

Art & Design Progression at RWPA

EYFS Art & Design Progression Where the journey begins...

Nursery (FS1)

In the Early Years, Art and Design plays a vital role in fostering young children's creativity and imagination. At this stage, learning is marked by exploration and playful engagement with a wide range of materials and media—from paint, clay, and collage to natural objects and digital tools. Children are encouraged to investigate and experiment freely, using their senses to discover how different materials can be manipulated and utilised. Through this hands-on process, they develop essential creative thinking and problem-solving skills. Most importantly, early art experiences provide opportunities for children to express themselves openly and authentically, drawing on their own thoughts, feelings, and experiences to create meaningful and personal work.

Expressive Arts and Design: Pupils are encouraged to: explore materials freely; develop their own ideas by deciding which materials to use, how to use them and what to make. They explore ways to join different materials and explore textures.

Physical Development: Pupils learn to manage and use one-handed equipment such as pencils, brushes and scissors. They develop the use of large muscle movements through painting and making marks; the use of a comfortable pencil grip, mastering good control and the ability to choose appropriate resources to carry out a task.

Linking to other areas of the EYFS: Links to the following areas of the EYFS are made throughout to ensure progression and success: Communication & Language; Personal, Social & Emotional Development and Understanding the World.

Substantive Knowledge

<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Printing</u>
What can I use to make a mark? chalk, paint brush, crayon, stick, finger, foot etc	Which colours would be best to paint a...? Children choose colours for their own imaginative purposes	How can I use 3D objects to make a model / structure? Stack them horizontally & vertically, balancing pieces, making enclosures to create different spaces	How can I use different objects to make a print? Children to select and explore using objects including fruit, vegetables, bricks, leaves etc to make a print with support
<u>Knowledge & Understanding</u>	<u>Generating Ideas</u>	<u>Making</u>	<u>Evaluating</u>
Know how to use tools and equipment safely	Develop my own ideas, thinking about which materials to use and how I could use them Work purposefully responding to colours, shapes, materials etc	Explore a range of joining methods to join different objects / materials Enjoy making and refining my own creative pieces	Tell a friend or an adult what I like about my work

EYFS Art & Design Progression

Where the journey begins...

Reception (FS2)

Children in FS2 build on the experiences, knowledge they have gained in FS1 through the continuation of investigating and experimenting. They have regular opportunities to develop and revisit previous skills and techniques taught. They demonstrate increased control and accuracy in their mark making and ability to manage and use the tools available to them. They begin to show knowledge of colour mixing and have ideas about their own and others' work.

Expressive Arts & Design: Pupils continue to develop and refine prior learning, building on and developing ideas and the ability to represent their thoughts and feelings creatively. They explore and become more competent and precise in using a range of techniques and begin to share their ideas, resources and knowledge.

Physical Development: Pupils continue to refine their fine motor skills, using tools and equipment confidently, safely and with more accuracy. They practise and develop their core muscle strength, demonstrating a good posture while working at tables or on the floor.

Linking to other areas of the EYFS: Links to the following areas of the EYFS are made throughout to ensure progression and success: Communication & Language; Personal, Social & Emotional Development and Understanding the World.

Substantive Knowledge

<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Printing</u>
How can I make different marks using a pencil? Drag the pencil in different ways (wavy, zig zag, circles, dots etc.)	What happens when I mix two colours together? Children to experiment with mixing colours make observations around how they change	How can I join objects together to create a structure / sculpture? Pressing, squeezing, taping, sticking, balancing etc.	How can I change the way my print looks? Use different colours to make prints of the same object. Print over the top of a print. Print with different parts of the same object. Make a printing pattern using different objects
<u>Knowledge & Understanding</u>	<u>Generating Ideas</u>	<u>Making</u>	<u>Evaluating</u>
Demonstrate that I can use tools and equipment safely and with increased control	Think about the different ways I can use an object to create different effects Create simple representations of people and other things	Work spontaneously and enjoy the act of making/creating Sustain concentration and control when experimenting with tools and materials	Talk to an adult or friend about my work, explaining what I like and how I made it

Art & Design Progression		
Knowledge & Understanding		
Year 1 & 2	Year 3 & 4	Year 5 & 6
- Recognise and describe some simple characteristics of different kinds of art, craft and design - Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. - Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. - Talk about the materials, techniques and processes they have used, using an appropriate vocabulary	- Know about and describe the work and key ideas of some artists, craftspeople, architects and designers - Know about and describe some of the techniques and working practices of a variety of artists, craftspeople, architects and designers - Explain how to use some of the tools and techniques they have chosen to work with - Demonstrate how the tools they have chosen to work with, should be used effectively and with safety.	- Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. - Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.

