



# Pleasant Street Primary School – Progression and Coverage



## Art and Design, EYFS, Reception

**EYFS Statutory Educational Programme:** 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.

**Taken from Non-Statutory guidance Development Matters**  
**3- & 4-Year Olds will be learning to:**

- Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with Increasing complexity and detail, such as representing a face with a circle and Including details. Use drawing to represent Ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.,
- Explore colour and colour mixing.
- Show different emotions in their drawings - happiness, sadness, fear, etc.,

**Taken from Non-Statutory guidance Development Matters**  
**Reception will be learning to:**

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Develop storylines in their pretend play.

**Early Learning Goal: Creating with Materials ELG:**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.



# Pleasant Street Primary School – Progression and Coverage



## Art, Key Stage 1, Year 1

### Prior Knowledge – Early Learning Goals

#### Early Learning Goal: Creating with Materials ELG:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

| Drawing  | Painting  | Printing   | Collage and textiles  | Sculpture | Sketchbooks/Knowledge and Understanding  |
|--|---|--|---|-----------|--|
| <p>Drawing on different surfaces and with a range of media.</p> <p>Experimenting to create different lines and marks made with a range of media.</p> <p>Drawing lines and shapes from observations of nature and objects.</p> <p>Investigating textures by copying patterns.</p> | <p>Using a variety of paint media and experimenting to produce a range of effects.</p> <p>Using a variety of tools and techniques including brushes and investigating the kinds of marks which can be made.</p> <p>Identifying primary colours and undertaking simple colour-mixing to include shades and tones.</p> <p>Matching colours to artefacts and objects.</p> <p>Naming different types of paint and their properties.</p> | <p>Using a range of found objects to make prints.</p> <p>Experimenting with mono-printing.</p> <p>Creating simple printing blocks using press printing techniques.</p> <p>Creating different simple designs by: repeating patterns and overprinting.</p> | <p>Using a range of media to create images.</p> <p>Sorting and grouping materials for different purposes e.g. colour, image, texture.</p> <p>Arranging and gluing materials to different backgrounds.</p> <p>Creating an image using collage.</p> <p>Folding, crumpling, tearing and overlapping papers. Cutting and shaping fabric using scissors.</p> <p>Applying fabric shapes with glue or by stitching.</p> <p>Applying decoration using beads, buttons, sequins, feathers etc.,</p> |           | <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Describe what they can see and like in the work of another artist.</p> <p>Ask sensible questions about a piece of art.</p> |



