

Art Progression Map

Art	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Painting							
	<p><u>Physical Development</u></p> <ul style="list-style-type: none">To be able to use a paintbrush, roller/sponge effectively.To use large muscle movements to paint (e.g. on an easel) <p><u>EAD</u></p> <ul style="list-style-type: none">To explore different ways of paintingTo express feelings through paint.To create paintings collaboratively on a larger scale.	<p><u>Physical Development</u></p> <ul style="list-style-type: none">To begin to show accuracy in pictures when painting with a paintbrush.To be able to hold a paint brush effectively. <p><u>EAD</u></p> <ul style="list-style-type: none">To experiment with colour by mixing paint.	<ul style="list-style-type: none">Mix paint to create a secondary colourStart experimenting with different tonesUse of different brush sizes and typesUse different ways to apply paint (brush, hands, fingers, spatula)Experiment with different textures (sand, sand sawdust, glue with paint)Know primary coloursHave awareness of the variety of colour in the environment	<ul style="list-style-type: none">Continue to use different brush sizes and typesKnow how to achieve tints by adding white.Know how to achieve black by adding black or darker coloursKnow how to mix secondary colours and name themKnow how to mix paint to achieve brownExplore wash, strokes, layers, blending, splash and dip techniquesUse paint to create pattern and repetition and to add detail and sharp lines	<ul style="list-style-type: none">Experiment with different effects and textures, including blocking in colour, washes, etc.Create textural effects, using thickened paint, dotting, scratching and splashing.Master painting techniques through the creation of shape, texture and lines, using thick and thin brushesKnow how to create a background using a washKnow how to use a range of brushes to create different effects	<ul style="list-style-type: none">Apply different effects and textures, including blocking in colour, washes, thickened paint and creating textural effectsMix and use tints, tones, hue and shadesUse colour to reflect moodShow facial expressions and body language in painting and sketchesIntroduce water colour and spend time knowing how to create effects with water colour	<ul style="list-style-type: none">Know how to use paint to create emotion in artExplore wash and transparency, marks and strokes when paintingDevelop colour palette through combinations to enhance mood, etc.Experiment further with tint, tone, shade, hue, complementary and contrasting coloursIntroduce acrylic paints (substitute for oil paint) and experiment with texture	<ul style="list-style-type: none">Know when using a wash (either with water colour or other paint) perspective can be achieved through darkening the paint towards to foregroundChoose appropriate paint, paper and implements to adapt and extend their workMix and match colours to create atmosphere and light effectsBe able to identify and work complementary and contrasting coloursExperiment with the use of paint to create

Art Progression Map

								contemporary art ideas
	Physical Development	Physical Development	Drawing					
	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p>EAD</p> <ul style="list-style-type: none"> Give meaning to the marks they make To know what they can draw using a range of tools. 	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing and drawing Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <p>EAD</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Begin to talk about the marks they have made to their teachers and friends. 	<ul style="list-style-type: none"> Introduce the pencils: HB, 4B and 8B to explore light and dark and lines of different thickness Begin to explore the use of line, shape, texture and colour Investigate tones Draw light and dark lines Draw faces and limbs Know how to show how people are feeling in their work 	<ul style="list-style-type: none"> Experiment with a variety of media: pencils, rubbers, crayons, oil pastels, felt tips, chalk and charcoal. Add 2H to the range of pencils they use regularly Draw from own observations showing increasing accuracy 	<ul style="list-style-type: none"> Use a wide range of drawing implements, to include chalk pastels and inks Continue to experiment with the different grades of pencils that they are already familiar with Create tone and texture and different forms and shapes, pattern and colour Know how to show facial expression in art Use different grades of pencils to shade, show tone and textures 	<ul style="list-style-type: none"> Make marks and lines with a wide range of drawing implements for form and shape with more accuracy, including charcoal, crayon, chalk pastels and different grades of pencil Sketch collection of observational and imagined drawings and ideas using line, tone, texture pattern, shading, hatching and cross hatching 	<ul style="list-style-type: none"> Use and talk about their use of a variety of tone, pattern and texture, line and shape techniques Developing accuracy and expression in their drawings Carry out observational drawing and from memory and imagination (mood, movement and feeling) 	<ul style="list-style-type: none"> Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently Show effect of light on objects and people from different directions Use perspective in their work, using a single focal point and horizon

Art Progression Map

Printing							
<p><u>Mathematics</u></p> <ul style="list-style-type: none"> To experiment with patterns and know how to continue or make a simple pattern. 	<p><u>Mathematics</u></p> <ul style="list-style-type: none"> To create patterns within artwork and make art work symmetrical where appropriate. Create patterns using a variety of materials. 	<ul style="list-style-type: none"> Carry out different printing techniques, e.g., block, relief or resist printing, rollers, stencils or mesh or plastic to create repeating pattern Make marks in print with a variety of objects, including natural and made objects, e.g., fabric, plastic, tissue, magazines, crepe paper, corks, sponges, etc. Create rubbings from a print or textured surface Know how to create a repeating pattern in print 	<ul style="list-style-type: none"> Print with a range of hard and soft materials, e.g., corks, pen, barrels and sponge Press, roll, rub and stamp to create prints 	<ul style="list-style-type: none"> Create printing blocks using a relief or impressed method Lift an impression or print from a textured or incised surface, using a stamp or block and water based printing ink and prepared surfaces 	<ul style="list-style-type: none"> Print onto fabric using at least four colours Explore environmental and made patterns Create printing blocks, using a relief or impressed method in more detail Research, create and refine a print, using a variety of techniques Resist printing, including marbling, silk screen and cold water paste 	<ul style="list-style-type: none"> Master printing techniques and make appropriate and effective choice in use of visual elements to reflect the purpose of the work Create own abstract pattern to reflect personal experiences and expression for a purpose Add layers of colours as is appropriate and then embellish it Design a print and pattern linked to works studied Create an accurate print design following a given criteria 	<ul style="list-style-type: none"> Develop their own style when working with a range of tools and materials Create printing blocks using relief or impressed method