Generating Ideas		
Year 1 & 2	Year 3 & 4	Year 5 & 6
- Recognise that ideas can be expressed in artwork. - Experiment with an open mind, <i>trying out and using the different materials that are presented to them</i> - Try out different activities and make choices about what to do next - Use drawing to record ideas and experiences.	- Gather and review information, references and resources related to their ideas and intentions. - Use sketchbooks, and drawing, purposefully to improve understanding, inform and develop ideas and plan for an outcome - Select and use relevant resources and references to develop their ideas.	- Engage in open ended research and exploration in the process of initiating and developing their own personal ideas - Independently test and develop a range of ideas which show curiosity, imagination and originality - Use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.

Making		
Year 1 & 2	Year 3 & 4	Year 5 & 6
- Try out a range of materials and processes and recognise that they have different qualities - Use materials purposefully to achieve particular characteristics or qualities - Deliberately choose to use particular techniques for a given purpose - Develop care and control over the range of materials used, refining when needed	- Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques - Select, and use appropriately, a variety of materials and techniques in order to create unique and independent work. - Apply technical skills and knowledge to improve the quality of work	- Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques - Independently select and effectively use relevant processes in order to create successful and finished work

Evaluating		
Year 1 & 2	Year 3 & 4	Year 5 & 6
- Show interest in and describe what they think about the work of others - Express clear preferences and give some reasons for these (e.g. "I like that because...")	Reflect upon what they like and dislike about their work in order to improve it including using comparisons with the work of others (pupils and artists)	Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work

ART & Design Substantive Knowledge ARTISTS, DESIGNERS & ARCHITECTS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can you describe what's in the picture? Children know to look for shapes, people, objects or features of the landscape.	How do artists use colour to make their work happy or sad? Blue, green, and purple are cool colours. They can make a piece of art look sad, or peaceful or calming. Warm colours are yellow, orange,	How do artists show emotion through their work? Artists use colour, light, shadow and shape to show emotion through their work.	What are some different artistic styles developed throughout history? Greek and Roman Art, Impressionism and Modern Art.	What have you learned from studying the work of artists, designers and architects? Artistic styles develop and change throughout history. Artists, designers and architects can be influenced by one	How does your knowledge of artists, designers and architects influence your own work? Children know to use elements of the art of different artists, designers and architects to inform decisions about their own work. Children know that they can get inspiration

	and red. They can make a piece of art look / feel happy, excited, or full of energy. What is similar or different about these pieces of art? Children know to look at the artist's use of colour, shapes and things they see in pieces of art to compare them.			another.	for their own work from other artists.
	Links to prior learning... Can you describe what's in the picture? (Year 1)	Links to prior learning... How do artists use colour to make their work happy or sad? (Year 2) What is similar or different about these pieces of art? (Year 2)	Links to prior learning... How do artists show emotion through their work? (Year 3)	Links to prior learning... What are some different artistic styles developed throughout history? (Year 4)	Links to prior learning... What have you learned from studying the work of artists, designers and architects? (Year 5)

ART & Design Substantive Knowledge Drawing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How do I change the thickness of a line? Change which aspect of the pencil I use. How can I hold my pencil when I draw? Use three fingers to hold it securely.	How do I create different tones of light and dark? Use a soft or hard pencil and press down with different amounts of pressure. How can I change my pencil grip to sketch? Child's hand should be relaxed over the pencil and grasped with the flat of their thumb so they can use the tip of the pencil to sketch.	How can I show shade, tone and texture in my drawings? Shade: Light and Dark: Use your pencil lightly for the bright spots and press harder for the shadows. Layering: Add thin layers of shading one on top of the other to make things look rounder and more 3D. Tone: Blending: Use a smudger (like a	How can I change the angle of my pencil to create outlines? Thin Lines: Pencil Standing Tall: Hold your pencil almost straight up. This makes thin, sharp lines perfect for drawing small details or precise outlines. Thick Lines: Pencil Lying Down: Tilt your pencil more towards the paper. This makes thicker, bolder lines, good for drawing big shapes and making your drawing stand out.	How do I create a 3D scene with perspective? Drawing in 3D: 1. Draw a big, straight line across your paper. This is the horizon line, like where the sky meets the ground. 2. Imagine your objects are like big building blocks. Draw simple shapes like boxes, cylinders, or cones to represent them. 3. Lines shoot out of the corners of your shapes and travel towards the horizon line. These	What techniques can I use to create depth in my drawing? Scale, perspective, layering, light & dark.

