

Formal Elements

Line	Short or continuous marks made using a variety of tools. Line can define the edge of a contour or shape and can be straight, curved, broken or continuous, thick or thin. Lines can be used to represent texture and form by hatching and cross hatching
Shape	Shape is created by enclosing a space using an outline. The shape of an object or geometric pattern and the shape between objects
Form	Description of 3D shape, form has volume and occupies space, it can be regular e.g. a cube or sphere or irregular e.g. a stone, shell or a fir cone
Space	The unlimited 3-dimensional expanse in which all objects are located. The distance between two points. The illusion of space can be created through the use of colour, tone, linear perspective and scale
Colour	We are surrounded by colour – take a look! There are three primary colours red, blue and yellow. They can be used to mix secondary colours: green, purple and orange
Tone	Differences in light and dark, tint or shade of colour to show effect of light on colour and form. Lighter tones or tints can be made by adding black to a colour
Texture	Describes how something feels, the surface quality of an object. Rough, smooth, hard, soft, prickly, spikey, furry











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Art & Design Progression Document



Art and Design Progression in EYFS

Expressive arts and design is one of the seven areas of the Early Years Foundation Stage and is used to develop a child's imagination, creativity and their ability to use media and materials. Children do this in a range of ways including singing songs and making music, dancing, playing with colour, textures and design. Expressive Art and Design is a Specific Area of Learning. The statutory framework for the EYFS (2021) states that educational programmes must involve activities and experiences for children, as set out under each of the areas of learning. '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.'

Art & Design Progression in Nursery				
Playing & Exploring - Engagement		Active Learning – Motivation		Creating & thinking Critically - Thinking
<ul style="list-style-type: none">Finding out & exploringPlaying with what they knowBe willing to ‘have a go’		<ul style="list-style-type: none">Being involved & concentratingKeep on tryingEnjoying achieving what they set out to do		<ul style="list-style-type: none">Having their own ideas (creative thinking)Making links (building theories)Working with ideas (critical thinking)
ELG				
<ul style="list-style-type: none">Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and functionShare their creations, explaining the process they have usedMake us of props and materials when role-playing characters in narratives and stories				
<div>Making Skills</div> <div>(Procedural Knowledge)</div> <div></div>	<div>Drawing</div> <div></div> <div><ul style="list-style-type: none">Begin to use a variety of drawing toolsCreate closed shapes and continuous lines and begin to use these shapes to represent objectsDraw details such as representing face with a circle and including detailsShow different emotions in their drawingsDraw from imagination and observation.</div>			
	<div>Painting</div> <div></div> <div><ul style="list-style-type: none">Explore colour and colour mixingLearn colour mixing using primary colours.Play with colours, experimenting to ‘discover’ new colours.Begin to learn how to look after brushes and equipment.</div>			
	<div>Sculpture</div> <div></div> <div><ul style="list-style-type: none">Use a variety of construction materials.Explore different materials freely, to develop ideas about how to use them and what to make.Enjoy handling, feeling, and manipulating materials.</div>			
	<div>Printing</div> <div></div> <div><ul style="list-style-type: none">Make simple printing blocks from soft materials they have cut, shaped, or molded.</div>			
	<div>Collage</div> <div></div> <div><ul style="list-style-type: none">Join different materials and explore different textures.</div>			
<div>Generating Ideas</div> <div>(Conceptual)</div> <div></div> <div>Explore ideas, record feelings & experiences.</div>		<div>Develop & Share Ideas</div>	<ul style="list-style-type: none">Use drawings to represent ideas	
		<div>Experiences & Imagination</div>	<ul style="list-style-type: none">Develop own ideas and decide which materials to use to express them.	
<div>Knowledge & Understanding</div> <div>(Factual)</div> <div></div> <div>Learn about artists, craft makers & designer.</div> <div>Learn how artists use formal elements.</div>		<div>Artists, Craftspeople, Designers</div>	<ul style="list-style-type: none">Discuss likes and dislikes about artworkNotice what other children and adults do.	
		<div>Formal Elements</div>	<ul style="list-style-type: none">Verbally talk their work and be familiar with words such as colour, line, shape and texture.	
<div>Evaluation</div> <div>(Metacognition)</div> <div></div> <div>Evaluate and analyse own and others work.</div>		<div>Compare to work to others</div>	<ul style="list-style-type: none">Make creative choices about their work using resources available to them.Begin to describe their ideas about their work.	
		<div>Make choices & decisions</div>	<ul style="list-style-type: none">Compare their work to significant pieces of artwork and recognise what is the same and different.	

