



Art and Design - Progression Map

Art	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing inspiration from 'the greats'	<p style="text-align: center;">Across Key Stages - All media studied should begin with an appreciation of / exploration of / exposure to the work of well-known, relevant artists and their style. Children should be able to discuss these works of art.</p>						
Media							
Painting	<ul style="list-style-type: none"> Hold a paintbrush correctly Make different marks with a paintbrush - strokes, dabbing, fingerprints, dots, Paint a simple image Know the names of primary colours 	<ul style="list-style-type: none"> Use thick and thin brushes Paint an image Mix primary colours to make a secondary colours Paint different shapes <p style="text-align: center;">Possible artists: Klimt, Marc, Klee, Hockney</p>	<ul style="list-style-type: none"> Paint a picture which shows awareness of space and shape Create colour wheels to mix a range of secondary colours Add white to colours to make tints and black to make tones <p style="text-align: center;">Possible artists: Pollock, Riley, Monet, Aboriginal</p>	<ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively <p style="text-align: center;">Possible artists / movements: Rothko, Rivera, Indian miniatures, O'Keefe, Abstract Expressionism</p>	<ul style="list-style-type: none"> Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour <p style="text-align: center;">Possible artists: Hopper, Rembrandt</p>	<ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces Show movement in a painting through use of brush strokes Use marks and lines to show texture <p style="text-align: center;">Possible artists: Lowry, Matisse, Magrite</p>	<ul style="list-style-type: none"> Identify primary secondary, complementary and contrasting colours Work with complementary colours Combine colours, tones and tints to enhance the mood and atmosphere of a piece Use brush techniques and the qualities of paint to create texture Develop a personal style of painting, drawing upon ideas from other artists <p style="text-align: center;">Possible artists: Have opportunity to explore modern and traditional artists</p>



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<p>Drawing</p>	<ul style="list-style-type: none"> • Explore mark making techniques using a range of tools 	<ul style="list-style-type: none"> • Colour (own work) neatly following the lines • Draw lines of different sizes and thickness <p>Possible artists: Van Gogh, Seurat</p>	<ul style="list-style-type: none"> • Show different tones by using coloured pencils • Show pattern and texture by adding dots and lines <p>Possible artists: Durer, Da Vinci, Cezanne</p>	<ul style="list-style-type: none"> • Use different hardness (grades) of pencils to show line, tone and texture. • Sketch lightly without using a rubber to correct mistakes. • Practise shading with pencils of different grades and tones • Show facial expression in a drawing • Recreate and observe images through still life composition <p>Possible artists: Picasso, Hopper, Surrealism etc.</p>	<ul style="list-style-type: none"> • Annotate sketches to explain and elaborate ideas. • Use hatching and cross hatching to show tone and texture. • Use shading to show light and shadow. • Show movement in drawing • Use line direction to experiment with showing texture • Draw a landscape using vanishing point and Perspective <p>Possible artists: Goya, Sargent, Holbein.</p>	<ul style="list-style-type: none"> • Apply the effect of light on objects / people from different directions (reflections and shadows) • Begin to use perspective in work using a single foci point and horizon • Interpret the texture of a surface • Produce increasingly accurate drawings of people <p>Possible artists: Moore Rossetti, Klee, Calder, Cassatt.</p>	<ul style="list-style-type: none"> • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement • Experiment with wet media to make marks, lines, patterns, textures and shapes – ink, paint, watercolour pencils • Develop an awareness of composition, scale and proportion, foreground, middle ground and background • Scale up and down Images <p>Possible artists: Have opportunity to explore modern and traditional artists using internet and other resources</p>
<p>Printing</p>	<ul style="list-style-type: none"> • Take rubbings: leaf, brick, coin • Make simple pictures by printing from objects • Develop simple patterns by using 	<ul style="list-style-type: none"> • Use objects to create prints e.g. fruit, vegetables or sponges • Explore printing simple pictures with a range of hard and soft 	<ul style="list-style-type: none"> • Use repeating or overlapping shapes • Mimic print from the environment (e.g. wallpapers) • Press, roll, rub and stamp to make prints • Continue to 	<ul style="list-style-type: none"> • Print simple pictures using different printing techniques • Continue to explore both mono - printing and relief printing • Use layers of two or more colours 	<ul style="list-style-type: none"> • Increase awareness of mono and relief printing • Demonstrate experience in fabric printing • Expand experience in 3 colour printing 	<ul style="list-style-type: none"> • Build up layers of colours • Use tools in a safe way • Continue to gain experience in overlaying colours • Start to overlay 	<ul style="list-style-type: none"> • Print over images to create different patterns • Create an accurate pattern, showing fine detail • Use a range of



