

Art Progression Map

Drawing	Nursery	Reception	Year 1	Year 2	End of KS	Year 3	Year 4	Year 5	Year 6	End of KS
(Pencil, Charcoal, Inks, Chalk, Pastels, ICT Software)	<p>Uses a comfortable pencil grip with good control</p> <p>Makes marks using a variety of materials on a variety of surfaces</p> <p>Creates closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>Draws with more complexity and detail e.g. facial details</p> <p>Uses drawing to represent ideas like movement or loud noises</p> <p>Draws from their imagination and observation</p>	<p>Uses a tripod grip to hold pencils comfortably</p> <p>Uses a range of mark making tools competently, safely and confidently</p> <p>Notices details in the world around them and attempt to define these in their own compositions through colour, texture or shape</p> <p>Explores, uses and refines a variety of artistic effects to express their ideas and feelings</p>	<p>Explore different textures, develop a range of tone using a pencil and use a variety of drawing and sketching techniques</p> <p>Experiment with marks, line, form, observational drawing - building on previous experience</p> <p>Observes shape, form, proportion and features of the human body</p>	<p>Continue to investigate pattern, tone and texture though mark making and sketching techniques using pencil and another media.</p> <p>Continue to explore and develop sketching techniques such as hatching and cross-hatching.</p> <p>To explore new sketching techniques using pastels including layering, blending, stippling and side stroke.</p> <p>Understand tone through the use of sketching pencils</p> <p>Look at drawings and begin to use of light and dark</p> <p>Experiment in sketchbooks, using drawing to record ideas and make quick records of something</p> <p>Use sketchbooks to help make decisions about what to try out.</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Unit Outcome: To understand and apply different hues of colour pencil to a still-life drawing.</p> <p>Experiments with using a range of pencils, with control and dexterity with some teacher support.</p> <p>Explores shading, using different tones of pencil to achieve a range of light and dark tones, black to white.</p> <p>Can make quick studies from observation to record objects.</p> <p>Can use a viewfinder to select a view and visual clues in an image, then record what is in the frame</p> <p>Draws familiar things from different viewpoints and combines images to make new images</p> <p>Develop mark making skills by deconstructing, interpreting and applying work of other artists.</p>	<p>Unit Outcome: To use mark making to capture facial features and proportions in a portrait.</p> <p>Can use a range of drawing tools with control and dexterity with some teacher support</p> <p>Can explore shading in the context of different skin tones with pastels.</p> <p>Can blend different shades and tones of pastel to depict shading.</p> <p>Can draw in scale applying rules of simple perspective</p> <p>Understands that we can observe a subject in order to reflect it in drawing more accurately.</p> <p>Through the study of a diverse and inclusive range of artists, a knowledge of how to represent different skin tones will be achieved.</p> <p>Understands the placement of features on the face (e.g. the nose is typically in the middle of the face).</p>	<p>Unit Outcome: To use mark making through pencil to depict a landscape.</p> <p>Can use a range of pencils with control and dexterity to accurately represent from observation</p> <p>Uses line, tone, shape and markings (focusing on cross-hatching, blending, diagonal lines and curved lines) to accurately represent natural elements like trees, rocks and grass etc.</p> <p>Uses perspective and scale to convey distance and proximity within a landscape.</p> <p>Starts to depict depth landscapes by placing objects at different distances (understanding that they appear smaller as they recede into the distance).</p> <p>Understands that different artists used different tools (like pencil, charcoal and pen) to achieve different effects/marks made.</p> <p>Understands how different depths of</p>	<p>Unit Outcome: To accurately use the rules of scale and perspective to draw a building.</p> <p>Can use a range of tonal pencils accurately to represent depth.</p> <p>Can convey tonal qualities well, showing good understanding of light and dark on form.</p> <p>Can draw structures with increasing detail – basic shapes progress to 3-dimensional structures with added details of windows, doors etc.</p> <p>Can draw in line and shape to represent 3D forms showing some control and understanding when using 1 or 2-point perspective.</p> <p>Understands that there are technical processes we can use to see, draw and scale up our work.</p> <p>Understands that buildings have height, width and depth.</p>	<p>To use drawing to express their ideas accurately. Employing increasing skill and informed opinions about how to use and experiment with different drawing tools to create an outcome.</p>

