



Kingsholm C of E Primary School and Nursery – Art & Design Progression Ladder

	Nursery	Reception	End Goals	Year 1	Year 2	End Goals	Year 3	Year 4	End Goals	Year 5	Year 6	End Goals
Exploring and developing ideas (ongoing skills)	Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking		Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used	Sketchbook Use a sketchbook to explore and plan ideas Record and explore ideas from first-hand observation, experience and imagination Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas Having the confidence to make mistakes (no rubbers in sketchbook, just draw again) Artist study Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures			Sketchbook Use a sketchbook to collect and record visual information from different sources Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas to use in their work Having the confidence to make mistakes (no rubbers in sketchbook, just draw again) Artist study Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures			Sketchbook Use a sketchbook to explore and develop ideas Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas and processes to use in their work Having the confidence to make mistakes (no rubbers in sketchbook, just draw again) Artist study Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures		
Evaluating and developing (ongoing skills)	Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth			Sketchbook Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work Annotate work Expressing likes/dislikes of artists' works			Sketchbook Compare ideas, methods and approaches in their own work and others' work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Express feelings about a subject Make notes about techniques used by artists, critiquing their work.			Sketchbook Compare ideas, methods and approaches in their own work and others' work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Make notes about techniques used by artists, critiquing their work. Keep notes to indicate their intentions/purpose of a piece of work		
Drawing Possible Media: Sketching pencils (HB, 2B, 4B, 6B) Graphite Charcoal Coloured pencils pastels Oil pastels Chalk Pen Ink Felt tip Marker pen Metallic pens	Mark making Name, match and draw lines/marks from observations. Invent new lines. To be spontaneously expressive, using marks, lines and curves Draw on different surfaces with a range of media. Shape Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. Media Enjoy using graphic tools, fingers,	Mark making Draw on different surfaces with a range of media. Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience Uses tools for a purpose Shape Observe and draw shapes from observations. Media	To be expressive in their mark making and experiment with a range of surfaces and media.	Mark making Begin to control the types of marks made with the range of media. Draw on different surfaces Shape Begin to explore the use of line, shape and colour Use drawing skills to create simple shapes to represent objects seen, remembered or imagined Using shape and colour to create a composition and talk about it Tone	Mark making To demonstrate a variety of ways to make different marks Shape/form Experiment with the visual elements: line, shape, pattern, surface texture and colour Tone Develop a range of tone using a pencil (HB, 2B, 4B, 6B) and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. Media	Use drawing skills to create simple shapes to represent objects seen, remembered or imagined	Mark making To demonstrate a wide variety of ways to make different marks using different media Shape/form To produce a careful drawing of a given object/ person with increased detail and awareness of some proportion. Plan refine and alter their drawings as necessary Tone Develop a range of tone using a pencil (HB, 2B, 4B, 6B) and use a variety of drawing techniques such	Mark making Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Shape/form Developing techniques to create intricate patterns using different grades of pencil and other implements/media Understanding why they best suited.	To alter and refine drawings and describe changes, adding texture and tone	Mark making Independently demonstrate a variety of ways to make different marks using different media. Shape/form Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape Adapt, review and evaluate drawings Work in a sustained and independent way from observation, experience and imagination Perspective and composition	Mark making Independently demonstrate a wide variety of ways to make different marks Shape/form Draw with increasing accuracy from observation and imagination. Manipulate and experiment with: Line Tone Pattern Texture Form Space Colour Shape Media	To be independent (not afraid of making mistakes) drawing with increasing accuracy. Understand the media and the impact it can have to inform their selection.



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	hands, chalk, pens and pencils. Use and begin to control a range of media. Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations	Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Textures Explore different patterns and textures from observations, imagination and illustrations. Creates sounds, movements, drawings to accompany stories Creates representations of both imaginary and real-life ideas, events, people and objects		Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. (2B, 4B, 6B) Media Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media Textures Investigate textures by describing, naming, rubbing, copying. Draw for a sustained period of time real objects, including single and grouped objects	Layer different media, e.g. crayons, pastels, felt-tips, charcoal and ballpoint Perspective and composition To be aware of foreground and background elements. Draw for a sustained period of time (over more than one session) real objects, including single and grouped objects		as: light and shadow Media Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Perspective and composition To begin to use foreground, middle ground and background within a drawing. Begin to show an awareness of objects having a third dimension Draw for a sustained period of time at their own level Textures Create textures with a wide range of drawing implements. Apply use of pattern and texture in a drawing.	Alter and refine drawings and describe changes using art vocabulary Explore relationships between line and tone, pattern and shape, line and texture To draw with increasing accuracy of proportion, form and shape. Perspective and composition To use background, middle ground and foreground within a drawing Create an observational drawings from a range of viewpoints. Have opportunities to develop further drawings featuring the third dimension and perspective. Deepen understanding of composition by exploring the 'rule of three', and how using background, midground and foreground, as well as how we place objects in a picture, can lead the viewer around a picture.		Develop further simple perspective in using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings. Create an observational drawings from a range of viewpoints.	Make independent choices in drawing including paper choices and media Perspective and Composition To develop an awareness of composition, scale and proportion in their paintings, e.g. foreground, middle ground and background.	
Vocabulary		Line thick, thin, wavy, straight, scribble		Mark making Thin, thick, short, long, scumble (controlled scribble marks) Tone tone, soft, hard, shiny, tone, light/dark, pale, deep	Mark making soft, hard, broad, narrow, fine, pattern smooth, rough, wrinkly, bumpy Tone tone, soft, hard, shiny, tone, light/dark, pale, deep Perspective and composition		Mark making Hatching, cross-hatching, feathering, stippling (dots) Pencil shading techniques  Tone Shading, contrast  Perspective and composition	Mark making Hatching, cross-hatching, feathering, layering Tone Blending (mixing two shades/tones/colours to soften edges) Perspective and composition third dimension/three dimension		Mark making Line weight, variation, direction Tone Tonal range, tonal contrast  Perspective and composition perspective, single focal point, vanishing point horizon,	Mark making Tone Perspective and composition Scale, proportion	