# Pleasant Street Primary School – Progression and Coverage



## Art and Design, Key Stage 1, Year 2

### Prior Knowledge

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|--|--|---|--|--|---|
| <p><b>(Y1):</b> Drawing on different surfaces and with a range of media.</p> <p>Experimenting to create different lines and marks made with a range of media.</p> <p>Drawing lines and shapes from observations of nature and objects.</p> <p>Investigating textures by coping patterns.</p> | <p><b>(Y1):</b> Using a variety of paint media and experimenting to produce a range of effects.</p> <p>Using a variety of tools and techniques including brushes and investigating the kinds of marks which can be made.</p> <p>Identifying primary colours and undertaking simple colour-mixing to include shades and tones.</p> <p>Matching colours to artefacts and objects.</p> <p>Naming different types of paint and their properties.</p> | <p><b>(Y1):</b> Using a range of found objects to make prints.</p> <p>Experimenting with mono-printing.</p> <p>Creating simple printing blocks using press printing techniques.</p> <p>Creating different simple designs by: repeating patterns and overprinting.</p> | <p><b>(Y1):</b> Using a range of media to create images.</p> <p>Sorting and grouping materials for different purposes e.g. colour, image, texture.</p> <p>Arranging and gluing materials to different backgrounds.</p> <p>Creating an image using collage.</p> <p>Folding, crumpling, tearing and overlapping papers. Cutting and shaping fabric using scissors.</p> <p>Applying fabric shapes with glue or by stitching.</p> <p>Applying decoration using beads, buttons, sequins, feathers etc.,</p> | <p><b>(EYFS):</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p>  | <p><b>(Y1):</b> Record and explore ideas from first hand observation, experience and imagination.</p> <p>Describe what they can see and like in the work of another artist.</p> <p>Ask sensible questions about a piece of art.</p>   |
| <p><b>Drawing</b></p>  | <p><b>Painting</b></p>   | <p><b>Printing</b></p>  | <p><b>Collage and textiles</b></p>   | <p><b>Sculpture</b></p>  | <p><b>Sketchbooks/Knowledge and Understanding</b></p>   |
| <p>Drawing on different surfaces and with a range of media.</p> <p>Experimenting to create different lines and marks made with a range of media.</p> <p>Drawing lines and shapes from observations of nature and objects.</p> <p>Investigating textures by coping patterns.</p>              | <p>Using a variety of paint media and experimenting to produce a range of effects.</p> <p>Using a variety of tools and techniques including brushes and investigating the kinds of marks which can be made.</p> <p>Identifying primary colours and undertaking simple colour-mixing to include shades and tones.</p> <p>Matching colours to artefacts and objects.</p> <p>Naming different types of paint and their properties.</p>              |   |  | <p>Shaping malleable materials in a variety of ways including squeezing, rolling, flattening and pinching.</p> <p>Impressing different textures and patterns using a variety of objects.</p> <p>Modelling, constructing and joining recycled, natural and man-made materials.</p> <p>Investigating different joining techniques.</p> | <p>Identify what they might change in their current work or develop in their future work.</p> <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Annotate work in sketchbook.</p> <p>Keep notes in their sketch books as to how they have changed their work.</p> <p>Say how other artists have used colour, pattern and shape.</p> <p>Create a piece of work in response to another artist's piece of work.</p> |



# Pleasant Street Primary School – Progression and Coverage



## Art and Design, Key Stage 2, Year 3

### Prior Knowledge

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| <p>(Y2): Drawing on different surfaces and with a range of media.</p> <p>Experimenting to create different lines and marks made with a range of media.</p> <p>Drawing lines and shapes from observations of nature and objects.</p> <p>Investigating textures by copying patterns.</p> | <p>(Y2): Using a variety of paint media and experimenting to produce a range of effects.</p> <p>Using a variety of tools and techniques including brushes and investigating the kinds of marks which can be made.</p> <p>Identifying primary colours and undertaking simple colour-mixing to include shades and tones.</p> <p>Matching colours to artefacts and objects.</p> <p>Naming different types of paint and their properties.</p> | <p>(Y1): Using a range of found objects to make prints.</p> <p>Experimenting with mono-printing.</p> <p>Creating simple printing blocks using press printing techniques.</p> <p>Creating different simple designs by: repeating patterns and overprinting.</p> | <p>(Y1): Using a range of media to create images.</p> <p>Sorting and grouping materials for different purposes e.g. colour, image, texture.</p> <p>Arranging and gluing materials to different backgrounds.</p> <p>Creating an image using collage.</p> <p>Folding, crumpling, tearing and overlapping papers. Cutting and shaping fabric using scissors.</p> <p>Applying fabric shapes with glue or by stitching.</p> <p>Applying decoration using beads, buttons, sequins, feathers etc.,</p> | <p>(Y2): Shaping malleable materials in a variety of ways including squeezing, rolling, flattening and pinching.</p> <p>Impressing different textures and patters using a variety of objects.</p> <p>Modelling, constructing and joining recycled, natural and man-made materials.</p> <p>Investigating different joining techniques.</p> | <p>(Y2): Identify what they might change in their current work or develop in their future work.</p> <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Annotate work in sketchbook.</p> <p>Keep notes in their sketch books as to how they have changed their work.</p> <p>Say how other artists have used colour, pattern and shape.</p> <p>Create a piece of work in response to another artist's piece of work.</p> |
|--|---|--|---|---|---|