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						<p>Develop mark making skills by understanding the impact pressure has on the darkness of the mark.</p> <p>Understands that pencils are a drawing medium that allow for gestural marks in a range of colours.</p> <p>To begin to develop a knowledge of different shades of pencil.</p>	<p>Demonstrates an understanding of facial proportions and the relative size of facial features in relation to each other.</p> <p>Recognises that faces usually have symmetrical elements.</p>	<p>tone are achieved through pressure applied on the tool, as well as through technique.</p> <p>Understands composition through the placement of different shapes and features within a landscape.</p>	<p>Understands the close link between drawings and their real-life counterparts – reasoning uses skills like shading, form and mark making to support it.</p> <p>Understands that different tools and techniques can be used to replicate effects to achieve a certain design trait. For example, using less pressure for fainter lines and smudging to make something look comparatively aged.</p>	
Vocabulary	draw, line, shape	thick, thin, zig zag, wavy, bold	sketch, hatching, cross hatching, light, dark, tone, proportion	media, realistic, strokes, techniques, shading, pastels, composition, blending, stippling, side stroke, layering		<p>Draw</p> <p>Thick</p> <p>Line</p> <p>Shape</p> <p>Tone</p> <p>Light</p> <p>Dark</p> <p>Object</p> <p>Single</p> <p>Group</p> <p>Hues of colour</p> <p>pencil</p> <p>Scale</p> <p>Texture</p> <p>Light source</p>	<p>In addition to previous years:</p> <p>Symmetry</p> <p>Skin tone</p> <p>Facial feature</p> <p>Blend</p> <p>Proportion</p> <p>Pastel</p> <p>Relative</p> <p>Size</p>	<p>In addition to previous years:</p> <p>Vanishing point</p> <p>Eye line</p> <p>Pressure</p> <p>Depth</p> <p>Proximity</p> <p>Impression</p> <p>Smudge</p> <p>Pointillism</p> <p>Hatching</p> <p>Cross hatching</p> <p>Perspective</p> <p>Scale</p> <p>Foreground</p> <p>Background</p> <p>Middle ground</p>	<p>In addition to previous years:</p> <p>Dimension</p> <p>3D</p> <p>2D</p> <p>Technical Process</p> <p>Relationship</p> <p>Pattern</p> <p>Architecture</p> <p>Form</p> <p>Height</p> <p>Width</p> <p>Depth</p>	

Painting with colour	Nursery	Reception	Year 1	Year 2	End of KS	Year 3	Year 4	Year 5	Year 6	End of KS
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Art Progression Map