Art Progression Map

3D/Texture Sculpture								
	<p><u>EAD</u></p> <ul style="list-style-type: none"> To make collages and combine materials with different textures. To begin connecting materials with resources such as glue. To hold scissors and use them safely. 	<p><u>EAD</u></p> <ul style="list-style-type: none"> To practise scissor safety. To use new tools such as hole punches and split pins. To be able to solve problems when joining materials. To explore which materials work best for different projects. To learn skills for malleable materials such as rolling, pinching and kneading. 	<p>Manipulate materials in a variety of ways, e.g., rolling, cut, kneading and shape</p>	<ul style="list-style-type: none"> Join two pieces of clay by roughing both surfaces Make an object out of malleable material for a purpose, e.g., pot or tile Create a thumb print from clay 	<ul style="list-style-type: none"> Shape, form, model and construct malleable and rigid materials Join clay adequately Use a coiled method to create clay sculpture Paper sculptures 	<ul style="list-style-type: none"> Know how to sculpt malleable and mouldable materials with more accuracy Select and arrange 3D materials to convey feelings, expression and movement when creating sculpture 	<ul style="list-style-type: none"> Shape, form, model and construct from observation and imagination Use recycled, natural and made materials to sculpt Plan a sculpture through drawing (exploded) and other preparatory work (Include form, shape, modelling, joining) 	<ul style="list-style-type: none"> Apply skills using malleable materials including slabs, coils, slips, etc. Shape, form, model and join clay
Famous Artists								
			<ul style="list-style-type: none"> Describe what can be seen and give an opinion about the work of an artist Ask questions about a piece of art 	<ul style="list-style-type: none"> Suggest how artists have used colour, pattern and shape Know how to create a piece of art in response 	<ul style="list-style-type: none"> Recognise when art is from different historical periods Know how to identify the techniques used 	<ul style="list-style-type: none"> Experiment with the styles used by other artists. Explain some of the features of art from historical periods and from different cultures 	<p>Research the work of an artist and use their work to replicate a style.</p>	<ul style="list-style-type: none"> Explain the style of art used and how it has been influenced by a famous artist Understand what a specific artist is trying to

Art Progression Map

			<p>Possible Artists</p> <ul style="list-style-type: none"> William Morris Wassily Kandinsky Piet Mondrian 	<p>to the work of a well-known artist</p> <p>Possible Artists</p> <ul style="list-style-type: none"> Van Gogh Tinga Tinga (explore the five pillars of African art) Tilly Willis (African art) 	<p>by different artists</p> <ul style="list-style-type: none"> Recognise when art is from different cultures Begin to understand the historical and cultural significance of a chosen artist <p>Possible artists</p> <ul style="list-style-type: none"> Giuseppe Arcimboldo John Constable Islamic art and design 	<ul style="list-style-type: none"> Know how different artists developed their specific techniques <p>Possible artists</p> <ul style="list-style-type: none"> Katsushika Hokusai Andy Goldsworthy Elizabeth Catlett 	<p>Explore different styles of painting. E.g. portraits, landscapes, surrealism.</p> <p>Possible artists</p> <ul style="list-style-type: none"> Paul Cezanne Islamic art Henri Rousseaux Frida Kahlo 	<p>achieve in any given situation</p> <ul style="list-style-type: none"> Understand why art can be very abstract and what message the artist is trying to convey <p>Possible artists</p> <ul style="list-style-type: none"> Banksy Georgia O'Keefe Henry Moore
Sketchbooks								
			<ul style="list-style-type: none"> Use a sketchbook to gather and collect artwork 	<ul style="list-style-type: none"> Develop and record their ideas through painting, drawing and sculpture in response to first-hand observations 	<ul style="list-style-type: none"> Create a sketch collection in books to record their observations Use sketchbooks to review and revisit ideas, e.g., line, tone texture and shading 	<ul style="list-style-type: none"> Use journals to collect and record visual information, textiles, patterns from different sources Annotate work in journals Use collage as a means of collecting 	<ul style="list-style-type: none"> Collect ideas for preliminary studies trying out different media and materials Describe the thoughts and feelings about their own and 	<ul style="list-style-type: none"> Develop ideas using different and mixed media using sketchbooks Annotate work in a journal Adapt and critically evaluate their

Art Progression Map

						ideas and information and building a visual vocabulary	others' work and discuss how these might influence their own designs using appropriate language	work as their ideas develop
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