

AAT Art and Design Progression

Terms 1/2	Super Me! (Term 1)	A Toy Story	Pudding to Pepys	Changing Ages	Walk like an Egyptian	We'll Meet Again	Who let the Gods out?
	Celebrations (Term 2)						
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Media Focus	Drawing (Oil pastels)	Collage	Paint	Drawing- charcoal	Printing- block printing (built up and relief)	Drawing	Printing- Screen printing
Element of Art focus	Colour/Line	Texture/ Shape	Colour/ Tone	Tone/ Line	Colour/ Pattern	Line/ Tone/ Texture	Pattern/ Line/ Shape
Artist, craftsperson or designer	Picasso Self portraits	Robert Rauchenberg	Artists that paint fire including Jan Griffier & JWM Turner	Stone age craftspeople/ cave paintings Leonardo di Vinci	Henri Matisse	Henry Moore (sketches)	Traditional ancient Greek pottery patterns Andy Warhol-(media)
Experimentation	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Introduce children to the work of artists from across times and cultures.</p> <p>Explore colour and colour mixing.</p> <p>Talk about the differences between colours. Help them to explore and refine their colour-mixing - for example: "How does blue become green?"</p>	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Explore ideas and collect visual information</p> <p>Explore different methods and materials as ideas develop</p>	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Respond to ideas and starting points</p> <p>Explore ideas and collect visual information</p>	<p>Create a sketch book to record their observations and use them to review and revisit ideas</p> <p>Collect information, sketches and resources.</p> <p>Explore ideas in a variety of ways.</p>	<p>Create a sketch book to record their observations and use them to review and revisit ideas</p> <p>Develop ideas from starting points throughout the curriculum.</p> <p>Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p>	<p>Create a sketch book to record their observations and use them to review and revisit ideas</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p>	<p>Create a sketch book to record their observations and use them to review and revisit ideas</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Use the qualities of materials to enhance ideas.</p>
Creativity	Safely use and explore a variety of materials, tools and	Use a range of materials creatively to design and make products	Use a range of materials creatively to design and make products	Improve their mastery of art and design techniques, including	Improve their mastery of art and design techniques, including	Improve their mastery of art and design techniques, including	Improve their mastery of art and design techniques, including

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	<p>techniques, experimenting with colour, design, texture, form and function;</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle.</p>	<p>Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space</p> <p>Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture</p>	<p>Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space</p> <p>Use thick and thin brushes.</p> <p>Mix primary colours to make secondary.</p> <p>Add white to colours to make tints and black to colours to make shades.</p> <p>Create colour wheels.</p>	<p>drawing, painting and sculpture with a range of materials</p> <p>Use different hardness of pencils to show line and tone</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Use hatching and cross hatching to show tone.</p>	<p>drawing, painting and sculpture with a range of materials</p> <p>Use layers of two or more colours.</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Make printing blocks (e.g. from coiled string glued to a block and polystyrene tiles).</p> <p>Make precise repeating patterns.</p>	<p>drawing, painting and sculpture with a range of materials</p> <p>Show how life-like qualities and real-life proportions or, if more abstract, provoke different interpretations</p> <p>Use a variety of techniques to add interesting effects</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p>	<p>drawing, painting and sculpture with a range of materials</p> <p>Build up layers of colours.</p> <p>Create an accurate pattern, showing fine detail.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p> <p>Develop more advanced printing techniques to create the same image accurately a number of times</p>
Reflection	<p>Share their creations, explaining the process they have used;</p> <p>Begin to express preferences and give some reasons for these (<i>"I like that because ..."</i>)</p>	<p>When looking at creative work express clear preferences and give some reasons for these (<i>"I like that because ..."</i>)</p>	<p>When looking at creative work express clear preferences and give some reasons for these (<i>"I like that because ..."</i>)</p>	<p>Reflect regularly upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve</p>	<p>Reflect regularly upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve</p>	<p>Provide a reasoned evaluation of both their own and artists work which takes account of the starting points, intentions and context behind the work</p>	<p>Provide a reasoned evaluation of both their own and artists work which takes account of the starting points, intentions and context behind the work</p>
Appreciation	<p>Develop their knowledge of the work of the named artist and their style.</p> <p>Help children to notice where features of artists' work overlap with their own, for example in details, colour or line.</p>	<p>Develop their knowledge of 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.</p> <p>Describe the work of notable artists, artisans and designers.</p>	<p>Develop their knowledge of 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.</p> <p>Use some of the ideas of artists studied to create pieces. Describe the work of notable artists, artisans and designers.</p>	<p>Develop a knowledge of about great artists, architects and designers in history.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Comment on artworks using visual language.</p>	<p>Develop a knowledge of about great artists, architects and designers in history.</p> <p>Create original pieces that are influenced by studies of others.</p>	<p>Develop a knowledge of about great artists, architects and designers in history.</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Comment on artworks with a fluent grasp of visual language.</p>	<p>Develop a knowledge of about great artists, architects and designers in history.</p> <p>Create original pieces that show a range of influences and styles.</p> <p>Comment on artworks with a fluent grasp of visual language.</p>

