



Kingsway Primary School

Art Progression Framework

Art and Design

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

At Kingsway, we follow the National Curriculum for Art and teach Art through the seven elements.

Art outcomes

EYFS Statutory Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

By the end of Reception:

ELG - Creating with materials:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

ELG - Being imaginative and expressive:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Key Stage 1: Can show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs.

Lower Key Stage 2: Can use a sketchbook to record his/her observations and develop ideas.

Upper Key Stage 2: Can use a sketchbook to show how ideas have been improved; can use a sketchbook to produce labelled diagrams for his/her 3D work.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Artists, Craftspeople, Designers, Architects

N.C. Outcome		Year	Knowledge and skills
Upper KS2	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 	6	Andy Warhol in Spring Term
		5	Ken Marshall: linked to Titanic Topic Spring Shamsia Hassani
Lower KS2	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 	4	George Seurat: pointillism linked to Rivers Topic Katsushika Hokusai: Japanese artist 'The Great Wave' linked to Extreme Earth Topic
		3	William Morris (Victorians) – printing, making wallpaper Spring Henri Rousseau (Rainforests) Summer
KS1	Pupils should be taught: <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about 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. 	2	Andy Goldsworthy: natural art. Linked to Spring Topic of Into the Woods Spring Vincent Van Gogh – Sunflowers, linked to Plants Topic in the Summer Term.
		1	Vincent Van Gogh – Starry Night Spring
EYFS	Playing and Exploring: engagement Finding out and exploring; Playing with what they know; Being willing to 'have a go'	EYFS	Jackson Pollock – Bonfire Art Jackson Pollock – Art themed week

Colour (painting, value/ tone, (the difference between values is called value contrast) inc, dye, textiles, pencils, crayon, pastels) – One of the most dominant elements. It is created by light. Three properties: Hue (name); Value (shades and tints); Intensity (brightness)

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		5	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. Space art: painting, chalking and sketching skills.</p>
Lower KS2	<ul style="list-style-type: none"> about great artists, architects and designers in history. 	4	<p>Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. Cave painting</p>
		3	<p>Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc.</p>
KS1	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about 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. 	2	<p>Mix a range of secondary colours, shades and tones. Firework art Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects.</p>
		1	<p>Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades Using different types of paint. Create different textures e.g. use of sawdust.</p>
EYFS	<p>Explores colour and how colours can be changed Explores what happens when they mix colours Chooses particular colours to use for a purpose.</p>	EYFS	<p>Finger painting Experimenting with and using primary colours Naming – mixing (not formal) – Learn the names of different tools that bring colour Use a range of tools to make coloured marks on paper</p>

Pattern

N.C. Outcome		Year	Knowledge and skills
Upper KS2	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:	6	Create own abstract pattern to reflect personal experiences and expression. Create pattern for purposes Record in sketch books
		5	Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes Use sketch books
Lower KS2	<ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history. 	4	Explore environmental and manmade patterns – tessellation Use sketch books
		3	Roman mosaics Pattern in the environment Design – using ICT Make patterns on a range of surfaces Symmetry Use sketch books
KS1	Pupils should be taught: <ul style="list-style-type: none"> ▪ to use a range of materials creatively to design and make products ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about 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. 	2	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning – natural and manmade patterns. Rangoli pattern.
		1	Awareness and discussion of patterns – repeating patterns – symmetry
EYFS	<ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect • Constructs with a purpose in mind, using a variety of resources 	EYFS	Repeating patterns using vegetable blocks Irregular painting patterns Simple symmetry

Texture

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Upper KS2	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	6	<p>Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work. Design and make play costumes</p>
		5	<p>Join fabrics in different ways, including stitching. Patch work quilt in the Summer. Clay poppies in November. Use different grades and uses of threads and needles in the Summer. Extend their work within a specified technique. Use a range of media to create collage. Greek vases in the Summer Term Experiment with using batik safely..</p>
Lower KS2	<ul style="list-style-type: none"> about great artists, architects and designers in history. 	4	<p>Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Experiments with paste resist.</p>
		3	<p>Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc. Dragon eyes from paint and clay Rainforest art</p>
KS1	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about 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. 	2	<p>Use a variety of techniques, inc. weaving, and sewing. Summer Topic for puppets. Create textured collages from a variety of media. Make a simple mosaic. i.e. Rainbow fish. Woodland art linked to Andy Goldsworthy in the Spring Term. Great fire of London art, mixing paint and layering.</p>
		1	<p>Making cloaks for superheroes Building houses for pigs. Create images from imagination, experience or observation. Use a wide variety of media, inc., fabric, plastic, tissue, magazines, crepe paper, etc.</p>
EYFS	<ul style="list-style-type: none"> Beginning to be interested in and describe the texture of things Experiments to create different textures 	EYFS	<p>Rubbings. Making flags. Season collages Handling, manipulating and enjoying using materials Sensory experience – Simple collages – simple weaving</p>

