

Progression sheet

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	–Begin to use a variety of drawing tools Investigate different lines – Explore different textures Encourage accurate drawings of people	-Extend the variety of drawings tools – Explore different textures Observe patterns	-Experiment with tools and surfaces – draw a way of recording experiences and feelings – discuss use of shadows	-Experiment with the potential of various pencils – close observation initial sketches	-Identify and draw the effect of light – scale and proportion – accurate drawings of whole people	-Effect of light on objects and people from different directions	-Effect of light on objects and people from different directions – interpret the texture of a surface
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Experimenting with and using primary colours – Naming – mixing (not formal) – Learn the names of different tools that bring colour	– name all the colours – mixing of colours – Find collections of colour – applying colour with a range of tools	Begin to describe colours by objects – Make as many tones of one colour as possible (using white) – Darken colours without	colour mixing – Make colour wheels – Introduce different types of brushes techniques-	- colour mixing and matching; tint, tone, shade	hue, tint, tone, shades and mood – explore the use of texture in colour	hue, tint, tone, shades and mood – explore the use of texture in colour
Texture (textiles, clay, sand, plaster, stone)	Handling, manipulating and enjoying using materials – Sensory experience – Simple collages – simple weaving	weaving – collage – Sort according to specific qualities – how textiles create things	overlapping and overlaying to create effects – Use large eyed needles – running stitches	Use smaller eyed needles and finer threads – weaving – Tie dying, batik	Use a wider variety of stitches – observation and design of textural art	use stories, music, poems as stimuli – Select and use materials	Develops experience in embellishing – Applies knowledge of different techniques to express feelings
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	– Handling, feeling, enjoying and manipulating materials – Constructing – Building and destroying – Shape and model	Construct – Use materials to make known objects for a purpose – Carve – Pinch and roll coils and slabs using a modelling	Awareness of natural and man-made forms – Expression of personal experiences and ideas – to shape and form from direct observation	Shape, form, model and construct (malleable and rigid materials) –	Plan and develop – Experience surface patterns / textures – Discuss own work and work of other	plan and develop ideas – Shape, form, model and join – observation or imagination – properties of media	– plan and develop ideas – Shape, form, model and join, properties of media – Discuss and evaluate own work and that of other sculptors

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<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<p>Rubbings – Print with variety of objects – Print with block colours</p>	<p>Create patterns – Develop impressed images – Relief printing</p>	<p>Print with a growing range of objects – Identify the different forms printing takes</p>	<p>relief and impressed printing – recording textures/patterns</p>	<p>Use sketchbook for recording textures/patterns</p>	<p>combining prints – design prints – make connections –</p>	<p>Builds up drawings and images of whole or parts of items using various techniques</p>
<p>Pattern (paint, pencil, textiles, printing)</p>	<p>repeating patterns – irregular painting Simple symmetry</p>	<p>Repeating patterns – symmetry</p>	<p>Experiment by arranging, folding, repeating</p>	<p>pattern in the environment – design – using ICT</p>	<p>Explore environmental and manmade patterns</p>	<p>Create own abstract patterns</p>	<p>Create own abstract pattern to reflect personal experiences</p>