

Art and Design – Progression Map




Key Areas	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Drawing	<p>Know that there is a range of drawing media.</p> <p>Know that different drawing media have different mark making potentials.</p>	<p>Know that different lines create different effects.</p> <p>Explore a variety of drawing tools.</p> <p>Develop control of pencil for detail.</p> <p>Show different tones by using coloured pencils.</p> <p>Colour own work neatly and stay in the lines.</p>	<p>Know that pattern and texture can be used to create drawings.</p> <p>Experiment using a variety of drawing tools.</p> <p>Begin to control marks made with different media.</p> <p>Investigate tone using light/dark lines.</p> <p>Show pattern and texture by adding dots and lines.</p>	<p>Build on skills of tonal shading in their drawing.</p> <p>Sketch lightly without using a rubber.</p> <p>Show facial expression in art.</p> <p>Use sketches to help produce a final piece of art.</p> <p>Use different grades of pencils to show tones and textures through hatching & cross hatching.</p> <p>Use shading to show light & shadow.</p>	<p>Begin to make individual choices in their choice of media.</p> <p>Show body language in sketches and paintings.</p> <p>Use line, tone, shape and colour to represent figures and forms in movement.</p> <p>Show reflections in art.</p>	<p>Know that shading can show mood and feeling.</p> <p>Begin to include measuring skills to help with proportion in their drawings.</p> <p>Use a variety of techniques to add effects eg reflections, shadow & direction of sunlight.</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Use shading to create mood and feeling.</p>	<p>Know that the use of a range of drawing techniques can be used to communicate specific emotions to the audience.</p> <p>Explain the different tools used to create art.</p> <p>Explain personal choices of specific art techniques used.</p> <p>Draw with precision using different gradient pencils or other mediums for effect Show shape, proportion and perspective in drawings and artwork.</p>

						<p>Learn and use technical vocabulary.</p> <p>Evaluate and analyse creative works.</p>	
Painting	<p>Know that each colour has a name.</p> <p>Know that colours can be changed when mixed together.</p>	<p>Develop ability to control paint and brush.</p> <p>Use thick & thin brushes.</p> <p>Know and name both primary and secondary colours - Mix, use and apply secondary colours in their work.</p> <p>Explore white/black added to paint colours Create moods in art work by using colours and techniques.</p> <p>Ask questions and describe what can be seen in a painting.</p>	<p>Know that primary colours can be mixed to create other colours.</p> <p>Know that paint can be mixed to create tone and shades.</p> <p>Know which brush size is appropriate to the task.</p> <p>Experiencing painting with smaller brushes, developing brush control.</p> <p>Explore what happens when secondary colours are mixed.</p> <p>Mix brown paint by mixing red and green together.</p> <p>Create tints with paint by adding white.</p> <p>Create tones with paint by adding black.</p>	<p>Know that there is a link between colours and feelings and use a developed colour vocabulary.</p> <p>Know that there are a wide range of paint types and techniques.</p> <p>Know tertiary colours.</p> <p>Further explore tint/ton shade- apply this in their paintings.</p> <p>Create a background using a colourwash.</p> <p>Identify the techniques used by different artists.</p> <p>Compare the work of different artists.</p> <p>Recognise when art is from different cultures.</p>	<p>Know that brush techniques can be used to create specific effects and use the language associated with this.</p> <p>Mix tertiary colours.</p> <p>Know how different colours affect our mood/feelings.</p> <p>Experiment with the styles used by other artists.</p> <p>Explain some of the features of art from historical periods.</p>	<p>Know that colours, tones and tints can enhance the mood of the piece.</p> <p>Know about warm and cold, complimenting and contrasting colours.</p> <p>Know the initial effects of perspective.</p> <p>Use tertiary colour in their paintings.</p> <p>Use the past as a source of artistic inspiration.</p> <p>Experiment with mood & colour.</p> <p>Sketch lightly before painting.</p>	<p>Know that the outcome and the end result are affected by the artist's choices.</p> <p>Make individual choices regarding choice of media and state why in their work.</p> <p>Research artwork from different periods of history and locations and investigate similarities and differences between the technique and styles used.</p> <p>Identify great artists and how their work has influenced art today.</p> <p>Explain the style work produced and how a famous artist has influenced it.</p>

			Explain ideas of how artists have used colour, pattern and shape.				Use feedback to make amendments and improvements to art.
