

# Balcombe CE Primary School

## Art and Design Progression Tool

*'Every child is an artist' (Picasso)*

	EYFS	KS1	Lower KS2	Upper KS2
Developing ideas – skills of designing and developing ideas.	<p>Through a balance of adult led and child led learning opportunities, children will explore, use and refine a variety of artistic effects to express their ideas and feelings. They return to and build on their previous learning, refining ideas and developing their ability to represent them. They create collaboratively, sharing ideas, resources and skills.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a Explore and experiment with ideas</li> <li>b explore a range of different media and materials</li> <li>c return to previous ideas and refine them</li> <li>d use their imagination</li> <li>e talk about what they do</li> <li>f use key vocabulary: try, experiment, explore, find out...</li> </ul>	<p>Children start to understand how ideas are developed through processes and test out their ideas in a sketchbook. Children build up resilience in this way – so they understand that our first attempt may not be our best. They practise and share their learning and skills with others, receive and offer feedback to improve/develop ideas and skills, knowledge and understanding.</p> <p><b>KS1 Art and Design National Curriculum</b> To produce creative work, exploring their ideas and recording experiences, children can:</p> <ul style="list-style-type: none"> <li>a A try out different activities and make choices about what do - <b>they have a go!</b></li> <li>b use drawing to record ideas</li> <li>c explore ideas and collect information;</li> <li>d describe differences and similarities and make links to their own work;</li> <li>e try different materials and methods to improve/develop;</li> <li>f use key vocabulary: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul>	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve/develop ideas, skills, knowledge and understanding.</p> <p><b>KS2 Art and Design National Curriculum</b> Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas, children can:</p> <ul style="list-style-type: none"> <li>a use sketchbooks for different purposes, including <ul style="list-style-type: none"> <li>• recording observations</li> <li>• planning and shaping ideas</li> <li>• reflecting on information and resources related to their ideas</li> </ul> </li> <li>b use key vocabulary: line, pattern, texture, form, record, detail, question, observe, refine.</li> </ul>	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve/develop ideas, skills, knowledge and understanding.</p> <p><b>KS2 Art and Design National Curriculum</b> Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas children can:</p> <ul style="list-style-type: none"> <li>a independently develop different ideas</li> <li>b systematically investigate, research, test and plan using sketchbooks (<i>for instance, sketchbooks will show in advance how work will be produced..</i>)</li> <li>c offer feedback using technical vocabulary;</li> <li>d think critically about their art and design work;</li> <li>e use digital technology as sources for developing ideas;</li> <li>f use key vocabulary: sketchbook, develop, refine, texture, shape, form, pattern, structure.</li> </ul>

	EYFS	KS1	Lower KS2	Upper KS2
<b>Making : Skills of Making Art, Craft and design</b> <b>Drawing</b>	<p>Through a balance of adult led and then child led learning opportunities, children explore and experiment with how to make marks and draw, using a range of different materials (see below).</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> explore how to create different types of marks - curved, straight, thick and thin, round ...</li> <li><b>b</b> draw different enclosed shapes</li> <li><b>c</b> use different materials to draw with, for example pencils, paint, chalk, felt tips, water...</li> <li><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: draw, marks, straight, curved, zig zag, thick, thin, round, dots, dashes...</li> </ul>	<p>Children begin to explore different techniques involved in drawing such as creating different types of <b>lines, patterns and shapes</b> as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>e</b> draw different types of lines (zig zag, curved, straight... thick and thin...)</li> <li><b>f</b> draw shapes (2D) to create images</li> <li><b>g</b> use dots and lines to demonstrate pattern and texture;</li> <li><b>h</b> use different materials to draw, for example pencils, pastels, chalk, felt tips;</li> <li><b>i</b> use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space, shape.</li> </ul>	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> experiment with <b>showing line and tone</b> with different hardness of pencils;</li> <li><b>b</b> use different materials to draw, e.g. graded pencils, pens, painting pencils, pastels, chalk, felt tips;</li> <li><b>c</b> show an awareness of space/position when drawing;</li> <li><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, shape, outline.</li> </ul>	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve/develop their drawing skills.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> <li><b>b</b> depict movement and perspective in drawings;</li> <li><b>c</b> use a variety of tools and select the most appropriate;</li> <li><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, portrait, graffiti.</li> </ul>