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	<p>objects</p> <ul style="list-style-type: none"> • Enjoy using stencils to create a picture 	<p>materials e.g. cork, pen, barrels and sponges</p> <ul style="list-style-type: none"> • Experience impressed printing :where the printing block is created by carving out of the surface • Explore printing in relief: e.g. string and card • Begin to identify forms of printing: books, posters, pictures and fabrics • Use printmaking to create a repeating pattern <p>https://www.bbc.co.uk/teach/class-clips-video/art-and-design-printmaking-different-materials/zhytscw</p> <p>Possible artists: Klimt, Marc, Klee, Hockney</p>	<p>explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge</p> <ul style="list-style-type: none"> • Demonstrate experience of impressed printing: drawing into ink, printing from objects • Use equipment and media correctly and be able to produce a clean printed image • Make simple marks on rollers and printing palettes • Take simple prints i.e. mono -printing • Experiment with overprinting (the process of printing one colour or motif on top of another) <p>Possible artists: Pollock, Riley, Monet, Aboriginal</p>	<ul style="list-style-type: none"> • Demonstrate experience in combining prints taken from different objects to produce an end piece <p>Possible artists /movements: Rothko, Rivera, Indian Miniatures, O'Keefe, Abstract, Expressionism</p>	<ul style="list-style-type: none"> • Continue to experience in combining prints taken from different objects to produce an end piece • Create repeating patterns <p>Possible artists: Hopper, Rembrandt.</p>	<p>prints with other media</p> <p>Possible artists: Lowry, Matisse, Magritte.</p>	<p>visual elements to reflect the purpose of the work</p> <p>Possible artists: Have opportunity to explore modern and traditional arts.</p>
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<p>Textiles</p>	<ul style="list-style-type: none"> • Enjoy playing with and using a variety of textiles and fabric • Decorate a piece of fabric. Show experience in simple stitch work • Show experience in simple weaving: paper, twigs • Show experience in fabric collage: layering fabric • Use appropriate language to describe colours, media, equipment and textures 	<ul style="list-style-type: none"> • Join materials using glue and/or a stitch • Use weaving to create a pattern 	<ul style="list-style-type: none"> • Use plaiting • Use weaving to create an effect 	<ul style="list-style-type: none"> • Use basic cross stitch and back stitch • Shape and stitch materials 	<ul style="list-style-type: none"> • Quilt, pad and gather fabric • Create weavings • Colour fabric 	<ul style="list-style-type: none"> • Show precision in techniques 	<ul style="list-style-type: none"> • Choose from a range of stitching techniques • Combine previously learned techniques to create pieces
<p>Collage</p>	<ul style="list-style-type: none"> • Enjoy playing with and using a variety of collage materials • Enjoy layering and sticking collage materials • Use appropriate language to describe colours, media, equipment and textures 	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued • Include lines and texture 	<ul style="list-style-type: none"> • Sort and arrange materials • Mix materials to create texture 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect 	<ul style="list-style-type: none"> • Ensure work is precise • Use coiling, overlapping, tessellation, mosaic and montage 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned) 	<ul style="list-style-type: none"> • Combine visual and tactile qualities • Use ceramic mosaic materials and techniques
<p>Sculpture / 3D</p>	<ul style="list-style-type: none"> • Use a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration 	<ul style="list-style-type: none"> • Use a combination of shapes to create a sculpture • Begin to use rolled up paper, straws, paper and card 	<ul style="list-style-type: none"> • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and 	<ul style="list-style-type: none"> • Use clay and other mouldable materials • Add materials to provide interesting detail • Use equipment and media with 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) • Work in a safe, 	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations • Use tools to carve 	<ul style="list-style-type: none"> • Combine visual and tactile qualities • Use frameworks (such as wire or moulds) to provide stability and form • Work in a safe,