Sculpture	Know that modelling materials can be shaped.	<p>Enjoy handling, feeling and manipulating a range of materials.</p> <p>Construct using a range of media</p> <p>Cut shapes using scissors and other modelling tools in a safe way.</p> <p>Build a construction using a variety of objects.</p> <p>Discuss the different types of buildings in their locality.</p>	<p>Show an awareness that natural and human made materials can be used to create sculpture.</p> <p>Create models from imagination and direct observation.</p> <p>Join materials together and apply decorative techniques.</p> <p>Discuss the work of other sculptors and relate these to their own ideas and designs.</p>	<p>Plan, shape, mould and make constructions from different materials.</p> <p>Show an awareness of how texture, form and shape can be transferred from 2D to 3D.</p> <p>Demonstrate awareness in environmental sculpture.</p>	<p>Know that specific tools can be used for a specific purpose.</p> <p>Discuss the work of other sculptors and architects and how these have influenced their own work / designs.</p> <p>Make and join pieces of clay together securely.</p> <p>Produce more intricate surface patterns using a range of processes.</p> <p>Adapt work when necessary and explain why.</p>	<p>Know that shape, form and detail can be used to evoke feelings.</p> <p>Develop an understanding of different ways of finishing work (e.g. glaze, paint, varnish)</p> <p>Understand that a range of media can be selected (due to their properties) for different purposes.</p> <p>Independently recognise problems and adapt work when necessary – taking inspiration from other sculptures.</p>	<p>Know that a brief can be used to create a product for a specific purpose or audience.</p> <p>Recognise sculptural forms in the environment and use these as inspiration for their own work.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p>
Other techniques (Printing, Collage, textiles, digital)	Know that art can be made with a range of different materials and tools.	Know that different artistic techniques can be used and be combined to create a piece of art	Know that patterns and textures can be created using different materials.	Know that different effects and details can be created by combining different materials.	Know that different tools need to be selected to successfully use each technique.	Know that all art techniques can reflect mood and emotion and influence the message given by a piece of art.	Know that art is a powerful medium in the world and that prejudices can be challenged through art.

Sketch books		Know how to collect ideas in my sketchbook.	Know how to develop ideas and practice techniques in my sketchbook.	Know how to use my sketchbook to record ideas and to annotate them.	Know how to use my sketchbook to review my artistic journey and to record reasons for my choices.	Know how to develop and revisit ideas in my sketchbook and to evaluate my work and the work of others.	Know how to use a sketchbook to improve the quality of my finished piece. Know how to illustrate my choices and the reasons for these. Know how to explain my influences.
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Artists, Craftsmen and Designers	<p>Know that art exists all around us.</p> <p>Know how to use ideas from Artists and Cultures in my work and play.</p> <p>Artists: Anna Collette Hunt Wassily Kandinsky Edward Tingatinga</p>	<p>Know that an opinion can be formed about a piece of art.</p> <p>Artists: Cycle A Roger Hargreaves Sir Christopher wren Zaha Hadid Piet Mondrian</p> <p>Cycle B William Morris Andy Goldsworthy Vincent Van Gogh Georgia O’Keeffe</p>	<p>Know that artwork can be similar or different to the work of a wellknown artist.</p> <p>Artists: Cycle A Roger Hargreaves Sir Christopher wren Zaha Hadid Piet Mondrian</p> <p>Cycle B William Morris Andy Goldsworthy Vincent Van Gogh Georgia O’Keeffe</p>	<p>Know that art from other periods of history can be compared, discussed and described.</p> <p>Artists: Cycle A David Hockney Phidias of Athens (Greek sculptures) Pitmen Painters</p> <p>Cycle B L.S Lowry Andy Singleton Frida Kahlo</p>	<p>Know that different artists of the same style can be compared.</p> <p>Artists: Cycle A David Hockney Phidias of Athens (Greek sculptures) Pitmen Painters</p> <p>Cycle B L.S Lowry Andy Singleton Frida Kahlo</p>	<p>Know that the styles of other artists can influence my own work.</p> <p>Artists: Cycle A John Piper Janice Lyle Anish Kapoor Georgia O’Keeffe</p> <p>Cycle B Henry Moore Charles Bitteringer Vincent Van Gough Henri Rousseau</p>	<p>Know that an artist’s work has an impact on society at the time.</p> <p>Artists: Cycle A John Piper Janice Lyle Anish Kapoor Georgia O’Keeffe</p> <p>Cycle B Henry Moore Charles Bitteringer Vincent Van Gough Henri Rousseau</p>