	EYFS	KS1	Lower KS2	Upper KS2
Making : Skills of Making Art, Craft and design	<p>Through a balance of adult led and then child led learning opportunities, children explore and experiment with colour.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a experiment with colour mixing using powder paints (using primary colours and white to create others)</li> <li>b know that paints can be mixed to create other colours</li> <li>c experiment with crayons, chalks and oil pastels</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: colour names, mix, paint, palette dip, lighter, dark...</li> </ul>	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand and create secondary colours.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>e experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>f name the primary and secondary colours;</li> <li>g <b>mix primary colours to make secondary colours;</b></li> <li>h add white to alter shades;</li> <li>i use key vocabulary to demonstrate knowledge and understanding in this strand: colours (scarlet, mauve...) shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke...</li> </ul>	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use varied brush techniques to create shapes, textures, patterns and lines;</li> <li>b <b>mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</b></li> <li>c create different textures and effects with paint;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone...</li> </ul>	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a <b>create a colour palette, demonstrating mixing techniques;</b></li> <li>b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</li> <li>c use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour...</li> </ul>

	EYFS	KS1	Lower KS2	Upper KS2
<b>Making : Skills of Making Art, Craft and design</b> <b>Sculpture</b>	<p>Through a balance of adult led and then child led learning opportunities, children explore and experiment with how to create 3D form/structure.</p> <p>Children can</p> <p><b>a</b> explore different ways of manipulating malleable materials - bending, stretching, rolling...</p> <p><b>b</b> use a variety of techniques for manipulating the shape of dough, plasticine e.g. rolling, cutting, pinching...</p> <p><b>c</b> use key vocabulary: rolling, pinching, cutting, smooth, straight...</p>	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can:</p> <p><b>d</b> create recognisable forms/3D structures, shapes using the following</p> <ul style="list-style-type: none"> <li>a variety of natural, recycled and manufactured materials for sculpting e.g. clay, straws, sticks and card;</li> </ul> <p><b>e</b> fix card/paper together using glue, staples, tags and tape...</p> <p><b>f</b> use a variety of techniques for manipulating the shape of clay e.g. rolling, cutting, pinching;</p> <p><b>g</b> use and create a variety of shapes, including lines and texture;</p> <p><b>h</b> use key vocabulary: sculpture, statue, model, work, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:</p> <p><b>a</b> cut, make and combine shapes to create recognisable forms;</p> <p><b>b</b> use clay and other malleable materials and practise joining techniques;</p> <p><b>c</b> add materials to the sculpture to create detail;</p> <p><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, edging, trimmings, shape, form, shadow, light...</p>	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <p><b>a</b> plan and design a sculpture;</p> <p><b>b</b> use tools and materials to carve, add shape, add texture and pattern;</p> <p><b>c</b> develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</p> <p><b>d</b> use materials other than clay to create a 3D sculpture;</p> <p><b>e</b> use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>

	EYFS	KS1	Lower KS2	Upper KS2
<b>Making : Skills of Making Art, Craft and design</b> <b>Collage</b>	<p>Through a balance of adult led and then child led learning opportunities, children explore and experiment with how to cut, tear, layer and glue materials to create an image</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a explore and experiment how to create pictures or patterns by layering, cutting, tearing and rearranging materials</li> <li>b use key vocabulary to demonstrate knowledge and understanding in this strand: collage, stick, fix, layer, positional language</li> </ul>	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using <b>texture, line, shape, form and space</b>.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>c use a combination of materials that have been cut, torn and glued;</li> <li>d sort and arrange materials;</li> <li>e <b>add texture by mixing materials;</b></li> <li>f use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</li> </ul>	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. <b>overlapping, tessellation, mosaic and montage</b>.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a select colours and materials to create effect, giving reasons for their choices;</li> <li>b refine work as they go to ensure precision;</li> <li>c learn and practise a variety of techniques to develop <b>texture, line shape, form, space</b> e.g. <b>overlapping, tessellation, mosaic and montage;</b></li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</li> </ul>	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a add collage to a painted or printed background;</li> <li>b create and arrange accurate patterns;</li> <li>c use a range of mixed media;</li> <li>d plan and design a collage;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</li> </ul>

