



Art and Design Curriculum Progression

Phase	EYFS	Year One and Two	Year Three and Four	Year Five and Six
Master Practical Skills	Progression is in line with the Early Years Framework. Whilst nearly every aspect of this relates to progress in art, there is a particular emphasis on Expressive Arts and Design.	• Use a range of media and materials creatively to design and make products. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Understand colour theory in line with progression expectations. • Develop understanding of how techniques create impact for the viewer.	• Develop in techniques, including demonstrating control and using materials effectively; this should include drawing, collage, painting and sculpture and with a range of materials. • Begin to refine procedures in order to create varying effects to communicate ideas. • Demonstrate creativity and the willingness to use experimentation. • Build an increasing awareness of different kinds of art, craft and design. • Develop a greater understanding of the elements of art to include: colour, pattern, texture, line, shape, form and space. • Understand colour theory in line with progression expectations. • With support, develop procedural knowledge of digital media.	• Develop proficiency and control in techniques, including drawing, collage, painting and sculpture. • Use materials purposefully. • Build an increasing awareness of different kinds of art, craft and design. • Refine procedures in order to create varying effects and communicate ideas intentionally. • Relate developing techniques to an understanding of the elements of art (colour, value, texture, line, shape, form and space). • Apply colour theory at age-related expectations. • Demonstrate creativity and the willingness to use experimentation. • Develop a confident procedural knowledge of digital media, including editing.
Take Inspiration	• Engage with the arts, enabling exploration and play using a wide range of media and materials. • Through quality and varied opportunities, children see, hear and participate in crucial development of their understanding, self-expression, vocabulary and ability to communicate through the arts.	• Describe the work of notable artists, artisans/craft-makers and designers. • Begin to recognise some of the media and materials used by artists to create a piece of artwork. • Use some of the ideas of artists studied to create pieces. • Describe emotional responses to art.	• Know about great artists, architects, craft makers and designers. • Recognise some of the media and materials used by artists, sometimes in combination, to create a piece of artwork. • Recognise how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. • Express the emotional impact of a piece of work, identifying aspects of the art that have perhaps caused this response.	• Know about great artists, architects, craft makers and designers, considering links and differences between these disciplines. • Develop a knowledge of some of the media and materials used by artists, sometimes in combination, to create a piece of artwork. • Know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. • Understand how pieces of artwork or artistic styles may influence further developments in art. • Recognise and articulate some ways in which artists use techniques to stir emotions, and be able to discuss their own responses.
Develop Ideas	• Frequency, repetition and depth of their experiences are fundamental to progress in interpreting and appreciating what they hear, respond to and observe.	• Show persistence in a willingness to repeat and refine ideas, especially when these do not go to plan. • Use visual language to communicate their understanding of art. • Respond to ideas and starting points, using drawing, painting and sculpture, to develop and share their ideas, experiences and imagination. • Explore different methods and materials and collect visual information (within the sketchbook journey). • Understand how artists need to explore techniques or media in ways similar to their sketchbook investigations. • Increase in knowledge and use of colour theory to understand how colours mix, match and clash. • Describe the differences and similarities between different practices and disciplines, and make links to their own work.	• Approach designs with the persistence needed to experiment; accept perceived failures as part of the artistic process. • Think critically and develop a deeper understanding of art and design. • Evaluate and analyse creative works using the language of art, craft and design • Use visual language in beginning to articulate the way in which art itself can communicate a message. • Explore ideas taken from classic and modern artists and designers and apply these within their own work. • Create sketch books with creative work, exploring ideas and recording experiences and observations and use them to review, develop and revisit ideas • Recognise the connection between the use of techniques and their impact on the viewer.	• Approach designs with the persistence to experiment with, and refine techniques, and apply these with brave creativity. • Think critically and develop a deeper understanding of art and design, making connections where possible. • Use visual language to effectively communicate their understanding of art, including the way in which art itself can communicate a message. • Evaluate and analyse creative works using the language of art, craft and design. • Explore ideas taken from classic and modern artists and designers and apply these purposefully within their own work. • Create sketch books with creative work, exploring ideas and recording experiences and observations and use them to review, develop and revisit ideas • Recognise the way in which powerful visual effects, created by the choice and use of techniques, can lead to impacting the viewer and link this understanding in the creation of their own pieces.