| Drawing  | Painting   | Printing | Collage and textiles  | Sculpture   | Sketchbooks/Knowledge and Understanding   |
|--|--|----------|---|---|---|
| <p>Developing close observation skills, including using view finders.</p> <p>Making marks and lines with a wide range of drawing implements including graphite pencils (5B-5H) and fine line pens.</p> <p>Using different grades of pencil and other implements to create lines, draw different shapes and forms and to produce variations in tone.</p> <p>Exploring ways in which surface detail can be added to drawings through applying different patterns and textures, including shading and hatching.</p> | <p>Creating imaginative work from a variety of sources e.g. observational drawings, themes, inspirational works of art.</p> <p>Creating different effects and textures using a range of techniques and paints.</p> <p>Extending knowledge of colour theory, in particular tints, tones and shades,</p> <p>Using colour to create atmosphere and to show the effect of light.</p> <p>Developing an awareness of composition, scale and proportion in their paintings.</p> |          | <p>Experiencing a range of textile techniques such as batik to create textural effects.</p> <p>Creating 3-D structures from different textiles.</p> <p>Developing skills in using tools to manipulate textiles through stitching, cutting, joining.</p> <p>Applying a range of decorative finishes and provide detail and to enhance the textile.</p> | <p>Planning and designing sculptures from observations or imagination using sketchbook ideas.</p> <p>Using recycled, natural and man-made materials to create sculptures including clay.</p> <p>Developing skills in using clay including relief tiles, modelling and joining.</p> <p>Creating patterns and textures when using malleable materials such as clay.</p> | <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Use their sketch books to express feelings about a subject and to describe likes and dislikes.</p> <p>Make notes in their sketch books about techniques used by artists.</p> <p>Suggest improvements to their work by keeping notes in their sketch books.</p> <p>Compare the work of different artists.</p> <p>Explore work from other cultures.</p> <p>Explore work from other periods of time.</p> <p>Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.</p> |



# Pleasant Street Primary School – Progression and Coverage



## Art and Design, Key Stage 2, Year 4

### Prior Knowledge

| <p><b>(Y3):</b> Developing close observation skills, including using view finders.</p> <p>Making marks and lines with a wide range of drawing implements including graphite pencils (5B-5H) and fine line pens.</p> <p>Using different grades of pencil and other implements to create lines, draw different shapes and forms and to produce variations in tone.</p> <p>Exploring ways in which surface detail can be added to drawings through applying different patterns and textures, including shading and hatching.</p> | <p><b>(Y3):</b> Creating imaginative work from a variety of sources e.g. observational drawings, themes, inspirational works of art.</p> <p>Creating different effects and textures using a range of techniques and paints.</p> <p>Extending knowledge of colour theory, in particular tints, tones and shades,</p> <p>Using colour to create atmosphere and to show the effect of light.</p> <p>Developing an awareness of composition, scale and proportion in their paintings.</p> | <p><b>(Y1):</b> Using a range of found objects to make prints.</p> <p>Experimenting with mono-printing.</p> <p>Creating simple printing blocks using press printing techniques.</p> <p>Creating different simple designs by: repeating patterns and overprinting.</p> | <p><b>(Y3):</b> Experiencing a range of textile techniques such as batik to create textural effects.</p> <p>Creating 3-D structures from different textiles.</p> <p>Developing skills in using tools to manipulate textiles through stitching, cutting, joining.</p> <p>Applying a range of decorative finishes and provide detail and to enhance the textile.</p> | <p><b>(Y3):</b> Planning and designing sculptures from observations or imagination using sketchbook ideas.</p> <p>Using recycled, natural and man-made materials to create sculptures including clay.</p> <p>Developing skills in using clay including relief tiles, modelling and joining.</p> <p>Creating patterns and textures when using malleable materials such as clay.</p> | <p><b>(Y3):</b> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Use their sketch books to express feelings about a subject and to describe likes and dislikes.</p> <p>Make notes in their sketch books about techniques used by artists.</p> <p>Suggest improvements to their work by keeping notes in their sketch books.</p> <p>Compare the work of different artists.</p> <p>Explore work from other cultures.</p> <p>Explore work from other periods of time.</p> <p>Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.</p> |
|---|---|---|--|--|--|
| Drawing   | Painting  | Printing  | Collage and textiles   | Sculpture  | Sketchbooks/Knowledge and Understanding  |
| <p>Making marks and lines with a wide range of drawing implements including: graphite pencils (5B-5H), charcoal, colouring pencils, wax crayons, pastels (chalk and oil) and pens.</p>  | <p>Developing a painting from a drawing including sketchbook ideas.</p> <p>Creating different effects and textures using a range of techniques and paints, including blocking in colour and creating washes.</p> <p>Using simple perspective in their work using a single focal point and horizon.</p> <p>Extending knowledge of colour theory to complementary and contrasting colours.</p>  | <p>Using initial sketchbook ideas to create motifs that are made into printing blocks and stencils.</p> <p>Creating different printing effects by using: repeating patterns, rotation and colour overlays.</p>  | <p>Using collage as a means of expression from sketchbook ideas.</p> <p>Using a range of media to create collages.</p> <p>Experimenting with a range of collage techniques such as: tearing, overlapping and layering to create images and textures.</p> <p>Adding collage to a painted, printed or drawn background.</p>  |  | <p>-Collect images and information independently in a sketchbook.</p> <p>Experiment with different styles which artists have used.</p> <p>Explain art from other periods of history.</p> <p>Use their sketch books to adapt and improve their original ideas.</p> <p>Keep notes about the purpose of their work in their sketch books.</p>   |