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					background, foreground		foreground, middle ground, background	height, length, breadth, recede				
Painting Possible Media: Poster paint Powder paint Water Colours Inks Acrylic	Paint on a range of scales- A2 paper/ A3 paper Colour To experiment with colour To be expressive with colour Texture Explore different textures in paintings by; <i>Scratching into paint, Adding sand, paper, glue or sawdust</i> Enjoys and responds to playing with colour in a variety of ways, for example combining colours	Paint on a range of scales- A2 paper/ A3 paper Colour Identify primary colours by name Exploring and experiment with colour matching To be introduced to secondary colours Continues to explore colour and how colours can be changed Texture Explore different textures in paintings by; <i>Scratching into paint, Adding sand, paper, glue or sawdust</i> Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. <i>Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes</i>	To use a paint brush independently and effectively to create expressive artwork using a range of scales, colours and textures.	Colour Identify primary and secondary colours by name on a colour wheel Mix primary shades and tints by adding white and black. Textures Experiment with tools and techniques including; <i>Layering colours, Scraping through layers of paint, Adding texture</i>	Work confidently on a range of scales; <i>Thin brush on small picture Large brush on large paper</i> Colour Use colour specific language Mix a range of secondary colours. Explore light and dark by mixing shades and tints by adding black and white. Explore tertiary colours (secondary and primary added together)	To understand the effect of light and dark using shades and tints within their own and others artwork.	Colour To use primary, secondary and tertiary colours, creating shades and tints of a variety of colours. Explore creating tones by adding grey Explore and experiment with warm and cold colours Textures Experiment with different effects and textures including; <i>Blocking in colour, Creating washes, Layering colour, Adding texture.</i>	Colour To use primary, secondary and tertiary colours, creating shades, tints and tone with increasing accuracy. Explore and experiment with complementary (harmonious) and contrast colours understanding what they are and how they are used. Mix and match colours with increasing accuracy.	To use their knowledge of mixing and matching colours to create harmonious and contrasting effects.	Composition Show an awareness of how paintings are created Colour Demonstrate a secure knowledge about primary, secondary and tertiary colours. Understand when to use warm and cold, complementary and contrasting colours. Mix and match colours to create an atmosphere and light effects.	Composition Show an awareness of how paintings are created Colour Explore and experiment with monochrome. Create imaginative work from a variety of sources.	To choose an artist to use as inspiration to create their own interpretation.
Vocabulary				Size, shape, round ended brush, chisel brush, colour mixing, primary colours, shade, tints, Secondary colours	Optical mix (the process where a series of coloured marks blend to make a secondary colour – as in impressionist paintings) Tertiary colours		tertiary colours, washes, warm/cold colours,	Complimentary (harmonious) colours, contrasting colours		record, observation, review, revisit, improve, design techniques, mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours	record, observation, review, revisit, improve, design techniques, mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours	