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Art & Design Progression in Reception			
Early Learning Goals		Expressive Arts & Design (Creating with Materials) <ul style="list-style-type: none"> Children at the expected level of development will: 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. 	
Making Skills (Procedural Knowledge) 	Drawing 	<ul style="list-style-type: none"> Develop their control and confidence when drawing using a range of materials. Draw forms using the formal elements of lines & simple shapes such as circles, squares and triangles. Begin to draw accurate drawings of themselves and others. Learn to shade areas and shapes as neatly and carefully as they can. Draw things they like and learn to draw for pleasure. Draw from imagination and observation. 	
	Painting 	<ul style="list-style-type: none"> Learn how to hold and control a paintbrush. Recognise Primary colours. Use colours imaginatively to express their thoughts and feelings. Play with colours, experimenting to 'discover' new colours. Learn how to look after brushes and equipment. Experiment to create different textures using tools such as brushes, fingers, sticks, cork. 	
	Sculpture 	<ul style="list-style-type: none"> Make something they have imagined or invented. This might be drawn initially then modelled using plasticine. Learn to create form by cutting and joining 3D shapes using packaging or cartons. 	
	Printing 	<ul style="list-style-type: none"> Make simple printing blocks from soft materials they have cut, shaped, or molded. 	
	Collage 	<ul style="list-style-type: none"> Use collage to select and cut colours, shapes, textures, and images from a range of sources to suit ideas and purposes. 	
Generating Ideas (Conceptual) Explore ideas, record feelings & experiences.		Develop & Share Ideas	<ul style="list-style-type: none"> Learn how ideas change, grow and develop through experimentation with different materials
		Experiences & Imagination	<ul style="list-style-type: none"> Create art from personal experience and imagination.
Knowledge (Factual) Learn about artists, craft makers & designer. Learn how artists use formal elements.		Artists, Craftspeople, Designers	<ul style="list-style-type: none"> Respond imaginatively to artworks and express how it makes them feel, talking about parts they like.
		Formal Elements	<ul style="list-style-type: none"> Orally describe their work and learn the meaning of the words colour, line, tone, shape, texture and pattern
Evaluation (Metacognition) Evaluate and analyse own and others work.		Compare to work to others	<ul style="list-style-type: none"> Make creative choices about their work using resources available to them. Begin to describe their thoughts, ideas and intentions about their work.
		Make choices & decisions	<ul style="list-style-type: none"> Compare their work to significant pieces of artwork and recognise what is the same and different.
Vocabulary: <u>Line</u> : thick, thin, pattern, detail, wavy, <u>Texture</u> : smooth, rough, wrinkly, bumpy, felt tip pen, pencil, graphite, pastel, <u>Colour</u> : light/dark, <u>Shape</u> : circle, square, rectangle, triangle, primary colours, colour mixing, wax, watercolours, powder paints, poster paints, cut, stick, fold, bend, attach, shape, 2D, print, rubbing, smudge, image, found objects, collage, pattern, texture, cut, rip, arrange, gather, sort, materials, size, experiment, imagination.			

