ACE Learning Progression Grid : Art

Main Strand KS1 KS2	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing **Pencils, Chalk, Coloured Crayons, Felt Tips/sharpies/ drawing pens Charcoal, Chalks, Oil Pastels, Chalk pastels Also drawing with paint/ink and pen/brush/feathers /sticks etc.**	-Begin to use and explore a variety of drawing tools. -Investigate different lines and marks including using lines to enclose a space and then begin to use these shapes to represent objects -Use drawings to tell a story or relate an incident.	-Extend variety of drawing tools used. -Explore mark making and textures. -Observe faces and bodies - portraits	-Experiment with drawing on a variety of surfaces. -Observe landscapes. -Look at shadows and use of tone. -Sketch to record.	-Use a wider variety of pencils (soft-hard). -Observational drawing. - Draw positive and negative shapes. -More closely observed portraits. *-Use a sketchbook to record observations, collect visual information and develop ideas.*	-Begin to identify and draw the effect of light. -Look to extend variety of line used by increased control of pressure/direction etc. *-Use a sketchbook to record observations, collect visual information and develop ideas.*	-Look at the effect of light on objects from different directions. -Interpret texture in drawings. -Increasingly accurate observational drawing inc. portraits. -2-point Perspective. *-Use a sketchbook to record observations, collect visual information and develop ideas.*	-Prepare mixed media surfaces to draw on. -Explore extremes of scale – v. large to miniature. -Refine and extend drawing technique. -3-point perspective *-Use a sketchbook to record observations, collect visual information and develop ideas.*

Painting/ Colour **Ready-mix paint, Watercolours, Inks, Brush… in addition to coloured media mentioned above.**	-Experiment with primary colours – informal colour mixing and how colours can be changed. Chooses particular colours to use for a purpose. -Enjoy using a range of brushes, sponges and other tools that make marks with paint. -Name primary colours.	-Mix secondary colours and know their names. -Apply colour with a range of tools. -Use paint to represent familiar items and patterns.	-Mix primary and secondary colours with a variety of media. -Apply colour to produce a range of marks – dots, dashes, stripes etc…	-Produce simple colour wheels (6 segments). -Develop darker colours without using black. -Mix a range of tints using a colour+ white. -Explore texture with paint.	-Investigate colour to reflect mood. -Experiment with warm and cool colours. -Investigate the properties of colours to advance and recede.	-Produce detailed colour wheel with 12 segments. -Match existing colours by careful mixing of primaries. -Apply colour to 3D object	-Precise colour mixing to produce a range of tints, shades or hues. -Consolidate understanding of technical terms relating to colour theory.
Collage/Mixed Media **Coloured papers, recycled magazines and wrapping paper, textiles/felt etc. sequins, buttons, ribbons etc.**	-Sensory experiences – handing and manipulating a variety of papers/fabrics and other materials. -Becoming familiar with using scissors and cutting strips and simple shapes. -Manipulates materials to achieve a planned effect.	-Simple paper collages using plain colours and textures from magazines or printed papers. -Sort materials according to specific qualities.	-Weaving papers together. Experiment with contrasting colours/textures. -Create collages with overlapping elements.	-Use tissue in collage – overlapping colours to create new shades.	-Use mosaics to create shape and areas of colour. Experiment with changing background colours and noting effect this has.	-Extend use of collage by creating own decorative papers which can be used with other materials. -Marbling, bubble painting, cling film technique etc.	-Use previously developed skills together in mixed media studies.
3D and sculpture **Clay, papier mache, card construction, recycled boxes, wire, paper sculpture and origami, dough.**	-Create forms using malleable materials such as clay or dough. -Experiments to create different textures. -Use construction toys to become familiar with different forms and the process of building. -joins construction pieces together to build and balance	-Produce a structure combining recycled packaging forms. - Experiment creating actual textures using manipulation of paper, card, dough, clay etc.	-Create pinch pot using clay. -Outdoor sculpture using found objects – pebbles, leaves twigs etc.- photograph to record.	-Design and construct a 3D form using papier mache (mask?) -Create a clay model of a natural form (shells, animals, fruits etc.)	-To manipulate clay for creative designs. -Create Paper sculpture or combination of origami and paper manipulation to create a 3D or raised form.	-Wire sculptures. Use wire and papier mache to create a natural form. (*Mod Roc could also be used)*	-3D portraits in clay. -Card sculpture made by interlocking 2D shapes.

