

Progression Map: Art

Drawing - Skill, Control and Media						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Skill and control Develop and practice different line types, curved, straight, wavy, thick and thin.</p> <p>Make simple representations of objects familiar to them e.g. my house, my cat, my family.</p> <p>Explore scale: through outside drawing on playground with chalk and wet brushes to much smaller drawings on paper.</p> <p>Media Explore drawing materials of different types and thicknesses: colour pencil and pen, lead pencil, crayon, charcoal, pastel, chalk.</p>	<p>Skill and Control Explore the properties of different pencil types. Understand that observational drawing means drawing what you see.</p> <p>Develop control of media for detail in their pictures.</p> <p>Make choices about materials and pressure to create lines of different thickness in drawings.</p> <p>Media Explore a range of different materials to draw and add colour: colour pencil and pen, lead pencil, crayon, charcoal, pastel, chalk, oil pastel.</p>	<p>Skill and Control Show greater skill control when using the formal elements to draw, e.g. using simple lines & geometric shapes to create forms. Control pressure when using drawing implements to create lighter or darker tones and marks. Increasingly able to shade areas neatly without spaces & gaps. Practise and be able to identify texture, pattern and detail.</p> <p>Media Use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, to create expressive drawings.</p>	<p>Skill and Control Begin to identify and draw the 2D and 3D geometric shapes they see in nature and the world around them. More effectively control a range of media to create dark and light tones. Practise shading tones with few gaps that are neat to the edges. More effectively blend shading and rub out or refine them.</p> <p>Use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>Media Continue to work with a range of different drawing media, beginning to know the differences and similarities between materials and selecting the one that is most appropriate for a particular task.</p>	<p>Skill and Control Develop ability to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources. Make progress in controlling line & shading with graphite, chalks and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions).</p> <p>Media <i>As well as traditional drawing materials continue to use other materials such as wire, wool, straws, cotton buds, feathers, sticky tape.</i></p> <p>Annotate sketches to explain and elaborate.</p>	<p>Skill & Control Draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects.</p> <p>Draw lines, shapes and forms neatly and evenly with more confidence, blending tones from light to dark smoothly.</p> <p>Control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks.</p> <p>Media Continue to work with a wide range of media and have opportunities to independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control; such as pieces</p>	<p>Skill and Control Choose how and when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes.</p> <p>Learn how to describe form from a specific light source.</p> <p>Learn how to apply simple one-point perspective.</p> <p>Explain personal choices of specific art techniques used.</p> <p>Media Continue to work with a wide range of media but now have greater choice over what materials they should use, working to own strengths and personal tastes.</p>

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						of card, straws and sticks.	
Painting and Mixed Media							
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p>Name and recognise primary colours.</p> <p>Experiment with mixing to 'discover' new colours.</p> <p>Learn how to look after brushes and equipment.</p> <p>Use range of painting tools to experiment with mark making, for example - brushes, sponges, tissue, fabric and string.</p>	<p>Develop ability to control paint and brush. Explore using thick and thin brushes.</p> <p>Explore mixing secondary colours from primary colours.</p> <p>Explore adding white and black to paint colours.</p> <p>Create moods in art work by using colours and techniques.</p> <p>Explore different painting techniques – splattering, wash etc</p> <p>Begin to set up and clear up painting activities with support.</p>	<p>Paint with developing brush control making choices about the best size of brush needed.</p> <p>Explore what happens when secondary colours are mixed</p> <p>Deliberately create tints with paint by adding white and tones with paint by adding black.</p> <p>Set up and clear up painting activities with some support.</p>	<p>Pupils are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes. They understand tertiary colours and further explore tint/tone shade- apply this in their paintings.</p> <p>They know and have used different types of paint and they can identify different paintbrushes and painting equipment, understand the various purposes they have.</p>	<p>Experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting.</p> <p><i>Use paint with growing sensitivity and control applying appropriate amounts of paint to the surface.</i></p> <p><i>Use both poster colour and watercolour.</i></p> <p><i>Know when to use each one and describe some their properties.</i></p>	<p>Begin to make individual choices about the media they choose. Develop skills to apply paint neatly and carefully without leaving gaps or messy edges but paint in a more creative style if the painting demands it.</p> <p>Be introduced to acrylic paint and know some of its properties and how to care for other equipment when using it.</p>	<p>Make individual choices regarding choice of media (acrylic, watercolour, poster colour etc) and state why in their work.</p> <p>Demonstrate skills needed to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required.</p>	
Printmaking – skill and media							
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p>Print with single colours using hands, feet and colour blocks.</p>	<p>Take print by rubbing found objects with different textures. Make monoprints – creating marks in layer of paint/ink and taking an impression from it.</p>	<p>Use simple motif printing blocks to create and print complex patterns with increasing mathematical and visual precision.</p>	<p>Create their own relief printing blocks.</p> <p>Create a monoprint with using a roller to create a blend between two colours.</p>	<p>Etch into a soft material to create their own printing block.</p> <p>Use printing to create both single images and repeating patterns.</p>	<p>Create a simple two colour print using a block of single colour with a design then printed on top.</p>	<p>Use linocut tools safely to cut soft lino. Create a layered reduction print from two or more different printing blocks (created from the</p>	

