



**NUTLEY CE PRIMARY SCHOOL
ART PROGRESSION GRID**

At Nutley CE Primary we value creativity. We aim to engage, inspire and challenge children, giving them the knowledge and skills to experiment, invent and create their own works of art, craft and design. As children progress, they should be able to think critically, know how art and design both reflect and shape our history, and contribute to our culture, creativity and economy.

EYFS Educational programmes must involve activities and experiences for children.

Expressive Arts and Design:

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.

National Curriculum statements – Key stage 1 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
- 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.

National Curriculum statements - 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:

- 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]

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• about great artists, architects and designers in history.

Develop Ideas

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
SKILLS	<ul style="list-style-type: none"> • Share their creations, explaining the process they have used • Make use of props and materials 	<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 ideas from starting points throughout the curriculum • Collect information, sketches and resources • Adapt and refine ideas as they progress • Explore ideas in a variety of ways • Comment on art works using visual language 	<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 sketch book • Use the qualities of materials to enhance ideas • Spot the potential in unexpected results as the work progresses • Comment on artworks with a fluent grasp of visual language

Take Inspiration from Great Artists (Classic & Modern)

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
SKILLS	<ul style="list-style-type: none"> • Children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. 	<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"> • Replicate some of the techniques used by notable artists, artisans and designers • Create original pieces that are influenced by studies of others 	<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

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Master Techniques - Drawing				
	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
SKILLS	<ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.• (UW – the Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants)	<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 different grades of pencils to show line, tone and texture.• Annotate sketches to explain and elaborate ideas.• Sketch lightly (no need to use a rubber to correct mistakes).• Use shading to show light and shadow.• Use hatching and cross hatching to show tone and texture.	<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.

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Master Techniques - Painting

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
SKILLS	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<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"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour 	<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

Master Techniques - Collage

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
SKILLS	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<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"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<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.

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Master Techniques - Sculpture				
	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<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"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<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. • Use frameworks (such as wire or moulds) to provide stability and form.
Master Techniques - Print				
	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<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"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 	<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.

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Master Techniques - Textiles

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting 	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces

Master Techniques – Digital Media

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	<ul style="list-style-type: none"> • U W - listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. 	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. (Also see Computing Curriculum) 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. (Also see Computing Curriculum) 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations). (Also see Computing Curriculum)

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ART YEAR A

Autumn Term 1

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Magical Me Key Question – What makes me, me?	Castles and Kingdoms Key Question – Why do we have castles?	Key Question - Curiouser and curiouser - What's that sound	Key Question – Deforestation – What's the problem?
Exploring different materials Artist: Frank Stella	PAINTING Artist(s) Paul Klee	DRAWING Artist John Tenniel, illustrator	Observational drawings inspired by forest plants and animals
Selected works: Exploring colour and shape with Frank Stella 	SELECTED WORK(S)  'Castle and Sun' by Paul Klee	SELECTED WORK(S) 	Botanical illustrator: Maria Sibylla Merian 

Autumn Term 2







EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Celebrations Key Question – What do we celebrate?	Fire and Flames Key Question – Does the past change the future?	Key Question - What's the trouble with the Tomb of Tutankhamun?	Key Question - How have black people contributed to British history and culture?
Exploratory crafting around theme of celebrations – firework	COLLAGE	3D FORM/SCULPTURE	SCULPTURE

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<p>paintings and creations, Christmas patterns, poppies, Diwali lamps.</p>	<p>Artist(s) - Edward Ruscha - <i>Rabbit</i> 1986. Kara Walker - <i>The Keys to the Coop</i> 1997 https://www.tate.org.uk/kids/make/cut-paste/play-collage useful video from The Tate about collage.</p>		
	<p>SELECTED WORK(S)</p> 	<p>Antony Gormley, Angel of the North</p> 	<p>Artwork created by African civilisation of Benin</p> 
Spring Term 1			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>All Creatures Great and Small Key Question – Are humans the greatest creatures?</p>	<p>Winnie the Pooh Key Question – Who is AA Milne?</p>	<p>Key Question - A pinch, a sprinkle, a fizzle, a sizzle - what magic lies at the tip of your fingers?</p>	
<p>Creating art using nature Artist: Andy Goldsworthy</p> 	<p>TEXTILES</p>  <p>DRAWING Artist(s) E.H. Shepard</p>	<p>PAINTING: WATERCOLOURS</p>  <p>Quentin Blake & Simon James</p>	<p>Art not taught this term</p>

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		Spring Term 2	
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Once Upon a Time... Key Question – where will your imagination take you?	Bugs and Blooms Key Question – What creatures and plants grow in forests?	Key Question - How high can you go?	Key Question – How can people successfully integrate?
Drawing fairy tales characters and settings, and illustrating children’s own stories.	Drawing – observation of local plants and trees, minibeasts. Sculpture (DT) – Create 3D sculptures of minibeasts. Artists/work – drawing, sculptures - https://theartyteacher.com/artists-who-create-artworks-of-insects/	Writing through Art Artists: N/A	Painting inspired by The Vikings
Summer Term 1			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Nature detectives! Key Question – Are we nature?	Meet the Aliens Key Question – What is in space?	The Whole World in My Hands Key Question - Do we shape the environment or does the environment shape us?	
Pointillism- painting using dots 	Space themed Romero Britto designs for Space – “Moon Books”. 	Various, comparing artists from around the world e.g., Keith Haring, Frida Kahlo  	Art not taught this term