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<b>Making : Skills of Making Art, Craft and design</b> <b>Printing</b>	<p>Through a balance of adult led and then child led learning opportunities, children experiment with how to make marks through printing, using a range of different materials (see below).</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> explore and experiment with how marks can be made through printing – using body parts or natural materials such as shells, leaves, bark...</li> <li><b>b</b> use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, print, press, hold, peel</li> </ul>	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges, found objects in the indoor and outdoors e.g. leaves</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using <b>colour and texture</b>.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>c</b> use a variety of materials for printing, e.g. natural and found objects, tiles;</li> <li><b>d</b> demonstrate a range of printing techniques, e.g. rolling, pressing, stamping and rubbing;</li> <li><b>e</b> create a simple relief print by drawing on poly tile;</li> <li><b>f</b> use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, relief printing, objects.</li> </ul>	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use more than one colour to layer in a print;</li> <li><b>b</b> replicate patterns from observations;</li> <li><b>c</b> make printing blocks (building on skills from before)</li> <li><b>d</b> make repeated patterns with precision;</li> <li><b>e</b> use key vocabulary to demonstrate knowledge and understanding in this strand: <b>line, pattern, texture, colour</b>, shape, block printing ink, polystyrene printing tiles, inking rollers.</li> </ul>	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> design and create printing blocks/tiles;</li> <li><b>b</b> develop techniques in making collographs;</li> <li><b>c</b> create and arrange accurate patterns;</li> <li><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</li> </ul>

	EYFS	KS1	Lower KS2	Upper KS2
Work of Other Artists	<p>Children have opportunities to look at and talk about the works of other artists. They have opportunities to apply some of their ideas to their own explorations.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a talk about what they can see when looking at the art of others</li> <li>b answer questions about the artwork – e.g what can you see? What colours? What lines? What shapes? How do you think they made it?</li> <li>c talk about likes and dislikes</li> <li>d use an idea from the art work in their own creations and explorations</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand</li> </ul>	<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p><b>KS1 Art and Design National Curriculum</b> To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>f describe the work of famous, notable artists and designers;</li> <li>g express an opinion on the work of famous, notable artists;</li> <li>h use inspiration from famous, notable artists to create their own work and compare;</li> <li>i use key vocabulary to demonstrate knowledge and understanding in this strand</li> </ul>	<p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p><b>KS2 Art and Design National Curriculum</b> To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use inspiration from famous artists to replicate a piece of work;</li> <li>b reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> <li>c express an opinion on the work of famous, notable artists and refer to techniques and effect;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand</li> </ul>	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p><b>KS2 Art and Design National Curriculum</b> To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a give detailed observations about notable artists', artisans' and designers' work;</li> <li>b offer facts about notable artists', artisans' and designers' lives;</li> <li>c use key vocabulary to demonstrate knowledge and understanding in this strand</li> </ul>



	EYFS	KS1	Lower KS2	Upper KS2
Evaluating - Skills of Judgement and Evaluation	<p>Children know how to</p> <ul style="list-style-type: none"> <li>• talk about what they have created</li> <li>• talk about how it was made.</li> </ul>	<p>Children know how to</p> <ul style="list-style-type: none"> <li>• recognise and describe key features of their own and others' work</li> <li>• show interest in and describe what they think about the work of others</li> <li>• when looking at creative work express clear preferences and give some reasons for these (<i>for instance, be able to say "I like that because..."</i>)</li> </ul>	<p>Children know how to</p> <ul style="list-style-type: none"> <li>• take the time to reflect upon what they like and dislike about their work in order to improve it (<i>for instance they think carefully before explaining to their teacher what they like and what they will do next</i>)</li> </ul>	<p>Children know how to</p> <ul style="list-style-type: none"> <li>• provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work</li> </ul>

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<b>Knowledge and understanding</b> <i>Acquiring and applying knowledge to inform progress</i>		<p>Children know</p> <ul style="list-style-type: none"> <li>• how to recognise and describe some simple characteristics of different kinds of art, craft and design</li> <li>• the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use</li> <li>• that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</li> </ul> <p>Children can</p> <ul style="list-style-type: none"> <li>• to talk about the materials, techniques and processes they have used, using an appropriate vocabulary <i>(for instance, they know the names of the tools and colours they use)</i></li> </ul>	<p>Children know</p> <ul style="list-style-type: none"> <li>• about and describe the work of some artists, craftspeople, architects and designers.</li> </ul> <p>Children can</p> <ul style="list-style-type: none"> <li>• explain how to use some of the tools and techniques they have chosen to work with.</li> </ul>	<p>Children know</p> <ul style="list-style-type: none"> <li>• how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</li> <li>• about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</li> </ul>