# Pleasant Street Primary School – Progression and Coverage



## Art and Design, Key Stage 2, Year 5

### Prior Knowledge

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| <p>(Y4): Making marks and lines with a wide range of drawing implements including: graphite pencils (5B-5H), charcoal, colouring pencils, wax crayons, pastels (chalk and oil) and pens.</p>          | <p>(Y4): Developing a painting from a drawing including sketchbook ideas.</p> <p>Creating different effects and textures using a range of techniques and paints, including blocking in colour and creating washes.</p> <p>Using simple perspective in their work using a single focal point and horizon.</p> <p>Extending knowledge of colour theory to complementary and contrasting colours.</p> | <p>(Y4): Using initial sketchbook ideas to create motifs that are made into printing blocks and stencils.</p> <p>Creating different printing effects by using: repeating patterns, rotation and colour overlays.</p> | <p>(Y4): Using collage as a means of expression from sketchbook ideas. Using a range of media to create collages.</p> <p>Experimenting with a range of collage techniques such as: tearing, overlapping and layering to create images and textures.</p> <p>Adding collage to a painted, printed or drawn background.</p> | <p>(Y3): Planning and designing sculptures from observations or imagination using sketchbook ideas.</p> <p>Using recycled, natural and man-made materials to create sculptures including clay.</p> <p>Developing skills in using clay including relief tiles, modelling and joining.</p> <p>Creating patterns and textures when using malleable materials such as clay.</p> | <p>(Y4):-Collect images and information independently in a sketchbook.</p> <p>Experiment with different styles which artists have used.</p> <p>Explain art from other periods of history.</p> <p>Use their sketch books to adapt and improve their original ideas.</p> <p>Keep notes about the purpose of their work in their sketch books.</p>  |
| <p><b>Drawing</b></p>   | <p><b>Painting</b></p>   | <p><b>Printing</b></p>   | <p><b>Collage and textiles</b></p>   | <p><b>Sculpture</b></p>   | <p><b>Sketchbooks/Knowledge and Understanding</b></p>  |
| <p>Using sketch books to collect and record visual information and ideas from different sources.</p> <p>Working from a variety of sources including observations, photographs and digital images.</p> | <p>Creating imaginative work from a variety of sources including inspirational works of art.</p> <p>Creating different effects and textures using a range of techniques and paints.</p>  |  | <p>Experiencing a range of textile techniques, including weaving, to create different textural effects.</p> <p>Developing skills in using tools to manipulate textiles through stitching, cutting and joining.</p> <p>Applying a range of decorative finishes to provide detail and to enhance the textile.</p>          | <p>Using recycled, natural and man-made materials to create sculptures including cardboard.</p> <p>Developing skills in using clays including modelling and coil pots.</p>  | <p>Use a sketchbook to develop ideas independently.</p> <p>Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.</p> <p>Include technical aspects in their work, e.g. architectural design.</p> <p>Keep notes in their sketch books as to how they might develop their work further.</p> <p>Use their sketch books to compare and discuss ideas with others.</p> |