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Objectives	Key Stage 1 Art & Design National Curriculum 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.		Key Stage 2 Art & Design National Curriculum 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. In Key Stage 2 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 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, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 		Pupils should be taught: <ul style="list-style-type: none"> To create sketchbooks 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 			
Drawing 	A Year 1 Artist will: <ul style="list-style-type: none"> Experiment with different drawing tools (pencils, chalk, pastels, charcoal). Explore a variety of lines and marks. Draw from imagination and observation. Use large arm movements to make marks. 	A Year 2 Artist will: <ul style="list-style-type: none"> Use drawing tools with improved control. Begin to apply pressure to create lighter and darker tones. Identify and draw simple shapes, patterns, and textures. Draw from a variety of sources including memory, observation, and imagination. 	A Year 3 Artist will: <ul style="list-style-type: none"> Use different grades of pencils to show light and dark. Use hatching and cross-hatching to explore tone and texture. Draw with increased accuracy from real life or photos. Use a variety of media including graphite, charcoal, and coloured pencils. 	A Year 4 Artist will: <ul style="list-style-type: none"> Understand scale and proportion in drawing. Improve shading techniques with graphite and charcoal. Experiment with different drawing styles (realistic, abstract, quick sketching). Begin to visualise personal thoughts and feelings in drawings. 	A Year 5 Artist will: <ul style="list-style-type: none"> Draw independently from a range of sources with control and intent. Refine use of shading techniques: hatching, cross-hatching, stippling. Use drawing to think, design, and express ideas. Understand and explore different drawing styles and purposes. 	A Year 6 Artist will: <ul style="list-style-type: none"> Draw confidently in a personal style using line, tone, and form. Use drawing to develop and test ideas. Apply a range of drawing media effectively. Understand drawing styles in art history and apply these creatively. Demonstrate a secure knowledge shading techniques: hatching, cross-hatching, stippling.
Painting 	<ul style="list-style-type: none"> Use a variety of brushes and tools to explore colour mixing. Identify and mix primary and secondary colours. Explore light and dark using water or additional colour. Paint using different shapes, lines and sizes. 	<ul style="list-style-type: none"> Use different brushes and apply paint with control. Continue mixing colours, focusing on warm/cool and light/dark. Paint confidently on different surfaces and scales. Name and explore different types of paint and tools. 	<ul style="list-style-type: none"> Mix secondary and tertiary colours. Create texture using tools and materials (e.g. sponge, washes). Paint expressively and imaginatively using varied effects on different scales and surfaces. Start to understand how tone and colour create depth. 	<ul style="list-style-type: none"> Control paint application for neat and expressive effects. Demonstrate secure knowledge of primary and secondary, warm and cool colours. Know which types of paint to use and their textures. Mix and apply tints, tones, and shades for desired effect. Add texture and pattern for decoration or meaning. 	<ul style="list-style-type: none"> Use different paints confidently (acrylic, watercolour, etc.). Demonstrates control over brushstrokes and effective use of water and colour. Plan and test colour combinations in preliminary work. Paint from observation and imagination with intent. 	<ul style="list-style-type: none"> Confidently use a variety of painting techniques and media. Understand colour theory including complementary and harmonious colours. Work expressively or with control depending on purpose. Evaluate and reflect on different artists styles and media choices. Use colour and tone to create depth and distance.