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3-D and Sculpture Possible Media: Clay Plasticine Salt dough Junk Papier-mache Mod-rock Willow Chicken wire Found objects (Natural or man-made)	Manipulate malleable materials in a variety of ways e.g. Rolling Kneading Shaping Form Experiment with, construct and join recycled, natural and man-made materials Uses 3D and 2D structures to explore materials and/or to express ideas	Manipulate malleable materials in a variety of ways e.g. Rolling Kneading Shaping Form Experiment with, construct and join recycled, natural and man-made materials Use simple 2-D shapes to create a 3-D form. Textures Change the surface of a malleable material .e.g. pinching, pushing, in relief Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping	To manipulate materials to create a variety of forms, shapes and structures, incorporating, where appropriate, different textures and surfaces.		Explore sculpture with a range of malleable media, manipulating materials for a purpose including: Thumbs pots Simple coil pots Learn how to join clay effectively using a slip Form Experiment with, construct and join recycled, natural and man-made materials more confidently. Texture Build a textured relief tile by pressing natural objects into malleable material.	To confidently join malleable materials, and describe form, texture and shape towards an end goal.		Plan a sculpture through drawing and other preparatory work within sketchbook Use recycled, natural and man-made materials to create 3D sculpture. Describe the different qualities involved in modelling, sculpture and construction.	To accurately join and shape materials. To consider all dimensions in a sculpture when planning and making.	Plan a sculpture through drawing and other preparatory work within sketchbook Create 3D sculptures and constructions using chicken wire and mod-roc with increasing independence (relief sculpture). Evaluate work in sketchbook		To independently manipulate, join and create three dimensional forms choosing from detailed plans using a variety of different media.
Vocabulary					Slip, malleable materials, clay, rolling, kneading, textural effects surface, thumb pot, coil pot, roll, relief, texture, slabs			surface patterns, textures, join, construct, modelling, shape, develop, form, three-dimensional,		Shape, form, structure, viewpoints		
Printmaking Possible Media: Printing Inks Ready Mixed Paint Polyprint Foam String Print Monoprint Relief Print	Experiment with different forms of printing- Hand printing, Leaf printing, symmetry printing, patterns, fruit and vegetable printing. Relief printing with leaves.	Experiment with different forms of printing- Leaf printing, symmetry printing, patterns, fruit and vegetable printing. Relief printing with leaves.	To have made different (repeating) patterns using simple printing methods.	Make marks using printing equipment including natural and man-made objects. Experiment with variety of printing techniques i.e relief, press, mono printing and rubbings. Build a repeating pattern and recognise patterns in the environment		To understand the marks that can be made using a variety of simple printing techniques.	Research and discuss processes used to create simple prints which explore pattern and shape. Experiment with creating press prints using polyprint foam. Extend repeating patterns – by overlapping, using two contrasting colours		To build more complex prints using layering and simplified reduction method,	Create prints on paper and fabric. Build up layers and colours/ textures within prints. Alter and modify artwork. Work with increased independence. Develop understanding of press print – building up layers of colour, adding further details to each printed layer. Organise my work in terms of pattern, repetition, symmetry or random printing styles.		To develop complexity to prints using multiple layers and colours, based on detailed planning/design work.



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Vocabulary		Printing block, impression, print, ink, stamp		relief, press, mono printing, rubbings			inking-up, roller, directions, rotate, raised, texture, effect, press print, scratched, pressure,			Pattern, repetition, symmetry, layers, reduction method, block		
Textiles and collage Possible Media: Fabric Fabric paints Fabric crayons Fabric Dye Sewing Threads Tissue Paper Magazine images Wax	Use a variety of materials including photocopies, fabric, plastic, tissue, magazines and foods Notices and becomes interested in the transformative effect of their action on materials and resources Continue to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression	Use a variety of materials including photocopies, fabric, plastic, tissue, magazines and foods	To have made images/ pictures by cutting, sticking and combining different colours, textures and photographs.		Investigate textures and produce an expanding range of patterns. Use line and tone in different media to consider shape, shade, pattern and texture. Use natural materials to consider pattern and texture (e.g., stones, leaves, feathers, sticks, grasses, shells)	Use collage and mixed media to create images inspired by history/artists' study.		Create textured collages from a variety of media. Develop weaving techniques with a range of materials.	Create collaged images involving several separate processes to create collage materials.		Experiment with using batik (wax resist) safely. Combine different techniques, colours and textures etc. when designing and making pieces of work.	Create collaged images involving specific, planned separate processes to create collage materials.
Vocabulary					Collage, cut-out, glue, layer, overlap, textures, fold, crumple, tear, overlap edges			tearing, overlapping, layering, materials, decoupage,			Batik, wax resist, Tjantings, colour-mix, dye	
Digital Media Ipad Camera		Take a portrait/self-portrait or a photograph. Consider different angles and views	Use a camera to take appealing photographs.	Understand how to use 'zoom' to show an object in detail – e.g., using a viewfinder to focus on a specific part of an artefact before drawing.		Take a series of photographs to describe a specific object. Use printed images and combine them with other media to produce artwork Take photographs and explain their creative vision (still life-using light effects) Create a piece of art which includes integrating a digital image they have taken.		Manipulate and integrate digital images into a piece of art.		Compose a photo with thought for textural qualities, light and shade. Combine a selection of images using digital technology considering colour, size and rotation.		Combine and manipulate photographic and made images to create own artworks. Use created works in montage/filmed digital work.
Vocabulary		Digital camera, photograph, portrait/self-portrait		Zoom, viewfinder, digital image, save, selfie, lap[top, ipad			Depending on program used, vocabulary relating to the tools within it. viewpoint, angle, edit, change, resize, mask, cut				Animation, stop-motion, Claymation, frame, CGI, lighting, shadow Program specific vocabulary	