		cotton bud or your finger) that can blend your shading like mixing colours. This makes things look more smooth and less like stripes. Highlights: Don't forget the brightest parts! Leave some areas untouched to show where the light hits directly. Midtones: These are the in-between colours, not too light and not too dark. They help make your drawing look more realistic. Texture: Lines and Scribbles: Short, squiggly lines can show rough surfaces, while long, smooth lines can be for things like fur or hair. Hatching: This is like drawing lots of tiny criss-cross lines to create different textures. The closer the lines are together, the rougher it looks! Rubbing out: You can use your rubber to lift some pencil marks and make patterns or highlights within darker areas.		lines will meet at a special spot called the "vanishing point." 4.Connect the lines to form the outlines of your objects. Remember, things closer to you will be bigger, and things farther away will be smaller.	
Links to prior learning... What can I use to make a mark? (FS1) How can I make different marks using a pencil? (FS2)	Links to prior learning... How do you hold your pencil correctly? (Year 1) How do you change the thickness of a line? (Year 1)	Links to prior learning... How do I create different tones of light and dark? (Year 2) How can I change my pencil grip to sketch? (Year 2)	Links to prior learning... How can I show shade, tone and texture in my drawings? (Year 3)	Links to prior learning... How can I change the angle of my pencil to create outlines? (Year 4)	Links to prior learning... How do I create a 3D scene with perspective? (Year 5)

ART & Design Substantive Knowledge

PAINTING

Year 1	Year 2	Year 3 & 4	Year 5 & 6
How do I change the thickness of a line in my painting? A wider brush will give me a thicker line and a thinner brush will give me a narrower line. What are the primary colours? Red, Yellow and Blue What are the secondary colours? Purple, Orange & Green	Which primary colours do I mix to make the secondary colours? Red & Yellow = Orange Blue & Yellow = Green Blue & Red = Purple What happens when I add white to a colour? It makes the colour lighter. What happens when I add black to a colour? It makes the colour darker. By adding different amounts of black, we create different shades of a colour.	What are tertiary colours and how are they mixed? Tertiary colours are made by mixing a primary colour with a secondary colour. The different combinations are: yellow-orange, red-orange, red-violet, blue-violet, blue-green and yellow-green Where do primary, secondary & tertiary colours belong on a colour wheel?  What do the terms tone & tint mean? Tones are made by adding different amounts of grey to a colour or by mixing tints and tones. Tints are made by adding different amounts of white to a colour to make it lighter. How do I mix different tones and tints? To make different tones of a colour I need to add grey. To make different tints of a colour I need to add white.	How can my colour mixing and choice of colour help to create a particular effect? Darker colours can give the impression of sadness & gloom. Brighter colours can give the impression of positivity & energy. Cooler colours can give a soothing & calming impression. How can different tones and tints be used to create a 3D effect? A tint is applied to the direction closest to an imaginary light source The shade is applied to the area furthest away from the source. The original colour is applied to the area in between. How can the use of different tints and tones give the impression of distance? Objects with darker shading will appear closer. Use more shading for objects you want to appear nearer. Adding outlines to an object will bring it forward, and stronger lines will appear to look closer. Use less shading for things you want to look further away. Use lighter lines for things you want to look further back.
Links to prior learning... Which colours would be best to paint a....? (FS1 & 2) How can I change the colour? (FS1&2)	Links to prior learning... How do I change the thickness of a line in my painting? (Year 1) What are the primary colours? (Year 1) What are the secondary colours? (Year 1)	Links to prior learning... Which primary colours do I mix to make the secondary colours? (Year 2) What happens when I add white to a colour? (Year 2) What happens when I add black to a colour?	Links to prior learning... What do the terms tone & tint mean? (Year 4) How do I mix different tones and tints? (Year 4) How can my colour mixing and choice of colour help to create a particular effect? (Year 5)

		(Year 2) What are tertiary colours and how are they mixed? (Year 3) Where do primary, secondary & tertiary colours belong on a colour wheel? (Year 3)	How can different tones and tints be used to create a 3D effect? (Year 5)
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ART & Design Substantive Knowledge Sculpture			
Year 1	Year 2	Year 3 & 4	Year 5 & 6
What is a sculpture? - A special kind of art that's 3D, not flat. - It could be made from cardboard, clay, metal etc. Which techniques can I use to change the shape of a mouldable material? - Squish it, make it flat, or roll it - Poke it with your fingers to make holes or bumps. - Use your thumbs to make curves and shapes. - Use a range of tools to create different effects, patterns or lines.	Which materials could I use to make a sculpture? - Clay - Play dough - Cardboard - Recyclables (plastic bottles, yoghurt pots, egg cartons etc.)	Which materials can I combine to create a sculpture? This could include a whole range of answers with pupils being able to give reasons for their choices. How do I securely join 2 pieces of clay together? - Use the '4 S' method: Score, slip, stick & smooth - Make some "slip" by mixing leftover clay trimmings with a little water to create a bonding agent	How can I combine different materials and methods to design a sculpture? - Mixing Traditional & Non-traditional: Combine traditional sculpting methods like carving clay with unconventional techniques like using a collection of everyday objects and assembling them creatively. - Use wire to create a frame for the sculpture. - Utilise cardboard as a base and build upon it with different materials allowing for larger and more structural sculptures. How do I add visual and tactile details to my sculpture? Visuals: - Make your sculpture more interesting by using different textures. For example you can add bumpy bits with sandpaper, scratch lines with a fork, or even press things like buttons, leaves into the clay etc. Tactile: - Think about how your sculpture will feel when someone touches it. E.g. Use materials with different textures like soft yarn, smooth pebbles, feathery bits etc. - Poke holes in your clay with tools such as a straw or skewer before it dries to create different patterns - Create various 3D effects e.g. add details that stick out or go inwards
Links to prior learning... How can I use 3D objects to make a	Links to prior learning... What is a sculpture? (Year 1)	Links to prior learning... What is a sculpture? (Year 1)	Links to prior learning... Which materials can I combine to create a sculpture? (Year 3 & 4)