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Sculpture 3D Shape & Form 	<ul style="list-style-type: none"> Explore and manipulate a variety of materials. Cut, join and shape materials to make simple 3D forms. Respond imaginatively to a simple design brief. 	<ul style="list-style-type: none"> Work with increased skill to form and modify 3D shapes. Plan simple sculptures before making. Safely use tools and join materials. 	<ul style="list-style-type: none"> Transfer ideas from 2D to 3D sculpture. Design, adapt, and present finished models with care. Work independently and use materials safely. 	<ul style="list-style-type: none"> Use a range of materials such as clay, wire, and found objects. Design and create sculptures with purpose and creativity. Finish work to a good standard using suitable techniques. 	<ul style="list-style-type: none"> Create complex forms using a variety of modelling materials. Plan and adapt work through sketches and tests. Use tools and materials independently and safely. 	<ul style="list-style-type: none"> Design and make sculptures that are expressive and imaginative. Use a wide range of materials (e.g. wire, plaster) confidently. Understand how to refine and finish sculpture work to a high standard.
Printing 	<ul style="list-style-type: none"> Explore simple printing using body parts and found objects. Use rollers to create pressure for prints. 	<ul style="list-style-type: none"> Use mono printing techniques (e.g. carbon paper). Experiment with marbling and resist techniques. Print using a variety of materials and talk about results. 	<ul style="list-style-type: none"> Explore printing techniques such as cyanotype. Design and create simple prints related to themes. Explore pattern and shape in printing. 	<ul style="list-style-type: none"> Use symmetry, pattern, and repetition in print design. Combine printing with other media for effect (e.g. carbon paper & collage) Understand how to select materials for desired effects in collagraph printing. 	<ul style="list-style-type: none"> Choose ink colours and refine technique. Continue to gain experience in combining prints with other media to produce a single image or pattern. Develop printing using multiple layers and colour overlays. 	<ul style="list-style-type: none"> Confidently combine printing methods in a single piece. Create purposeful, layered prints with clear intent. Use printmaking to express personal messages or social themes.
Collage 	<ul style="list-style-type: none"> Create images by cutting or tearing paper and other materials. Arrange and stick materials to explore colour and shape. 	<ul style="list-style-type: none"> Use folding, overlapping, and layering techniques. Use a range of adhesives effectively. Think about composition when arranging materials. Use scissors in a controlled way to cut with accuracy. 	<ul style="list-style-type: none"> Experiment with collage to explore colour and shape. Combine techniques such as stitching or embellishing. Create patterns and use collage for mixed-media work. 	<ul style="list-style-type: none"> Enhance collage with added detail or texture. Explore collage as a decorative craft. Use collage for storytelling or to reflect themes and ideas. 	<ul style="list-style-type: none"> Plan and create expressive collage artworks Add collage to a painted, printed or drawn background to enhance work. Create a photomontage. Use a range of media to develop a personal style. Create designs that incorporate painting and print. 	<ul style="list-style-type: none"> Work independently to create detailed collage projects. Select appropriate media and reflect on choices. Explore layout, balance, and the effect of materials.
Sketchbook 	<ul style="list-style-type: none"> Be introduced to using a sketchbook to record ideas. Begin to feel ownership of sketchbook work. 	<ul style="list-style-type: none"> Use a sketchbook regularly to record observations and ideas. Experiment by drawing, collecting, and writing notes. 	<ul style="list-style-type: none"> Use sketchbook for testing materials and developing ideas. Reflect on previous pages to plan future work. 	<ul style="list-style-type: none"> Record personal responses and research in sketchbooks. Develop ideas through drawing and annotation. 	<ul style="list-style-type: none"> Use sketchbooks for planning, evaluating, and refining work. Record artist studies and reflect on influence in own work. 	<ul style="list-style-type: none"> Use sketchbooks independently to support creative process. Combine research, experimentation, and reflection.
Generating Ideas (Conceptual) Explore ideas, record feelings & experiences. 	<ul style="list-style-type: none"> Explore simple ideas linked to topics and personal experiences. Express feelings and imagination through drawing or collage. 	<ul style="list-style-type: none"> Generate ideas through observation and imagination. Start to develop and adapt ideas while working. 	<ul style="list-style-type: none"> Develop artwork from personal experiences or research. Create work over longer periods, adapting as they go. 	<ul style="list-style-type: none"> Translate ideas into materials confidently. Use art to express imagination or personal responses. 	<ul style="list-style-type: none"> Take risks and experiment with materials to develop ideas. Produce original responses to a starting point. 	<ul style="list-style-type: none"> Develop thoughtful, personal responses in artwork. Use art to explore hopes, fears, and deeper meaning.