<p>(Painting, Ink, Dye, Textiles, Pencils, Crayon, Pastels)</p>	<p>Explores colour and colour mixing</p> <p>To apply colour using a range of tools on a variety of surfaces</p> <p>To apply colour using a variety of methods including streaking, rolling, dripping, dabbing, splattering</p>	<p>Develops colour-mixing techniques to enable them to match the colours they see and want to represent</p> <p>Continue to explore applying colour with a range of tools on a variety of surfaces</p>	<p>Know the primary and secondary colours</p> <p>Discuss warm and cold colours</p> <p>Know how to mix 2 primary colours to make secondary colours</p> <p>Find collections of colours- different sorts of green, blue, purple etc.</p>	<p>Make lighter tints of a colour by adding white and darker shades of a colour by adding black.</p> <p>Make as many tones of one colour as possible using primary colours, white and black.</p> <p>Darken colours without using black and lighten colours without using white.</p> <p>Learn the complimentary colours</p> <p>Mix colour to match those of the natural world- colours that might have a less defined name</p> <p>Uses colour to create moods in their drawings and paintings</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Unit Outcome: To use colour to create a cultural painting.</p> <p>Can use knowledge of the colour wheel to mix a variety of colours and know which primary colours make secondary colours.</p> <p>Can investigate tints (adding white) and shades (adding black)</p> <p>Makes and matches colours with increasing accuracy.</p> <p>Applies colours they have made to subjects accurately.</p> <p>Children are encouraged to explore how pattern, colour and subject are used to convey significance.</p> <p>Experiments with different mixing ratios to achieve desired hues and values.</p> <p>Understands how to clean and store brushes.</p> <p>Understands that paint can be used using different techniques and tools to create different effects, relating to culture.</p> <p>Understands how colour within paint evolved over time.</p>	<p>Unit Outcome: To use cool and warm colours to depict a landscape scene.</p> <p>Explores cool atmospheres and warm glows by using paintbrushes and palettes to create different colour temperatures.</p> <p>Can understand how artists use warm and cool colour using this when mixing paint to express a mood in a work</p> <p>Can select the correct size/type of brush for the task</p> <p>Understands that landscape paintings are a genre of art that has been enjoyed throughout time and which is still be explored today.</p> <p>Can express different densities of colour, using water colour paints, by understanding different water-to-paint ratios.</p> <p>Understands why multiple layers of paint may be required when painting in order to achieve a desired effect.</p> <p>Understands compositional elements including:</p>	<p>Unit Outcome: to use ink to create an atmospheric painting.</p> <p>Can use controlled line work, dots, splashes, gradients and applying paint in layers to explore the fluidity of ink as a medium.</p> <p>Use the different mark making techniques of controlled line work, splashes and splattering to convey movement.</p> <p>Explores how you can use focal points to capture a mood within a scene.</p> <p>Discusses how the colour and value in ink painting can evoke different emotions based on their intensity and opacity.</p> <p>Can create depth and perspective by creating a gradient using ink, showcasing different opacities.</p> <p>Understands how to achieve different ink densities and dilution levels.</p> <p>Understands the rich history of ink painting in various cultures (Could include: sumi-e (china) or Japanese zen paintings).</p>	<p>Unit Outcome: to produce an abstract portrait to convey an emotion.</p> <p>Can show an awareness of how paintings are created (composition).</p> <p>Can colour mix with care and some accuracy using paintbrushes, palette knives and sponges.</p> <p>Can choose relevant colours in their portraits that reflect their exploration of the emotional and psychological associations attributed to different colours.</p> <p>Makes independent and well-reasoned decisions about which materials and tools are best to work with in a given exercise.</p> <p>Understands how to reason what the best tool or material for a given outcome would be.</p> <p>Understands how abstract art differs from representational art (investigating the concept of abstraction).</p> <p>Explores the various approaches to portraiture to understands the</p>	<p>To utilise different painting techniques and types of paint to communicate their ideas and contextual themes.</p>
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Art Progression Map

						<p>Explores cultural themes that broaden their perspectives (studying different symbols, motifs and how they can be expressed through paint).</p> <p>Can apply paint to a surface using a variety of tools (focusing on paintbrushes of varying sizes, sponges and stencils).</p> <p>Explores the concept of cultural heritage and the role of artistic expression in the preservation and transmission of cultural identity.</p>	<p>foreground, middle ground and background.</p> <p>Children can appreciate the works of significant landscape artists – being able to discuss how they use cool and warm colour.</p>	<p>Understands how significant artists evoke a mood through ink.</p>	<p>significance of abstract art in how it depicts emotion.</p>	
Vocabulary	mix	primary colours, light, dark	secondary colours, warm, cold, vibrant, shade	tint, shade, tone, lighten, darken, complimentary, mood, layering, space, overlapping		Primary colour Secondary colour Traditional Colour mix Tint Tone Colour-scheme Colour spectrum	In addition to previous years: Warm colours Cold colours Thickened paint Textured paint Landscape Foreground Middle ground Background	In addition to previous years: Opacity Mood Emotion Brushwork Atmosphere Ink wash Negative space	In addition to previous years: Abstract Portrait Emotion Expression Expressionism Abstraction Narrative Shape	

