



Art Curriculum Progression

	Key Stage 1	Key Stage 2
Developing ideas	<ul style="list-style-type: none">• Respond to ideas and starting points.• Explore ideas and collect visual information.• Explore different methods and materials as ideas develop.	<ul style="list-style-type: none">• Develop and imaginatively extend ideas from starting points throughout the curriculum.• Collect information, sketches and resources and present ideas imaginatively in a sketchbook.• Use the qualities of materials to enhance ideas.• Spot the potential in unexpected results as work progresses.• Comment on artworks with a fluent grasp of visual language.
Painting	<ul style="list-style-type: none">• Use thick and thin brushes.• Mix primary colours to make secondary.• Add white to colours to make tints and black to colours to make tones.• Create colour wheels	<ul style="list-style-type: none">• Sketch (lightly) before painting to combine line and colour.• Create a colour palette based upon colours observed in the natural or built world.• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.• Combine colours, tones and tints to enhance the mood of a piece.• Use brush techniques and the qualities of paint to create texture.• Develop a personal style of painting, drawing upon ideas from other artists.
Collage	<ul style="list-style-type: none">• Use a combination of materials that are cut, torn and glued.• Sort and arrange materials.• Mix materials to create texture.	<ul style="list-style-type: none">• Mix textures (rough and smooth, plain and patterned).• Combine visual and tactile qualities.• Use ceramic mosaic materials and techniques.
Sculpture	<ul style="list-style-type: none">• Use a combination of shapes.• Include lines and texture.• Use rolled up paper, straws, paper, card and clay as materials.• Use techniques such as rolling, cutting, moulding and carving.	<ul style="list-style-type: none">• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.• Use tools to carve and add shapes, texture and pattern.• Combine visual and tactile qualities.



		<ul style="list-style-type: none">• Use frameworks (such as wire or moulds) to provide stability and form
Drawing	<ul style="list-style-type: none">• Draw lines of different sizes and thickness.• Colour (own work) neatly following the lines.• Show pattern and texture by adding dots and lines.• Show different tones by using coloured pencils.	<ul style="list-style-type: none">• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).• Use a choice of techniques to depict movement, perspective, shadows and reflection.• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).• Use lines to represent movement.
Print	<ul style="list-style-type: none">• Use repeating or overlapping shapes.• Mimic print from the environment (e.g. wallpapers).• Use objects to create prints (e.g. fruit, vegetables or sponges).• Press, roll, rub and stamp to make prints.	<ul style="list-style-type: none">• Build up layers of colours.• Create an accurate pattern, showing fine detail.• Use a range of visual elements to reflect the purpose of the work.
Textiles	<ul style="list-style-type: none">• Use weaving to create a pattern.• Join materials using glue and/or a stitch.• Use plaiting.• Use dip dye techniques.	<ul style="list-style-type: none">• Show precision in techniques.• Choose from a range of stitching techniques.• Combine previously learned techniques to create pieces.
Learning about artists and artisans	<ul style="list-style-type: none">• Describe the work of notable artists, artisans and designers.• Use some of the ideas of artists studied to create pieces.	<ul style="list-style-type: none">• Give details (including own sketches) about the style of some notable artists, artisans and designers.• Show how the work of those studied was influential in both society and to other artists.• Create original pieces that show a range of influences and styles.