Line (pencil, charcoal, inks, chalk, pastels, ICT software) a mark made by a pointed tool such as a brush, pen or stick; a moving point

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Upper KS2	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 	6	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape Use a sketchbook to develop drawing techniques.</p>
		5	<p>Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>
Lower KS2	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 	4	<p>Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture.</p>
		3	<p>Portraits Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>
KS1	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about 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. 	2	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Seaside art. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour.</p>
		1	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour</p>
EYFS	<ul style="list-style-type: none"> Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects 	EYFS	<p>Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines Explore different textures Encourage accurate drawings of people</p>

Shape A flat, enclosed area that has two dimensions, length and width.

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Upper KS2	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	6	<p>Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.</p>
		5	<p>Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours</p>
Lower KS2	<ul style="list-style-type: none"> about great artists, architects and designers in history. 	4	<p>Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, silkscreen and coldwater paste.</p>
		3	<p>Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. To explore pattern and shape, creating designs for printing. Silhouettes/ Portraits</p>
KS1	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about 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. 	2	<p>Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques. Creating dragon masks.</p>
		1	<p>Make marks in print with a variety of objects, including natural and made objects. Bark rubbings Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment.</p>
EYFS	<ul style="list-style-type: none"> Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects Selects tools and techniques needed to shape, assemble and join materials they are using 	EYFS	<p>Repeating patterns using using 2D shapes Simple symmetry</p>

Form clay, dough, boxes, wire, paper sculpture, mod roc) Objects that are three-dimensional having length, width and height. They can be viewed from many sides. Forms take up space and volume

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Upper KS2	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:	6	Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.
		5	Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and manmade materials to create sculpture. Plan a sculpture through drawing and other preparatory work.
Lower KS2	<ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history. 	4	Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials. Salt dough Egyptian death masks
		3	Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively. Make a simple papier mache object. Plan, design and make models.
KS1	Pupils should be taught: <ul style="list-style-type: none"> ▪ to use a range of materials creatively to design and make products ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about 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. 	2	Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. Robin Hood clay art.
		1	Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. Robin Hood clay art.
EYFS	<ul style="list-style-type: none"> • Understands that different media can be combined to create new effects 	EYFS	Handling, feeling, enjoying and manipulating materials Making dinosaur masks Salt dough dinosaurs Constructing – Building and destroying Shape and model

Space – used to create the illusion of depth. Space can be two-dimensional, three-dimensional, negative and/ or positive

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Upper KS2	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:	6	Create 3D space with the help of shading and perspective to give a feeling of depth. Overlapping: placing an object in front of another object making the object in front appear closer than the one behind
		5	Changing size: an object that is smaller looks like it is in the distance while an object that is larger looks like it is closer
Lower KS2	<ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history. 	4	Using perspective: objects can be drawn on a flat surface to give an impression of their relative positions and size
		3	Using perspective: objects can be drawn on a flat surface to give an impression of their relative positions and size
KS1	Pupils should be taught: <ul style="list-style-type: none"> ▪ to use a range of materials creatively to design and make products ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about 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. 	2	Look at colour to see how it can give a sense of space. For example, often the sky gets bluer and trees get greener as they recede (colour graduation). Be aware of the size of paper in relation to the drawing. Creating a shoe box with the seaside inside.
		1	Look at colour to see how it can give a sense of space. For example, often the sky gets bluer and trees get greener as they recede (colour graduation). Be aware of the size of paper in relation to the drawing. Making 3 little pigs house Making papier mache helmets for becoming an astronaut.
EYFS	<ul style="list-style-type: none"> • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects • Uses various construction materials • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces • Joins construction pieces together to build a balance • Realises tools can be used for a purpose 	EYFS	Draw round 2D shapes Continuous provision: Use of construction apparatus Stacking blocks