



Art and Design – EYFS, Key STAGE 1 AND 2 - Progression Map

	Pre School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ONGOING)	To begin to explore and create repeating patterns To begin to find and imitate irregular painting patterns To begin to explore simple symmetry	To explore and create repeating patterns To find and imitate irregular painting patterns To explore simple symmetry	To begin to record and explore ideas from first hand observation, experience and imagination. To begin to ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. To begin to explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	To record and explore ideas from first hand observation, experience and imagination. To ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. To explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	To begin to select and record from first hand observation, experience and imagination, and explore ideas for different purposes. To begin to question and make thoughtful observations about starting points and select ideas to use in their work. To begin to explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	To select and record from first hand observation, experience and imagination, and explore ideas for different purposes. To question and make thoughtful observations about starting points and select ideas to use in their work. To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	To select and record from first hand observation, experience and imagination, and explore ideas for different purposes. To question and make thoughtful observations about starting points and select ideas and processes to use in their work. To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	To select and record from first hand observation, experience and imagination, and explore ideas for different purposes. To question and make thoughtful observations about starting points and select ideas and processes to use in their work. To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and developing work (ONGOING)	To begin to review what they and others have done and say what they think and feel about it.	To review what they and others have done and say what they think and feel about it.	To start to review what they and others have done and say what they think and feel about it. To start to identify what they might change in their current work or develop in their future work.	To review what they and others have done and say what they think and feel about it. To identify what they might change in their current work or develop in their future work.	To start to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. To start to adapt their work according to their views and describe how they might develop it further. To begin to annotate work in sketchbook.	To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. To adapt their work according to their views and describe how they might develop it further. To annotate work in sketchbook.	To start to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. To start to adapt their work according to their views and describe how they might develop it further. To annotate work in sketchbooks	To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. To adapt their work according to their views and describe how they might develop it further. To annotate work in sketchbooks
	To begin to use a variety of drawing tools. To begin to use drawings to tell a story Investigate different lines.	To use a variety of drawing tools. To use drawings to tell a story Investigate different lines. To explore different textures.	To begin to use a variety of different tools. To begin to layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. To begin to draw for a sustained period of time from the figure	To use a variety of different tools. To layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. To draw for a sustained period of time from the figure	To begin to experiment with different grades of pencil and other implements. To begin to plan, refine and alter their drawings as necessary. To begin to draw for a sustained	To experiment with different grades of pencil and other implements. To plan, refine and alter their drawings as necessary. To draw for a sustained period of time at their own level.	To begin to use a variety of source material for their work. To begin to work in a sustained and independent way from observation, experience and imagination. To begin to demonstrate a wide variety of ways to	To use a variety of source material for their work. To work in a sustained and independent way from observation, experience and imagination. To demonstrate a wide variety of ways to make different marks

	To begin to explore different textures.	To encourage accurate drawings of people.	and real objects, including single and grouped objects.	and real objects, including single and grouped objects.	period of time at their own level.	To make informed choices in drawing inc. paper and media.	make different marks with dry and wet media.	with dry and wet media.
	To begin to encourage accurate drawings of people.		To begin to experiment with the visual elements; line, shape, pattern and colour.	To experiment with the visual elements; line, shape, pattern and colour.	To begin to make informed choices in drawing inc. paper and media. To begin to use different media to achieve variations in line, texture, tone, colour, shape and pattern. To begin to alter and refine drawings and describe changes using art vocabulary. To collect images and information independently in a sketchbook. To use research to inspire drawings from memory and imagination.	To use different media to achieve variations in line, texture, tone, colour, shape and pattern. To alter and refine drawings and describe changes using art vocabulary. To collect images and information independently in a sketchbook. To use research to inspire drawings from memory and imagination. To explore relationships between line and tone, pattern and shape, line and texture.	To begin to identify artists who have worked in a similar way to their own work. To begin to develop ideas using different or mixed media, using a sketchbook. To begin to manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.	To identify artists who have worked in a similar way to their own work. To develop ideas using different or mixed media, using a sketchbook. To manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.

					To explore relationships between line and tone, pattern and shape, line and texture.			
Painting	To start to experiment with and using primary colours To begin name different colours: mixing To begin to learn the names of different tools that bring colour To begin use a range of tools to make coloured marks on paper.	To experiment with and using primary colours To name different colours: mixing To learn the names of different tools that bring colour To use a range of tools to make coloured marks on paper.	To start to use a variety of tools and techniques including the use of different brush sizes and types. To begin to mix a range of secondary colours, shades and tones. To begin to experiment with tools and techniques, inc. layering, mixing media, scraping through. To begin to name different types of paint and their properties. To work on a range of scales	To use a variety of tools and techniques including the use of different brush sizes and types. To mix a range of secondary colours, shades and tones. To experiment with tools and techniques, inc. layering, mixing media, scraping through. To name different types of paint and their properties. To work on a range of scales e.g. large brush	To start to make and match colours with increasing accuracy and know which primary colours make secondary colours. To begin to use more specific colour language e.g. tint, tone, shade, hue. To begin to experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. To begin to work confidently on a range of scales	To make and match colours with increasing accuracy and know which primary colours make secondary colours. To use more specific colour language e.g. tint, tone, shade, hue. To experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. To work confidently on a range of scales e.g. thin brush on small picture etc. To choose paints and implements appropriately.	To start to demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. To begin to create shades and tints using black and white. To begin to work on preliminary studies to test media and materials. To begin to create imaginative work from a variety of sources. To begin to choose appropriate paint, paper and implements to adapt	To demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. To create shades and tints using black and white. To work on preliminary studies to test media and materials. To create imaginative work from a variety of sources. To choose appropriate paint, paper and implements to adapt and extend their work.