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Knowledge & Understanding (Factual) Learn about artists, craft makers & designer. Learn how artists use formal elements. 	<ul style="list-style-type: none"> Learn about well-known artists and the work they made. Start using basic art vocabulary such as colour, line, and shape. 	<ul style="list-style-type: none"> Understand how artists use formal elements in their work. Describe art using basic visual language (line, tone, pattern). 	<ul style="list-style-type: none"> Study significant works of art and give personal opinions. Make copies to explore techniques. Develop their use of art vocabulary. 	<ul style="list-style-type: none"> Describe content, process, and mood in artworks studied. Use art vocabulary with increasing accuracy. <p>Content – Describe the art. Social, historical factors that affect the work.</p> <p>Process – When & how was it made? Materials and techniques.</p> <p>Formal elements – line, tone, colour, shape, form, composition, pattern, texture.</p> <p>Mood – what emotions does the work convey?</p>	<ul style="list-style-type: none"> Study the context of artworks (social, historical, cultural). Use art vocabulary in classroom discussions and sketchbooks. 	<ul style="list-style-type: none"> Discuss artists' intentions using formal elements and mood. Make informed observations using advanced art vocabulary.
Evaluation (Metacognition) Evaluate and analyse own and others work. 	<ul style="list-style-type: none"> Make simple decisions about their work and talk about it. Begin to share opinions and compare with other artwork. 	<ul style="list-style-type: none"> Talk about what they like and what could be improved. Describe their choices using some art vocabulary. 	<ul style="list-style-type: none"> Evaluate their work and others' using visual language. Understand that mistakes are part of creativity. 	<ul style="list-style-type: none"> Reflect on their own process and others' work respectfully. Use peer feedback to make improvements. 	<ul style="list-style-type: none"> Evaluate work against intentions and give constructive feedback. Understand how the creative process includes uncertainty. 	<ul style="list-style-type: none"> Appraise their own and others' work thoughtfully. Understand the role of art in society and value their own creativity.

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Art & Design Progression Document



Progression of vocabulary for Art & Design

Retrieval vocabulary in standard print

New vocabulary identified in **bold**

Progression of Key Vocabulary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Line: thick, thin, wavy, bold , spiral Texture: smooth, rough, bumpy Tools: felt-tip pen, pencil, graphite, pastel Colour: light, dark Shape: circle, square, rectangle, triangle Pattern, detail, mark making	Line: Thick, thin, soft , broad , continuous Texture: smooth, rough, bumpy, wrinkly Tools: felt tip pen, pencil, graphite, oil pastel , marker Colour: light, dark Shape: circle, square, rectangle, triangle, oval Pattern, detail, mark making	Form , value , tone , gesture , observational , illustrations , stitch , landscape Media : chalk pastels, charcoal	Plan , pressure , weight , direction , speed , pencil types (H, B, HB), scale , shading , contrast	Grades , hatching , proportion , expression , portrait , mood , feeling , record , typography , space	Blending , perspective , horizon , balance , movement , graphic design
Painting	Primary colours, colour mixing, watercolours, powder paints, poster paints, secondary colours , light , dark	Primary colours, colour mixing, watercolours, secondary colours, light, dark, warm , cool , foreground , background , abstract , acrylic	Tone , tint , bold , watery , pigment , earth colours , colour wheel , tertiary colours , seascape , silhouette	Opaque , translucent , traditional , modern , stippled , dabbed , metallic	Mood , feeling , splattered , skin tone , complementary colours , contrasting colours , still life	Atmosphere , imaginary , landscape , ink , space .
Sculpture 3D Shape & Form	Cut, stick, fold, bend, attach, 2D shapes, 3D shapes , sculpture , sculptor	Structure , assemble , architect , architecture , model	Air-dry clay , malleable , join , knead , impress , modelled , subject	Slips , coils , ornate , decorative , functional , symbolic , bronze , marble , stone , pottery , craftsperson	Surface texture , relief , transform , intricate pattern , slab	Dynamic , motion , proportion , viewers , mod roc , plaster , plinth
Printing	Print, rubbing, smudge, image, found objects, surface , pressure Tools : roller, tray, printing ink	Monotype , impress , marbling , wax resist	Monoprint , cyanotype	Collagraph , printing plate , inking up	Oil-based , water-based , relief , overlay	Visual metaphor , protest art , activism
Collage	Collage, pattern, texture, cut, rip, arrange, gather, sort, materials	Layers , shape , group collage	Composition , overlap	Emblem , motif , geometric , tactile , embellish , mixed media	Stylised , montage , manipulate	Qualities , refined