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Terms 3/4	Bears (Term 3) Food Glorious Food (Term 4)	Amazing Discoveries	Under the Microscope	When in Rome	Raiders and Traders	Rainforest Realms	Earth and Space, the final frontier
YR	Y1	Y2	Y3	Y4	Y5	Y6	
Media Focus	Collage/mixed media	Printing and digital media	Sculpture	Sculpture	Painting	Sculpture	Painting
Element of Art focus	Form/Shape	Pattern/Colour	Form/ Space	Form/ Shape	Tone/ Space	Pattern/ Form/ Shape	Shape/ Colour/ Texture
Artist, craftsperson or designer	Giuseppe Arcimboldo	William Morris	Michelle Reader	Antony Gormley	Laura H. Elliott (contemporary) and Claude Monet	Mayan stone masons Barbara Hepworth-sculptor	Peter Thorpe
Experimentation	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Introduce children to the work of artists from across times and cultures.</p> <p>Provide children with a range of media for them to explore. Encourage them to think about and discuss what they want to create. Discuss problems and how they might be solved as they arise.</p>	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Respond to ideas and starting points</p> <p>Explore different methods and materials as ideas develop</p>	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Explore different methods and materials as ideas develop</p>	<p>Create a sketch book to record their observations and use them to review and revisit ideas</p> <p>Collect information, sketches and resources.</p>	<p>Create a sketch book to record their observations and use them to review and revisit ideas</p> <p>Collect information, sketches and resources.</p> <p>Explore ideas in a variety of ways.</p>	<p>Create a sketch book to record their observations and use them to review and revisit ideas</p> <p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p>	<p>Create a sketch book to record their observations and use them to review and revisit ideas</p> <p>Comment on artworks with a fluent grasp of visual language.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p>
Creativity	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Return to and build on their previous learning, refining ideas and</p>	<p>Use a range of materials creatively to design and make products</p> <p>Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space</p>	<p>Use a range of materials creatively to design and make products</p> <p>Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Create and combine shapes to create recognisable and interesting forms</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Use a number of brush and paint techniques using thick and thin brushes to represent different artistic elements</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Show how life-like qualities and real-life proportions or, if more</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Sketch (lightly) before painting to combine shape and colour.</p>