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						same block through reduction) which they have created themselves.
3D Form						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Manipulate clay and dough.</p> <p>Pull apart and reconstruct shapes using construction materials.</p> <p>Experiment with joining materials when junk modelling.</p>	<p>Explore creating sculpture with a wide variety of found objects. Manipulating paper, card, straws etc to create different effects.</p> <p>Create work with a variety of different scales.</p> <p>Shape clay and dough using tools to make marks in it.</p>	<p>Explore a variety of materials including natural materials for sculpture. Make decisions about whether materials are joined or simply placed together.</p>	<p>Design and make in 3D using different materials. Practise techniques that allow you to join pieces of the same material or different materials together. For example - understand that rough edges and water will allow clay pieces to be joined together.</p>	<p>Use different media to create 3D form working from designs that they have made. Work sensibly and safely and recognise the need to preserve when the work becomes more challenging.</p>	<p>Plan a sculpture through drawing and other preparatory work.</p> <p>Make informed decisions about the techniques used to join materials.</p> <p>Understand how to finish work to a good standard.</p>	<p>Plan a sculpture through drawing and other preparatory work.</p> <p>Explore wire and Modroc thinking about the possibilities different materials (e.g. stability and form) allow.</p> <p>Begin to make choices about the materials used.</p>
Creativity						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Create art from personal experiences and imagination.</p> <p>Learn how ideas change and develop as a work is produced.</p>	<p>Create art from personal experiences and imagination.</p> <p>Experiment with new materials enthusiastically.</p> <p>Begin to look at the work of others to generate themes and ideas.</p> <p>Sketchbooks are introduced.</p>	<p>Study the work of artists and use elements in their own work.</p> <p>Have opportunities to work from their imaginations as well as real life.</p> <p>Children begin to recognise the way practising techniques and developing ideas in a sketch book can lead to a finished piece.</p>	<p>Make art for expression, imagination and pleasure.</p> <p>Sketchbooks are now used to more explicitly practise techniques and develop ideas.</p> <p>Recognise that enjoying art is more important than the quality of the outcome.</p>	<p>Make art for expression, imagination and pleasure.</p> <p>Sketchbooks are used to practise ideas and techniques.</p> <p>Recognise that enjoying art is more important than the quality of the outcome.</p>	<p>Produce original art in response to similar starting points with increasing autonomy over choice and decision making.</p> <p>Continue to experiment and practise techniques in sketchbooks. Label these experiments for own learning.</p> <p>The sketchbook begins to become a more personal space,</p>	<p>Produce original art in response to similar starting points with increasing autonomy over choice and decision making.</p> <p>Produce art that reflects their hopes, dreams and concerns for the world they live in.</p> <p>The sketchbook becomes an</p>

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					recording thoughts and feelings. Take risks with ideas and materials rather than sticking with what you are best at.	increasingly personal space. Take risks with ideas and materials rather than sticking with what you are best at.
Responding and reflecting						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Be introduced to using artists' work as a stimulus for my own work. Discuss elements of my work and that of others in simple terms.	Use artists' work as a stimulus for my own work. Recognise and describe key features of my own and others' work.	Describe the content and the feelings & emotions conveyed by the work.	Discuss your own art and that of others using an ever increasing art vocabulary.	Discuss your own art and that of others using an ever increasing art vocabulary.	Discuss your own art and that of others using an ever increasing art vocabulary.	Discuss your own art and that of others using an ever increasing art vocabulary.
Knowledge of Artists						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Say what they see in a range of art from different cultures and historical backgrounds.	Learn how and when a wide range of artworks were made. Use an artists' work as the stimulus for their own work. Make connections between pieces of art by the same artist.	Learn about the work of artists from a wide range of cultural and historical backgrounds. Use an artists' work as the stimulus for their own work. Make connections between pieces of art by the same artist.	Learn about art and artists from a wide range of cultural and historical backgrounds. Use an artists' work as the stimulus for their own work. Make connections with a new work you are studying and art that you have studied previously.	Learn about art and artists from a wide range of cultural and historical backgrounds. Use an artists' work as the stimulus for their own work. Make connections with a new work you are studying and art that you have studied previously.	Learn about art and artists from a wide range of cultural and historical backgrounds. Use an artists' work as the stimulus for their own work. Make connections with a new work you are studying and art that you have studied previously using an increasingly expanded vocabulary.	Learn about art and artists from a wide range of cultural and historical backgrounds. Use an artists' work as the stimulus for their own work. Make connections with a new work you are studying and art that you have studied previously using an increasingly expanded vocabulary. Begin to collect art that inspires you personally.

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Digital Art

Have opportunities to study and create digital art using skills and programmes in accordance with the computing curriculum. Recognise and use photographs in art both as a tool for developing ideas and for creating final pieces.

Design and Craft

Have opportunities to study designers and to design and make themselves in accordance with the Design Technology curriculum.