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<ul style="list-style-type: none"> • Cut shapes using scissors and other modelling tools • Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials 	<ul style="list-style-type: none"> • Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc • Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination • Continue to manipulate malleable materials in a variety of ways including rolling, cutting, moulding, carving, pinching and kneading • Impress and apply simple decoration techniques including painting. • Use tools and equipment safely and in the correct way <p>Possible artists: Moore, African, Native American</p>	<p>carving, pinching and kneading</p> <ul style="list-style-type: none"> • Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc... • Explore carving as a form of 3D art. <p>Possible artists: Hepworth, Arp, Nevelson, Gabo</p>	<p>confidence</p> <ul style="list-style-type: none"> • Begin to show an awareness of objects having a third dimension and perspective • Learn to secure work to continue at a later date • Join two parts successfully • Construct a simple base for extending and modelling other shapes • Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas • Produce more intricate surface patterns/ textures and use them when appropriate • Produce larger ware using pinch/ slab/ coil techniques • Continue to explore carving as a form of 3D art • Use language appropriate to skill 	<p>organised way, caring for equipment</p> <ul style="list-style-type: none"> • Secure work to continue at a later date • Make a slip to join to pieces of clay. • Decorate, coil, and produce maquettes confidently when necessary • Model over an armature: newspaper frame for modroc • Use recycled, natural and man-made materials to create sculptures • Include texture that conveys feelings, expression or movement • Adapt work as and when necessary and explain why • Gain more confidence in carving as a form of 3D art • Use language appropriate to skill and technique • Demonstrate awareness in environmental sculpture and found object art • Show awareness of 	<p>and add shapes, texture and pattern</p> <ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. Secure work to continue at a later date • Show experience in combining pinch, slabbing and coiling to produce end pieces • Develop understanding of different ways of finishing work: glaze, paint, polish • Gain experience in modelling over an armature: newspaper frame for modroc. • Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. • Show increasing confidence to carve a simple form. • Use language appropriate to skill and technique. <p>Possible artists:</p>	<p>organised way, caring for equipment. Secure work to continue at a later date</p> <ul style="list-style-type: none"> • Model and develop work through a combination of pinch, slab, and coil • Work around armatures or over constructed foundations • Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. • Demonstrate experience in relief and freestanding work using a range of media • Recognise sculptural forms in the environment: Furniture, buildings. • Confidently carve a simple form. • Solve problems as they occur. • Use language appropriate to skill and technique. <p>Possible artists: Have opportunity to explore modern art (eg Angel of the</p>
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				and technique Possible artists: Calder, Segal, Kinetic, recycled/ found object sculptures from Africa and India (Flip-flop art)	the effect of time upon sculptures Possible artists: Egyptian Artefacts, Christo	Frink Balla (movement and speed), Andre	North) and traditional arts
Digital Art	<ul style="list-style-type: none"> Take a photo Use a simple paint program to make marks 	<ul style="list-style-type: none"> Take a self-portrait or a photograph. Use a simple computer paint program to create a picture 	Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it	<ul style="list-style-type: none"> Use printed images taken with a digital camera and combine them with other media to produce art work Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet) Take photographs and explain their creative vision 	<ul style="list-style-type: none"> Create a piece of art which includes integrating a digital image they have taken. Take a photo from an unusual or thought-provoking viewpoint 	<ul style="list-style-type: none"> Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning. Compose a photo with thought for textural qualities, light and shade. 	<ul style="list-style-type: none"> Have opportunity to explore modern and traditional artists using ICT and other resources. Combine a selection of images using digital technology considering colour, size and rotation.
General knowledge Names of famous artists and artworks	Mondrian (primary colours / roads / straight lines) Matisse – The Snail (minibeasts/ colour naming)	Van Gogh – Sunflowers (plants) Starry Night (times of day)	Monet – Waterlilies (exploring landscape)	Picasso – Self Portrait / Weeping woman	Moore, Hepworth Hockney Venus de Milo Christ the Redeemer	Hockney – Mother (Altering images / – Garrowby Hill Degas – Ballerinas (movement) Rembrandt	Modern – Warhol – Marylin Damien Hirst – Shark Banksy Women – Kahlo / Maya Lin / Georgia O'Keefe Religious paintings: Michelangelo Da Vinci Gaudi (architecture/mosaci)



Children should be able to recognise and name the major pieces of art by the above artists.

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Concepts	Line	Creation	Style	Form	Message	Mood	Intent
Vocabulary	Line Paint Draw Art Colour Join Look Print	Shape Natural Famous Mix Tool Image Create Design Copy Repeat Pattern	Pinch Mould 3d Space Materials Represent Observe Technique Background Shade	Form Change Manipulate Effect Effective Texture Resize Orientation Recreate Compare Still life Composition Tone	Architect Architecture Control Improve Perspective Movement	Format Saturation Contrast Filter Mood Designer Crop Evaluate Vanishing point	Representation Inference Message Meaning Produce Influence Graffiti