| **End of key stage progression** | | | |
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| **EYFS** | By the end of EYFS, children will have developed their creativity and Art skills throughout the year in a variety of ways.   * Engage with a range of art mediums including paints, crayons, pastels, felt tips, clay, pipe cleaners, tissue paper and more. * Have opportunities to develop their creative minds, motor skills and explore the senses by creating art using nature including leaves, sticks and drawing in sand. * Express freely the thoughts and emotions that art elicit. * Develop their small motor skills so that they can use a range of tools competently, safely and confidently including the use of paintbrushes and scissors. * Fine motor skills linked to drawing: hold a pencil effectively - using the tripod grip in almost all cases. * Explore illustrations by authors including Eric Carle. * Explore culture through art. For example, African Culture and the Safari through Tinga Tinga Art. * Children will begin to show accuracy and care when drawing. * explore a variety of materials, tools and * techniques, experimenting with colour, design and texture. | | |
|  | **KS1** | **LKS2** | **UKS2** |
| **Drawing** | Select appropriate resources to create effect (from a variety of media pencils, crayons, pastels, felt tips, charcoal, chalk, graphics packages).  Can control the types of marks made with different media on a range of surfaces Can produce a range of expanding patterns using different techniques.  Can investigate tone by drawing light/dark lines, patterns and shapes. | Create intricate patterns and textures using different grades of pencil and other media to create lines, marks and develop tone.  Using a single focal point and horizon do develop further simple perspectives.  Drawings include features of the third dimension and perspective. | Draw for a sustained period of time over a number of sessions  working on one piece.  Develop their own style of drawing through: line, tone, pattern, texture.  Develop their own style using tonal contrast and mixed media drawing.  Develop skills in arranging a composition, observational drawing, drawing to scale and in proportion. |
| **Painting** | Can control the types of marks made with a range of painting techniques e.g. layering, mixing media and adding texture.  Can mix primary and secondary colours to explore the colour wheel and spectrum.  Can experiment with tints (adding white) and shades (adding black). | Mix colour with increasing confidence building on previous knowledge.  Begin to explore complimentary colours.  Add white or black to colour to tint or shade a colour for effective colour matching.  Confidently control types of marks made when painting.  Create different effects and textures with paint according to what they need for the task inc. blocking in colour, washes, thickened paint creating textural effects (adding PVA and  /or sand). | Mix colour, shades and tones with confidence building on previous knowledge.  Understanding which works well in their work and why.  Plan work to make effective use of space and work in a sustained and independent way to develop their own style of painting.  This style may be through the development of: colour, tone and shade.  Purposely control the types of marks made and experiment with different effects and textures.  Confidently create atmosphere and light effects through use of colour mixing. |
| **Sculpture** | Can manipulate materials (mostly clay) for a variety of purposes e.g. pots, models, textured relief. Can impress and apply simple decoration techniques; impressed, painted, applied. Can select the most appropriate tools and equipment and use them with increasing confidence. | Explore cutting, shaping and impressing patterns into clay/dough.  Join pieces of clay using scoring, blending and slip.  Explore different ways of finishing work: vanish, paint or shoe polish and varnish.  Experience working in relief (remains attached to a solid e.g. clay tile is relief) and freestanding (finished on all sides e.g. clay thumb pot).  Recognise sculptural forms in the environment. | Model and develop work through a combination of pinch, slab, and coil.  As well as cutting, shaping and impressing patterns. Join clay effectively using scoring, blending and slip.  Work around armatures (e.g. a wire frame or letting clay slabs dry over objects like tubes to create interesting shapes).  Combine media to create a sculpture (e.g. incorporate glass pebbles).  Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish and select the method most appropriate for the purpose.  Demonstrate experience in relief (remains attached to a solid e.g. clay tile is relief) and freestanding (finished on all sides e.g. coil pot) work. |