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<p style="text-align: center;">Key Vocabulary</p> 	<p>colour, pattern, line, shape, form and space, pencil, pattern, favourite, picture, painting, drawing</p>	<p>colour, pattern, texture, line, shape, form and space, pencil, pattern, rubbing, sweeping, brushstroke, shade, collage, sculpture, observation, weave</p>	<p>colour, pattern, texture, line, shape, form and space, pencil, pattern, rubbing, texture, sweeping, brushstroke, shade, collage, sculpture, installation piece, observation, weave, Rangoli, Mandala, inspiration, primary colours.</p>	<p>colour, pattern, texture, line, shape, form and space, rubbing, texture, sweeping, brushstroke, shade, collage, sculpture, installation piece, observation, weave, Mandala, shading, light source, inspiration, block printing, symmetrical, shading methods: hatching, cross-hatching, stippling and scumbling. oil pastel, pointillism, complementary/harmonious colours, tints, tones, orphism, calligraphy, vanishing point, horizon line, perspective, font, primary and tertiary colours.</p>	<p>colour, pattern, texture, line, shape, form and space, rubbing, texture, sweeping, brushstroke, shade, collage, sculpture, installation piece, observation, weave, Mandala, shading, light source, inspiration, block printing, symmetrical, shading methods: hatching, crosshatching, stippling and scumbling, oil pastel, pointillism, complementary/harmonious colours, tints, tones, orphism, calligraphy, vanishing point, horizon line, perspective, font, primary and tertiary colours.</p>	<p>colour, pattern, texture, line, shape, form and space, rubbing, texture, sweeping, brushstroke, shade, collage, sculpture, installation piece, observation, weave, Mandala, shading, light source, inspiration, block printing, symmetrical, shading methods: hatching, crosshatching, stippling and scumbling, oil pastel, pointillism, complementary/harmonious colours, tints, tones, orphism, calligraphy, vanishing point, horizon line, perspective, font. primary and tertiary colours.</p>	<p>colour, pattern, texture, line, shape, form and space, rubbing, texture, sweeping, brushstroke, shade, collage, sculpture, installation piece, observation, weave, Mandala, shading, light source, inspiration, block printing, symmetrical, shading methods: hatching, crosshatching, stippling and scumbling, oil pastel, pointillism, complementary/harmonious colours, tints, tones, orphism, calligraphy, vanishing point, horizon line, perspective, font, primary and tertiary colours, abstract.</p>
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<p>Impact of Art and design (End points)</p>	<p>A EYFS child working at the expected standard can: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used:</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>(ELGs: Expressive Arts and Design Creating with Materials, Physical Development- Fine Motor Skills)</p>	<p>A Year 1 child working at the expected standard can explore ways of drawing lines and experiment with how to hold a pencil when sketching and use pressure when drawing lines. They can make different repeated line patterns and use rubbings to create texture.</p> <p>They can hold a paintbrush correctly. They can name and use a variety of colours. They can experiment with different ways to make marks using a paintbrush.</p> <p>They can use some other techniques such as collage. They can discuss art and say what they like and dislike.</p>	<p>A Year 2 child working at the expected standard can follow instructions to create a drawing/sketch and use their imagination to create a piece of art.</p> <p>They can experiment with materials, patterns and styles and hold a pencil correctly when sketching for different effects, as well as using sweeping strokes with a paintbrush.</p> <p>They can name a range of colours and shades and use/create them.</p> <p>They can talk about and recall other artists and their work. They can use the ideas of other artists in their own work.</p>	<p>A Year 3 child working at the expected standard can understand the concept of observation and use it to create different drawings. They can use soft, light sketching techniques and adjust their pencil grip for effect. They can recreate patterns and styles and describe what they can see.</p> <p>They can use different styles and colours, changing the value of a colour using tints and shades. They can use a variety of tools and mediums.</p> <p>They can say what they know about an artist and explain how they feel about a piece. They can apply what they have learnt to create their own piece of artwork. They can evaluate finished artwork and explain what they have tried to do.</p>	<p>A Year 4 child working at the expected standard has a solid understanding of using a pencil to sketch, adjusting grip and using a range of techniques including knowing that shading is linked to the light source in a drawing. They can recreate patterns and styles and describe what they can see using it as inspiration.</p> <p>They can use different styles and colours, changing the value of a colour using tints and shades.</p> <p>They can use a variety of tools and mediums. They can say what they know about an artist and explain how they feel about a piece. They can apply what they have learnt to create their own piece of artwork. They can evaluate finished artwork and compare it to their peers.</p>	<p>A Year 5 child working at the expected standard can use sketching and shading to add detail to their work. They can use visual information to make sketches of different styles and explain their work. They understand what a light source is and how this affects shading and can use their knowledge of proportions when drawing faces.