# Pleasant Street Primary School – Progression and Coverage



## Art and Design, Key Stage 2, Year 6

### Prior Knowledge

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| <p>(Y5): Using sketch books to collect and record visual information and ideas from different sources.</p> <p>Working from a variety of sources including observations, photographs and digital images.</p> | <p>(Y5): Creating imaginative work from a variety of sources including inspirational works of art.</p> <p>Creating different effects and textures using a range of techniques and paints.</p> | <p>(Y4): Using initial sketchbook ideas to create motifs that are made into printing blocks and stencils.</p> <p>Creating different printing effects by using: repeating patterns, rotation and colour overlays.</p> | <p>(Y5): Experiencing a range of textile techniques, including weaving, to create different textural effects.</p> <p>Developing skills in using tools to manipulate textiles through stitching, cutting and joining.</p> <p>Applying a range of decorative finishes to provide detail and to enhance the textile.</p> | <p>(Y5): Using recycled, natural and man-made materials to create sculptures including cardboard.</p> <p>Developing skills in using clays including modelling and coil pots.</p> | <p>(Y5): Use a sketchbook to develop ideas independently.</p> <p>Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.</p> <p>Include technical aspects in their work, e.g. architectural design.</p> <p>Keep notes in their sketch books as to how they might develop their work further.</p> <p>Use their sketch books to compare and discuss ideas with others.</p> |
|---|---|--|---|--|--|

|                |                 |                 |                             |                  |  |
|----------------|-----------------|-----------------|-----------------------------|------------------|--|
| <b>Drawing</b> | <b>Painting</b> | <b>Printing</b> | <b>Collage and Textiles</b> | <b>Sculpture</b> | <b>Sketchbooks/Knowledge and Understanding</b> |
|----------------|-----------------|-----------------|-----------------------------|------------------|--|

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|---|--|--|--|--|--|
| <p>Developing close observation skills, including using view finders.</p> <p>Beginning to show awareness of objects having a third dimension.</p> | <p>Creating imaginative work from a variety of sources e.g. observational drawing, themes, inspirational works of Art.</p> <p>Developing a painting from a drawing, including sketchbook ideas.</p> <p>Creating different effects and textures using a range of techniques and paints.</p> | <p>Creating printing blocks based on motifs that they have designed and modified.</p> <p>Creating prints using a relief method.</p> <p>Creating printing patterns that are repeated or feature overlays.</p> |  | <p>Planning and designing sculptures from observation or imagination using sketchbook ideas.</p> <p>Developing skills in using clay including creating relief tile.</p> <p>Creating patterns and textures when using malleable materials such as clay.</p> | <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Independently identify artists who have worked in a similar way to their own work.</p> <p>Independently selects materials and techniques to use to create a specific outcome.</p> <p>Make a record about the styles and qualities in their work.</p> <p>Say what their work is influenced by.</p> <p>Sketchbooks contain detailed notes, and quotes explaining about items.</p> <p>Compare their methods to those of others and keep notes in their sketch books.</p> <p>Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books</p> |
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