| **Printing** | Can explore and create different patterns by choosing appropriate objects to create effect.  Can explore pattern and shape by using techniques such as layering.  Can carry out different printing techniques, including mono printing, block printing and resist printing. | Create printing blocks using a relief/ impressed (carving into a printing block e.g. polystyrene, vegetables etc.  Develop mono-printing techniques (the process of making a print using ‘mark making’)- additive and subtractive.  Work into prints once they are dry with a range of media e.g. crayons, colour pens and pencils etc.  Begin to understand what positive and negative shapes are. | Create printing blocks using a relief/ impressed (carving into a printing block e.g. polystyrene, vegetables etc. or collagraphs (sticking onto a printing block e.g. string) method.  Apply more than one colour to a print.  Apply experience of working into prints with a range of media as well as experience printing on fabric and embroider onto a print.  Refer to the positive and negative spaces of their print. |
| **Collage** | Can fold, crumple, tear and overlap materials.  Can select the most appropriate adhesive to use.  Can embellish a basic collage using a range of  media. | Selects resources for their collage based on the suitability of the colour, shape, texture and pattern suiting the purpose.  Cut and tear materials with some accuracy.  Experiments with the surface of materials by; crumpling, creasing, folding, pleating, scoring, tearing, fraying etc.  Sticks with increasing accuracy, exploring overlap, mosaic or overlay. | Creates their own collage choosing, suiting, arranging and applying materials focusing on colour, shape, texture and pattern.  Accurately cuts complex shapes.  Draws on previous experiences to decide how to manipulate the surface of a material to achieve a desired outcome e.g. change to textures or colour.  Decides how to arrange the materials in order to create a desired effect and sticks with accuracy. |

| **Vocabulary progression** | | | | | | |
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| **Area of Focus** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Sculpture (refered to as 3D in the Suffolk Art Scheme)** | Model, Cut, Stick, Fold, Bend, Attach, Stone, Shell, Wood, metal. | Sculpture, Structure, Assemble, Constructl, Statue, Metal, Curve, Form, Clay, Impress, Texture, Two-dimensional, | Viewpoint, Detail, Decoration, Three-dimensional, Tiles, Brick, Slate, Texture, Bronze, Iron. | Cast, mould, purpose, construct, embellish, refine, base, vertical and forming. | Distance, movement, position, madroc, plaster, figurative, tearing, technique, inlay and form. | Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, balance and modifications. |
| **Collage** | Colour, Pattern, Shape, | Mixed media, Collage, Appliqué, Layers, Combine, Opinion, | Abstract, torn, unique | Position, arrange, motion, represent, distortion. | Brusho colour Tones Texture Symbol Adapt Modify | Pattening, geometric, viewfinders, aspects, spiral, dimensions, cubist, figurative and enhanced. |
| **Drawing** | Thick, Thin, Soft, Pattern, Line, Shape, Nature, Made environment. | Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Comparison, Still life. | Frame, Cartoon, Comic strip, Position, Boundary, Label, Symbol, Practical, Impractical, Change, Improve. | Graphic marks, proportion, linear, reference, respond, colour combination and contour. | Scale Smudge Tone Portrait Vigorously Positive Negative | Element, tone, pattern, enlarging, Imbalance, Movement, Poised, Transition, Viewpoint, Weight. |
| **Painting** | Primary (colour), Light, Dark, Thick, Shade e.g. different shades of red, green, blue, yellow, Bright. | Secondary (colour), warm, cold, bold, Shade e.g. different shades of red, green, blue, yellow, Bright. | Abstract, Natural,Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, turquoise, Opaque, Translucent, Tint, Shade, Background. | Enlarge, irregular, surface, application, observe, palette, Foreground, Middleground, Modify. | Transpose Contrasting Photo-real image Palettes Expressive Adjacent Tonking Sgraffito Applicators | Still life, Traditional, Modern, Abstract, Imaginary, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading. |
| **Printing** | Print, Rubbing, Smudge, Image, Shapes, Surface. | Pressure, Decoration, Cloth, Repeat, Rotate, Two-tone print. | Imprint, Impression, Mould, Monoprint, Pounce, Negative image, Positive image. | Scratching, adapt, firmly, transpose, repeat, Overlaid | Press Print Reduction printing Incisions Overlaid Linear Response | Aesthetic, Pattern, Motif, Rotation, Reflection, Symmetrical. |