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	<p>developing their ability to represent them.</p> <p>Provide a range of media, materials and tools and teach children to use them with care and precision.</p>	<p>Use repeating or overlapping shapes.</p> <p>Mimic print from the environment (e.g. wallpapers).</p> <p>Use objects to create prints (e.g. fruit, vegetables or sponges).</p> <p>Press, roll, rub and stamp to make prints.</p> <p>Digital media: Use a wide range of tools to create different textures, lines, tones, colours and shapes.</p>	<p>Use a combination of shapes.</p> <p>Include form and space.</p> <p>Use rolled up paper, straws, paper, playdough and card</p> <p>Use techniques such as rolling, cutting, constructing and moulding.</p>	<p>Use clay and other mouldable materials.</p> <p>Add materials to provide interesting texture.</p> <p>Use tools to carve and add shapes and texture.</p>	<p>Mix colours effectively.</p> <p>Use watercolour paint</p> <p>Experiment with creating mood with colour.</p> <p>Use perspective as a part of the art produced</p>	<p>abstract, provoke different interpretations.</p> <p>Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form.</p>	<p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p>
Reflection	<p>Share their creations, explaining the process they have used; Reflect with children on how they have achieved their aims. (“I chose this because ...”)</p>	<p>When looking at creative work express clear preferences and give some reasons for these (“I like that because ...”)</p>	<p>When looking at creative work express clear preferences and give some reasons for these (“I like that because ...”)</p>	<p>Regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve</p>	<p>Reflect regularly upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve</p>	<p>Provide a reasoned evaluation of both their own and artists work which takes account of the starting points, intentions and context behind the work</p>	<p>Provide a reasoned evaluation of both their own and artists work which takes account of the starting points, intentions and context behind the work</p>
Appreciation	<p>Develop their knowledge of the work of the named artist and their style.</p> <p>Help children to notice where features of artists’ work overlap with their own, for example in details, colour or line.</p> <p>How does this portrait compare to their Picasso portrait?</p>	<p>Develop their knowledge of 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.</p> <p>Describe the work of notable artists, artisans and designers.</p> <p>Use some of the ideas of artists studied to create pieces.</p>	<p>Develop their knowledge of 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.</p> <p>Use some of the ideas of artists studied to create pieces.</p>	<p>Develop a knowledge of about great artists, architects and designers in history.</p> <p>Create original pieces that are influenced by studies of others.</p> <p>Comment on artworks using visual language.</p>	<p>Develop a knowledge of about great artists, architects and designers in history.</p> <p>Create original pieces that are influenced by studies of others.</p> <p>Comment on artworks using visual language.</p>	<p>Develop a knowledge of about great artists, architects and designers in history.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p>	<p>Develop a knowledge of about great artists, architects and designers in history.</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p>

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Terms 5/6	Wild and Wonderful (Term 5)	Who's the King of the Castle?	War and Peace	Postcards from the Seaside	Tudor Rose	Brilliant Building and Lovely Landscapes	It's a Smugglers Life for me
Local study	Beside the Seaside (Term 6)						
Media Focus	YR	Y1	Y2	Y3	Y4	Y5	Y6
Media Focus	Printing/painting	Drawing and painting	Textiles- colours in the environment (digital photography)	Textiles- Batik final piece	Collage and digital media	Textiles- colours in the landscapes using edited digital photography as a starting point for textiles work (choice of materials)	Collage/ mixed media
Element of Art focus	Colour/Texture/ Using tools	Colour/ shape	Colour/Shape	Pattern/ Colour	Texture/ Shape	Colour/ Space/ Texture	Form/ Line/ Texture
Artist, craftsperson or designer	Local artist: Faye Bridgwater	Paul Klee (castles)	Local artist: Stan Rosenthal	'The Batik Guild'	Portraits through the ages including Holbein; Andy Warhol; Christiane Spangenberg	Local artist: Ivon Hitchens	Local artist : Letitia Yhap
Experimentation	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Introduce children to the work of artists from across times and cultures. Develop colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Respond to ideas and starting points Explore different methods and materials as ideas develop	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Respond to ideas and starting points Explore ideas and collect visual information	Create a sketch book to record their observations and use them to review and revisit ideas Collect information, sketches and resources. Explore ideas in a variety of ways. Adapt and refine ideas as they progress.	Create a sketch book to record their observations and use them to review and revisit ideas Comment on artworks using visual language. Explore ideas in a variety of ways. Adapt and refine ideas as they progress.	Create a sketch book to record their observations and use them to review and revisit ideas Develop and imaginatively extend ideas from starting points throughout the curriculum. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses.	Create a sketch book to record their observations and use them to review and revisit ideas Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book.
Creativity	Safely use and explore a variety of materials, tools and techniques,	Use a range of materials creatively to design and make products	Use a range of materials creatively to design and make products	Improve their mastery of art and design techniques, including drawing, painting and	Improve their mastery of art and design techniques, including drawing, painting and	Improve their mastery of art and design techniques, including drawing, painting and	Improve their mastery of art and design techniques, including drawing, painting and