	-selects tools and techniques needed to shape, assemble and join materials.						
Printing and Pattern **Press printing, relief print blocks, printing with paint and printing inks,**	-Printing with fingers and hands. Print with paint and simple shapes (e.g.vegetables, pasta, natural materials etc). -Make rubbings from a variety of surfaces. -beginning to be interested in and describe the texture of things.	-Use wax crayons with paint wash to create a resist pattern (could combine with taking rubbings). -Identify simple elements of patterns: stripes, checks, spots and in nature. -Identify symmetry- folded paper and paint	-Using simple (pre-cut) stencils to experiment with overlapping images – introduction to repeat pattern. -Printing with greater variety of found objects- leaves and different shapes combined.	-Explore and design with different printing techniques	-Explore and design with different printing techniques (contrast to year 3).	-Identify extent of repeat pattern in commercial prints. -Design repeat pattern- either block or half-drop using 'master square' Technique/ design borders/ tessellation	-Printing two colour designs – press printing. -Mono printing Possible opportunity for lino printing.
Evaluation	-Identify elements in own work – begin to explain the process they used and their likes and dislikes. -talk about things they may change or improve.	- Continue to identify what works well in own work and begin to comment on art produced by other people – great artists and classmates.	-Identify what is 'best' about own work. What could be better? -Begin to use appropriate language to describe compositions.	-Begin to offer more precise feedback to peers – articulate what is liked and why. -Build up use of correct vocabulary *(Colour, texture, shape, composition, depth, line and form)* when discussing art work (either of peers or well-known Artists).	-Provide opportunities for children to practice the feedback skills they began to develop in Year 3 including simple written response e.g. post-it notes. -Begin to use correct vocabulary when discussing art work (of peers and work of great artists).	-Record responses to own work (in sketchbooks) reflecting on what has worked well and what could be improved. -Articulate both positive and negative responses to the work of great artists and craftspeople.	-Record responses to own work (in sketchbooks) reflecting on what has worked well, what could be improved and what alternatives could be developed. -Produce more detailed written responses to the work of great artists and craftspeople.

Skills Vocabulary	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Colour, drawing, investigate, lines, marks, mix, shapes, create, construct, build, print, rubbing, texture, painting.	Observe, portrait, primary, secondary, patterns, collage, print, structure, stripes, checks, spots, symmetry, folding, tearing, 2D, 3D.	Shadows, sketch, apply, dots, dashes, stripes, weaving, collage, overlapping, sculpture, photography, stencil, variations, outline.	Soft, hard, positive, negative, collect, develop, colour wheels, tints, shades, papier Mache, clay, natural form.	Light, extend, control, pressure, reflect, warm, cool, advance, recede, mosaic, background, manipulate origami, raised form, design.	Light directions, marbling, bubble painting, wire sculpture, tessellation, 'master-square' technique.	Mixed media, prepare, refine, extend, 3 point perspective, precise, hues, colour theory, interlocking, press printing, mono printing.

Curriculum end points- what are we trying to achieve?

We wish to develop a love of Art in our children! Throughout all key stages, we aim to develop and extend their visual creativity, curiosity, enquiry and aesthetic sensitivity to the natural and man-made world. We want children to respond and enjoy expressing their ideas, feelings and imagination using visual media, practical making skills, enabling the visual language of Art. We also wish to develop pupils' appreciation, critical awareness, knowledge and understanding of the work of other artists, designers and craftspeople from their own and other cultural heritages through various themes in the ACE curriculum.

EYFS (linked to ELG number)	KS1	KS2
• Explore the natural world around them, making observations and drawing pictures of animals and plants (15) • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (16) • Share their creations, explaining the process they have used (16) • Use a range of small tools, including scissors, paint brushes and cutlery (7) • Begin to show accuracy and care when drawing (7)	Pupils should be taught 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 • learn 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.	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: • 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.