model / structure? (FS1) How can I join objects together to create a structure / sculpture? (FS2)	Which techniques can I use to change the shape of a moldable material? (Year 1)	Which techniques can I use to change the shape of a moldable material? (Year 1) Which materials could I use to make a sculpture? (Year 2)	How do I securely join 2 pieces of clay together? (Year 3 & 4)
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ART & Design Substantive Knowledge PRINTING			
Year 1	Year 2	Year 3 & 4	Year 5 & 6
What could I use to make a print? Objects like lego, wooden blocks or sponges, or natural materials such as fruit & vegetables, leaves or wood. How can I use different objects to make a repeated pattern? Children know that they need paper, paint and two or more objects to make a repeated pattern.	Which methods can I use to make a print? Block printing using different objects/materials or by making their own design using cardboard. What is a printing block? Block printing is a technique for printing images or a pattern using cardboard (or wood).	What materials do you need to make a printing block? Children know they need a printing block, print roller, paint and paper. How do you create a multi-coloured print? Children know to use more than one printing block. Children know to use one printing block for each colour.	How can I use different printing methods to create a particular effect? Use lino printing to create a bold print. How can I use colour and overprinting to create a particular mood? Bright and warm colours like yellow, orange, and red can create a feeling of happiness, energy or excitement. Cool colours like blue, green, and purple can create a feeling of calmness, peace, or mystery. Overprinting can create new colours and interesting effects.
Links to prior learning... Can you name some different objects that could be used for printing? (FS1) How can I change the way my print looks? (FS2)	Links to prior learning... What could I use to make a print? (Year 1) How can I use different objects to make a repeated pattern? (Year 1)	Links to prior learning... Which methods can I use to make a print? (Year 2) What is a printing block? (Year 2) What materials do you need to make a printing block? (Year 3)	Links to prior learning... How do you create a multi-coloured print? (Year 4) How can I use different printing methods to create a particular effect? (Year 5)

ART & Design Substantive Knowledge

COLLAGE

Year 1	Year 2	Year 3 & 4	Year 5 & 6
What materials could be used to make a collage? Paper: Construction paper, crepe paper, tissue paper, coloured printer paper, magazine cuttings. Natural materials: Leaves, petals, twigs, seeds, and pebbles Textiles: Felt, ribbon, and other fabric scraps Other materials: Glitter, buttons, beads, and wool What is a collage? A collage is a picture made with a variety of materials (as listed above). Each material is chosen to create a particular effect.	How can I mix materials to make a collage? Children can explain how they have overlapped or layered their chosen materials to create a given effect. Can you explain why you have chosen a particular material? Child should be able to explain reasons for their choices e.g. "Cotton wool is soft and fluffy like the clouds in the sky look soft and fluffy." "The blue foil is shiny like water looks like it is sparkling / shimmering in the light."	How can I combine materials and mediums to create different textures? What do the terms 'overlapping', 'layering' and 'tearing' mean? Overlapping: When one thing partially covers another. Layering: Placing things on top of one another to create a layered effect. This could be done with physical objects, like stacking blocks, or with colours in a painting. Tearing: Ripping or pulling something apart. This could be done with paper, fabric, or other materials.	How can I use overlapping, layering and tearing to create different effects? Tearing, layering & overlapping can help to create movement, texture and add depth to the finished picture. Pupils should be able to explain which techniques they have chosen and why.
	Links to prior learning... What materials could be used to make a collage? (Year 1) What is a collage? (Year 1)	Links to prior learning... How can I mix materials to make a collage? (Year 2) Can you explain why you have chosen a particular material? (Year 2) How can I combine materials and mediums to create different textures? (Year 3)	Links to prior learning... What do the terms 'overlapping', 'layering' and 'tearing' mean? (Year 4) How can I use overlapping, layering and tearing to create different effects? (Year 5)