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	<p>experimenting with colour, design, texture, form and function;</p> <p>Use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Encourage children to notice features in the natural world. Help them to define colours, shapes and textures using a variety of tools and techniques.</p>	<p>Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space</p> <p>Draw lines of different sizes and thickness using different media</p> <p>Show different shapes and colours by using a range of media</p> <p>Paint with some accuracy</p>	<p>Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space</p> <p>Use weaving to create a pattern.</p> <p>Join materials using glue and/or a stitch.</p> <p>Use plaiting.</p> <p>Use dip dye techniques</p> <p>Digital photography: Hold a camera or digital device to take digital photographs selecting which to print</p>	<p>sculpture with a range of materials</p> <p>Colour fabric to create different effects.</p> <p>Shape and stitch materials.</p> <p>Use basic cross stitch and back stitch.</p>	<p>sculpture with a range of materials</p> <p>Collage: Select and arrange materials for a striking effect.</p> <p>Ensure work is precise.</p> <p>Use techniques to create texture</p> <p>Digital media: Take and create images and explain why they were created</p>	<p>sculpture with a range of materials</p> <p>Textiles: Show precision in techniques.</p> <p>Choose from a range of stitching techniques.</p> <p>Combine previously learned techniques to create pieces.</p> <p>Use or remove perspective to create effect</p> <p>Digital media: Enhance digital media by editing</p>	<p>sculpture with a range of materials</p> <p>Collage: Mix textures (rough and smooth, plain and patterned).</p> <p>Combine visual and tactile qualities.</p> <p>Painting: Create a colour palette based upon colours observed in the natural or built world.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p>
Reflection	<p>Share their creations, explaining the process they have used; Begin to express preferences and give some reasons for these (<i>"I like that because ..."</i>)</p>	<p>When looking at creative work express clear preferences and give some reasons for these (<i>"I like that because ..."</i>)</p>	<p>When looking at creative work express clear preferences and give some reasons for these (<i>"I like that because ..."</i>)</p>	<p>Reflect regularly upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve</p>	<p>Regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve</p>	<p>Provide a reasoned evaluation of both their own and artists work which takes account of the starting points, intentions and context behind the work</p>	<p>Provide a reasoned evaluation of both their own and artists work which takes account of the starting points, intentions and context behind the work</p>
Appreciation	<p>Develop their knowledge of the work of the named artist and their style.</p> <p>Help children to notice where features of artists' work overlap with their own, for example in details, colour or line.</p>	<p>Develop their knowledge of 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.</p> <p>Describe the work of notable artists, artisans and designers.</p> <p>Use some of the ideas of artists studied to create pieces.</p>	<p>Develop their knowledge of 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.</p> <p>Use some of the ideas of artists studied to create pieces.</p>	<p>Develop a knowledge of about great artists, architects and designers in history.</p> <p>Create original pieces that are influenced by studies of others.</p>	<p>Develop a knowledge of about great artists, architects and designers in history.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Comment on artworks using visual language.</p>	<p>Develop a knowledge of about great artists, architects and designers in history.</p> <p>Create original pieces that show a range of influences and styles.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p>	<p>Develop a knowledge of about great artists, architects and designers in history.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Comment on artworks with a fluent grasp of visual language.</p>