			e.g. large brush on large paper etc. To mix and match colours using artefacts and objects. To create different textures e.g. use of sawdust.	on large paper etc. To mix and match colours using artefacts and objects. To create different textures e.g. use of	e.g. thin brush on small picture etc. To begin to choose paints and implements appropriately. To begin to plan and create different effects and textures with paint according to what they need for the task. To begin to show increasing independence and creativity with the painting process.	To plan and create different effects and textures with paint according to what they need for the task. To show increasing independence and creativity with the painting process.	and extend their work. To begin to carry out preliminary studies, test media and materials and mix appropriate colours. To begin to work from a variety of sources.. To begin to show an awareness of how paintings are created. (composition).	To carry out preliminary studies, test media and materials and mix appropriate colours. To work from a variety of sources, inc. those researched independently. To show an awareness of how paintings are created. (composition).
Textiles/ Collage	To begin to handle, manipulate and enjoying using materials To begin to develop and engage with sensory experiences:	To handle, manipulate and enjoying using materials To develop and engage with sensory experiences: simple collages	To begin to thread a needle, cut, glue and trim material. To begin to create images from imagination, experience or observation. To begin to create textured	To thread a needle, cut, glue and trim material. To create images from imagination, experience or observation. To create textured collages from a	To match the tool to the material, naming them accurately To begin to combine skills more readily. To begin to develop skills in	To match the tool to the material, naming them accurately To combine skills more readily. To develop skills in stitching. Cutting and joining.	To begin to use a range of media to create collage. To begin to be aware of the potential of the uses of material. To begin to use different techniques, colours and textures etc when designing	To use a range of media to create collage. To be aware of the potential of the uses of material. To use different techniques, colours and textures etc when designing and

	simple collages		collages from a variety of media. To begin to stitch, knot and use other manipulative skills. To use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines etc	variety of media. To stitch, knot and use other manipulative skills. To use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines etc	stitching. Cutting and joining. To begin to experiment with a range of media e.g. overlapping, layering etc. To begin to choose collage or textiles as a means of extending work already achieved. To begin to refine and alter ideas and explain choices using an art vocabulary. To collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.	To experiment with a range of media e.g. overlapping, layering etc. To choose collage or textiles as a means of extending work already achieved. To refine and alter ideas and explain choices using an art vocabulary. To collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.	and making pieces of work. To begin to be expressive and analytical to adapt, extend and justify their work.	making pieces of work. To be expressive and analytical to adapt, extend and justify their work.
3D form	To begin to handle, feel, enjoy and manipulate	To handle, feel, enjoy and manipulate	To begin to manipulate clay	To manipulate clay for a	To begin to join clay adequately and work	To join clay adequately and	To begin to describe the different qualities involved in	To describe the different qualities involved in modelling,

	materials: constructing buildings, shapes and models.	materials: constructing building, shapes and models.	for a variety of purposes, To begin to explore sculpture with a range of malleable media, especially clay. To begin to build a textured relief tile. To begin to explore shape and form. To begin to understand the safety and basic care of materials and tools. To begin to experiment with, construct and join recycled, natural and man-made materials more confidently.	variety of purposes, To explore sculpture with a range of malleable media, especially clay. To build a textured relief tile. To explore shape and form. To understand the safety and basic care of materials and tools. To experiment with, construct and join recycled, natural and man-made materials more confidently.	reasonably independently. To begin to construct a simple clay base for extending and modelling other shapes. To begin to make informed choices about the 3D technique chosen. To begin to show an understanding of shape, space and form. To begin to plan, design, make and adapt models. To begin to talk about their work understanding that it has been sculpted, modelled or constructed. To use a variety of materials.	work reasonably independently. To construct a simple clay base for extending and modelling other shapes. To make informed choices about the 3D technique chosen. To show an understanding of shape, space and form. To plan, design, make and adapt models. To talk about their work understanding that it has been sculpted, modelled or constructed. To use a variety of materials.	modelling, sculpture and construction. To begin to use recycled, natural and man- made materials to create sculpture. To begin to develop skills in using clay inc. slabs, coils, etc. To make a simple papier mache object. To begin to plan a sculpture through drawing and other preparatory work. To begin to create sculpture and constructions with increasing independence.	sculpture and construction. To use recycled, natural and man- made materials to create sculpture. To develop skills in using clay. To plan a sculpture through drawing and other preparatory work. To create sculpture and constructions with increasing independence.
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