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Summer Term 2			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Explorers! Key Question – Where on Earth are we, and where are we going?	We're all going on a summer holiday Key Question – Is the coast the same everywhere in the world?	Key Question - What would the world be like if we embraced new sustainable technology?	
Expressive Art & Design Learning is built around the children's chosen countries- e.g. dot painting for Australia, Native American patterns for Americas, landscape drawings, ocean drawings for island nations etc.	Watercolour painting	Collage Fred Tomaselli, Kurt Schwitters 	Art not taught this term

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ART YEAR B

Autumn Term 1

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Magical Me Key Question – What makes me, me?	All About Me Key Question – What makes me special?	Key Question - how has Britain changed since the Stone Age?	Key Question – Who am I? Where am I?
Exploring different materials Artist: Frank Stella	PAINTING and SCULPTURE Picasso portraits - cubism, painting and drawing skills, use of colour and shape in a particular style of drawing and painting. Hedgehogs from clay - texture and 3D form.	Charcoal cave drawings and Stone Age tools	Drawing: Charcoal portraits; Chalk pastel landscapes of Ashdown Forest: local artist Juliet Murray. Exploring and developing ideas: Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
Selected works: Exploring colour and shape with Frank Stella 	SELECTED WORK(S)  Pablo Picasso	SELECTED WORK(S) 	LOCAL ARTIST: JULIET MURRAY 

Autumn Term 2


EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Celebrations	Toys	Key Question - Victorian England – why was there such a divide?	Art & Design not taught this term

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Key Question – What do we celebrate?	Key Question – What toys are toys now and from the past?		
Exploratory crafting around theme of celebrations – firework paintings and creations, Christmas patterns, poppies, Diwali lamps.	DRAWING and PAINTING Observational drawing of toys from home and - looking at texture, line and shape. Painting – colour mixing and texture with paint.	Explore the artwork of the Arts and Crafts movement and find out who William Morris was. Create artwork using the Victorian art of decoupage.	
	SELECTED WORK(S) https://www.tate.org.uk/art/student-resource/exam-help/toys The Tate Andy Warhol		
Spring Term 1			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
All Creatures Great and Small Key Question – Are humans the greatest creatures?	Into The Woods Key Question - What grows in Ashdown Forest?	Key Question - Nurture vs Nature - What are my roots?	Art & Design not taught this term
Creating art using nature Artist: Andy Goldsworthy	COLLAGE and PAINTING Gruffalo Creatures – mixed media collage - using card, paper and recycled materials, pen, paint. Artist(s) - Axel Scheffler	Digital Imagery	

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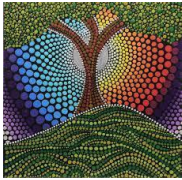



			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Once Upon a Time... Key Question – where will your imagination take you?	Into The Woods Key Question – What can we find out about animals in Ashdown Forest?	Key Question - How does London light up?	Art & Design not taught this term
Drawing fairy tales characters and settings, and illustrating children’s own stories.	Drawing – observation of local animals Sculpture (DT) – Create 3D sculptures of local animals. Artists/work – drawing, sculptures - https://elliottflondon.co.uk/blog/fox-sculptures-an-ode-to-british-wildlife/ 	Paul Klee/Andy Warhol 	
Summer Term 1			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Nature detectives! Key Question – Are we nature?	Pirates Key Question – Are Pirates real?	Key Question - Life in North America – how does it differ?	Key Question – What’s so special about our ‘green and pleasant land’?
Pointillism- painting using dots	Collage pirate landscapes - using mixed media to create colour, shape and	Frida Kahlo	Painting, sketchbooks, learn about JMW Turner’s seascapes and Georgia O’Keefe’s mountain paintings

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	<p>texture. Looking at Lauren Child – using her collage techniques.</p> 		
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Summer Term 2

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>Explorers! Key Question – Where on Earth are we, and where are we going?</p>	<p>Africa Key Question – What is a community?</p>	<p>Key Question - Seeking a safe haven - who helps refugees?</p>	<p>Key Question – Is entertainment important?</p>
<p>Expressive Art & Design Learning is built around the children’s chosen countries- e.g. dot painting for Australia, Native American patterns for Americas, landscape drawings, ocean drawings for island nations etc.</p>	<p>3D SCULPTURE and PRINTING Instrument design and make - rain sticks and drums, 3D recycled materials. African style printing - Kente Cloth style pattern and poly-print tile with oil inks onto fabric</p> 	<p>Collage</p> 	<p>Sculpture: chicken wire, papier mache and tissue paper; British sculptors - Henry Moore, Antony Gormley, Cornelia Parker and Andy Goldsworthy. Exploring and developing ideas: Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> 

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