</p> <p>They can use, discuss and describe different brush strokes and can practice them to improve their technique. They can choose colours for deliberate expression including to show mood. They can also select contrasting colours for effect.</p> <p>They can use different tools and techniques for effect in other mediums. They can discuss art, describe and summarise an artist's work and give reasons for their opinions.</p>	<p>A Year 6 child working at the expected standard can sketch their ideas and designs to build a portfolio. They can take light sources into account and use their preferred shading techniques. They can use vanishing points, horizon lines and construction lines to create perspective in their artwork and create abstract pieces. They can make careful and precise observations to accurately draw faces.</p> <p>They can experiment with different paints and with a variety of mediums. They can explain how colour can help to express different aspects of someone's personality and can identify emotions they feel linked to a colour and can use colour and shape to illustrate emotions, feelings and ideas to create their own colour theory.</p> <p>They can use a range of tools and techniques for effect. They can respond, comment and discuss different pieces of artwork and form their opinions with explanations.</p>
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Substantive Knowledge	<p><u>EYFS</u></p> <p><u>Artists:</u> Wassily Kandinsky Anna Collette Hunt Edward Tingatinga</p>	<p><u>KEY STAGE 1 Cycle A</u></p> <p><u>Autumn</u> Painting – Piet Mondrian To use a range of materials creatively to design and make products and to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><u>Spring</u> Clay Sculpture – Sir Christopher Wren and Zaha Hadid 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.</p> <p><u>Summer</u> Drawing – Roger Hargreaves 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.</p> <p><u>KEY STAGE 1 Cycle B</u></p>	<p><u>Y3/4 Cycle A</u></p> <p><u>Autumn : David Hockney (Drawing)</u> To improve their mastery of art techniques including drawing with a variety of different materials (pencils and colouring pencils)</p> <p><u>Spring: Pitmen Painters (Painting)</u> To improve their mastery of art techniques including painting with a range of materials (water colours and powder paints)</p> <p><u>Summer: Phidias of Athens (Sculpture)</u> To improve their mastery of art techniques with a range of materials (clay)</p> <p>Ongoing: To know about great artists in history.</p> <p>Ongoing: To create sketchbooks to record their observations and use them to review and revisit them</p> <p><u>Y3/4 Cycle B</u></p> <p><u>Autumn: LS Lowry (Drawing)</u> To improve their mastery of art techniques including drawing using a</p>	<p><u>Y5/6 Cycle A</u></p> <p><u>Autumn: Georgia O’Keefe (Painting)</u> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (watercolours and watercolour crayons)</p> <p><u>Spring: John Piper – WWII British Artist & Janice Lyall – Contemporary British Artist (Drawing)</u> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (artists pencils, charcoal, pastels, chalk and oil)</p> <p><u>Summer: Anish Kapoor – Contemporary British Artist (Sculpture)</u> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (Wire frames, mod-roc, foil, paper)</p> <p>Ongoing: To know about great artists in history.</p> <p>Ongoing: to create sketch books to record their observations and use them to review and revisit ideas.</p>
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		<p><u>Autumn</u> Drawing – William Morris 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.</p> <p><u>Spring</u> Paper Sculpture – Andy Goldsworthy 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.</p> <p><u>Summer</u> Painting – Vincent Van Gogh and Georgia O’Keeffe To use a range of materials creatively to design and make products and to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>range of materials (sketching pencils, charcoal and pastels)</p> <p><u>Spring: Frida Kahlo (Painting)</u> To improve their mastery of different art techniques including painting using a range of materials (acrylic and oil paints)</p> <p><u>Summer: Andrew Singleton – Local British Contemporary Artist (Sculpture)</u> To improve their mastery of different art techniques including sculpture using a range of materials. (paper)</p> <p>Ongoing: To know about great artists in history.</p> <p>Ongoing: to create sketch books to record their observations and use them to review and revisit ideas.</p>	<p><u>Y5/6 Cycle B</u></p> <p><u>Autumn : Henry Moore – Local British Artist (Sculpture)</u> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (wire frames, clay)</p> <p><u>Spring: Vincent Van Gough & Charles Bitteringer (Drawing)</u> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencils, charcoal, pastels, chalk and oil)</p> <p><u>Summer: Henri Rousseau (Painting)</u> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (acrylic paints, oil paints, printing)</p> <p>Ongoing: To know about great artists in history.</p> <p>Ongoing: to create sketch books to record their observations and use them to review and revisit ideas.</p>
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