitches -Observe a variety of textural artwork -Experiment with creating mood and feeling -Compare different fabrics 	<ul style="list-style-type: none"> - Use a variety of stimuli -Select and use materials to embellish work 	<ul style="list-style-type: none"> -Develop experience in embellishing -Applies knowledge of different techniques to express feelings -Work collaboratively on a larger scale
Form (3D work, clay, dough, boxes, wire, sculpturing)	<ul style="list-style-type: none"> -Handling, feeling, enjoying and manipulating materials -Constructing -Building and destroying -Shape and model 	<ul style="list-style-type: none"> -Construct -Use materials to make known objects for a purpose -Carve, pinch and roll using modelling materials such as clay -Create simple joins 	<ul style="list-style-type: none"> -Awareness of natural and man-made forms -Expression of personal experiences and ideas -Shape and form from direct observation using clay -Decorative techniques -Replicate patterns and textures in a 3D form 	<ul style="list-style-type: none"> -Shape form, model and construct malleable and rigid materials -Plan and develop -Understanding of different adhesives and methods of construction -Consideration of aesthetics 	<ul style="list-style-type: none"> -Plan and develop -Discuss own work and work of others -Analyse and interpret natural and manmade forms of construction 	<ul style="list-style-type: none"> -Plan and develop ideas -shape, form, model and join a variety of materials -Use observation and imagination to support planning and designing -Discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> -Plan and develop ideas -Shape, form, model and join a variety of materials -Use observation and imagination to support planning and designing -Discuss and evaluate own work and that of others
Printing (found materials, fruit/ veg, wood blocks, press printing, lino/string)	<ul style="list-style-type: none"> -Rubbings -Print with a variety of objects -Print with block colours 	<ul style="list-style-type: none"> -Create patterns -Develop printing images -Print with a variety of colour 	<ul style="list-style-type: none"> -Print with an increasing range of objects -Identify the different forms that printing can take 	<ul style="list-style-type: none"> -Impressed printing -Print with a range of textures and patterns -Interpret environmental and man-made patterns -Colour mixing through overlapping colour print 	<ul style="list-style-type: none"> -Use sketchbooks for recording textures and patterns for print designs -Print with a range of textures and patterns -Interpret environmental and man-made patterns -Modify and adapt print 	<ul style="list-style-type: none"> -Combine prints -Design own prints -Discuss and evaluate their own work and work of others 	<ul style="list-style-type: none"> -Build up drawings and imagines of whole or parts of items to create a print -Explore a range of printing techniques -Discuss and evaluate their own work and work of others
Pattern (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> -repeating patterns -irregular painting patterns -Simple symmetry 	<ul style="list-style-type: none"> -Awareness and discussion of patterns -Repeating patterns -Symmetry 	<ul style="list-style-type: none"> -Experiment by arranging, folding, repeating, overlapping, regular and irregular patterns -Natural and manmade patterns -Discuss regular and irregular patterns 	<ul style="list-style-type: none"> -Design patterns -Use ICT to create patterns -Make patterns on a range of materials / surfaces -Symmetry 	<ul style="list-style-type: none"> -Explore environmental and manmade patterns -Tessellation 	<ul style="list-style-type: none"> -Create own abstract pattern to reflect personal experiences and expression -Create patterns for purpose 	<ul style="list-style-type: none"> -Create own abstract pattern to reflect personal experiences and expression -Create pattern for purposes
Artists Studied in depth	Andy Goldsworthy	-Van Gogh	-Paul Signac	Famous Italian artists (renaissance) including Leonardo da Vinci and Michelangelo	Andy Warhol	Frida Kahlo	Takashi Murakami