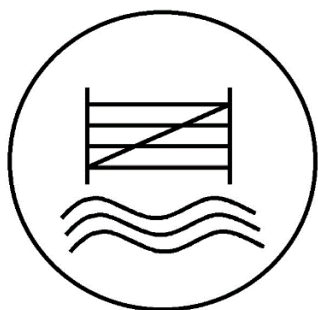




Ambergate Primary School

Achieve, Believe, Create

Art – Progression statements

Written:	September 2025
Review:	June 2026

Progression Statements			
	Class 1 – EYFS and Y1	Class 2 – Y2 and Y3	Class 3 – Y4, Y5 and Y6
Artists studied	Old and New – Mackensie Thorpe Homes and Gardens – Van Gogh Sunflowers/Kandinsky Up, Up, and Away – Andy Warhol One Small Step – Van Gogh Starry Night Stop, Drop and Roll – Lydia Monks (illustrator) On the Farm – Michelle Reader (sculpture)	Mummy Madness – Man Ray Marvellous Modern Europe – Edvard Munch Lights Camera Action – Hockey and Monet (contrast) Who Lives in a House Like This? – James Morrison (sculpture) India – Bichitr (ancient art) Journeys – Maurits Escher (sculpture /drawing)	Rainforest – Sydney Parkinson (botanical illustrator) Inventions – Leonardo da Vinci Volcanoes – Jackson Pollock Crime and Punishment – Banksy/Ai Weiwei Our Place in the world – Andy Goldsworthy
Exploring and developing ideas	In all units Respond positively to ideas and starting points; Explore ideas and collect information Describe differences and similarities and make links to their own work Try different materials and methods to improve	In all units Use sketchbooks to record ideas Explore ideas from first-hand observations Question and make observations about starting points, and respond positively to suggestions Adapt and refine ideas Use key vocabulary to demonstrate knowledge and understanding in this strand:	review and revisit ideas in their sketchbooks offer feedback using technical vocabulary think critically about their art and design work use digital technology as sources for developing ideas use key vocabulary to demonstrate knowledge and understanding in this strand:

	Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.	line, pattern, texture, form, record, detail, question, observe, refine.	sketchbook, develop, refine, texture, shape, form, pattern, structure.
Drawing	In all units and continuous provision Draw lines of varying thickness Use dots and lines to demonstrate pattern and texture Use different materials to draw, for example pastels, chalk, felt tips Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	Mummy Madness Journeys Experiment with showing line, tone and texture with different hardness of pencils Use shading to show light and shadow effects Use different materials to draw, e.g. pastels, chalk, felt tips Show an awareness of space when drawing Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching Depict movement and perspective in drawings Use a variety of tools and select the most appropriate Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
Painting	Old and New Stop, Drop and Roll One Small Step Homes and Gardens Also in continuous provision. Name the primary and secondary colours Experiment with different brushes (including brushstrokes) and other painting tools	Mummy Madness Marvelously Modern Europe Lights, Camera, Action! Who Lives in a House Like This? Use varied brush techniques to create shapes, textures, patterns and lines Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; Create different textures and effects with	Create a colour palette, demonstrating mixing techniques Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.

	Mix primary colours to make secondary colours Add white and black to alter tints and shades Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.	paint Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	
Sculpture	On the Farm Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card Use a variety of techniques, e.g. rolling, cutting, pinching Use a variety of shapes, including lines and texture Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.	Who Lives in a House Like This? Journeys cut, make and combine shapes to create recognisable forms use clay and other malleable materials and practise joining techniques add materials to the sculpture to create detail use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.	plan and design a sculpture use tools and materials to carve, add shape, add texture and pattern develop cutting and joining skills, e.g. using wire, coils, slabs and slips use materials other than clay to create a 3D sculpture use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
Collage	Stop, Drop and Roll Also in continuous provision. use a combination of materials that have been cut, torn and glued	Lights, Camera, Action select colours and materials to create effect, giving reasons for their choices	Invaders and Settlers – Mythical creatures add collage to a painted or printed background

	sort and arrange materials add texture by mixing materials use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.	refine work as they go to ensure precision; learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	create and arrange accurate patterns use a range of mixed media plan and design a collage use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
Textiles	On the Farm - Weaving show pattern by weaving use a dyeing technique to alter a textile's colour and pattern decorate textiles with glue or stitching, to add colour and detail use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.	Who Lives in a House Like This? (DT linked) India select appropriate materials, giving reasons use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects develop skills in stitching, cutting and joining use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.	experiment with a range of media by overlapping and layering in order to create texture, effect and colour add decoration to create effect use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.
Printing	Old and New Also in continuous provision. Copy an original print Use a variety of materials, e.g. sponges, fruit, blocks Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing	Marvellously Modern Europe Use more than one colour to layer in a print Replicate patterns from observations Make printing blocks Make repeated patterns with precision	Design and create printing blocks/tiles Develop techniques in mono, block and relief printing Create and arrange accurate patterns Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile,

	Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.	Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	colour, arrange, collograph
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