Ceramics/3D Form	Nursery	Reception	Year 1	Year 2	End of KS	Year 3	Year 4	Year 5	Year 6	End of KS
	Explores different materials and textures freely	Uses different techniques for joining materials, such as how to use adhesive tape and	Use both hands and tools to build Uses materials to make their own creations learning to	Expression of personal experiences and ideas in work	To use a range of materials creatively to design and make products	Unit Outcome: To use basic sculpture techniques to shape and manipulate clay.	Unit Outcome: To use basic pinch and coil techniques to create a pot.	Unit Outcome: To use sculpting techniques to design and create a clay sculpture.	Unit Outcome: To design and create a clay portrait.	To use detailed experience making ceramics to use clay imaginatively and with precise skill.

Art Progression Map

	<p>Decides which materials to use to express ideas</p> <p>Joins different materials</p> <p>Develops their own ideas and then decide which materials to use to express them</p> <p>Investigates the qualities of materials e.g. clay, play-dough, salt dough etc. to develop manipulative skills using hands and tools</p>	<p>different sorts of glue</p> <p>Constructs with a purpose in mind using a variety of resources</p> <p>Refines own ideas by building on prior knowledge</p>	<p>join them in varied ways to represent their own ideas</p> <p>Explores methods of altering the shape of materials using different modelling techniques such as rolling, kneading, coiling etc.... and making marks on the surface</p> <p>Use materials to make known objects for a purpose</p> <p>Discussion of weight and texture</p>	<p>Use hands and tools with confidence and increased control when cutting, shaping and joining malleable material.</p> <p>Further demonstrates increased control over modelling techniques and progress to impressing, pinching technique and carving skills to create more detailed designs.</p> <p>Uses materials more independently to make their own creations such as making their own slip and slabs when making clay sculptures.</p> <p>Create shape, form, line, texture and patterns from direct observation.</p> <p>Use a range of decorative techniques: applied, impressed and painted</p> <p>Use range of tools and objects for shaping, mark making, carving, impressing etc.</p> <p>Replicate patterns and textures in 3D</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Can create textured surfaces in clay using fingers, found materials and a variety of tools.</p> <p>Can flatten their clay using a rolling pin to create a slab of even thickness.</p> <p>Can use their imagination and inspiration from sources to create details.</p> <p>Can raise desired areas to provide depth.</p> <p>Can use fingers to smooth out any blemishes they wish to.</p> <p>Can apply glaze for a glossy finish.</p>	<p>Can employ coil-building technique – rolling and stacking clay on top of each other to create the walls of the pot.</p> <p>Can prepare clay by wedging it to remove air bubbles.</p> <p>Can score and slip clay to join pieces together to ensure they adhere.</p> <p>Can shape and smooth coils to ensure an even thickness.</p> <p>Can add a base to their pots by retrieving their slab knowledge from year 3.</p> <p>Understands that creating pot can be a methodical process and take care in the construction.</p> <p>Understands the importance of the coil pots drying thoroughly before being fired to prevent cracking.</p> <p>Understands the historical journey of pots from ancient civilisations to contemporary times.</p>	<p>Can sketch out their design prior to constructing.</p> <p>Can begin sculpting by form basic shapes using their hands.</p> <p>Can add details and refine the shape of their sculpture by using clay tools and fingers.</p> <p>Can add pieces of clay together, retrieving slip and scoring techniques from previous years.</p> <p>Can review work at the end of construction to ensure that sculpture is stable.</p> <p>Understands that each object is made with an intention and specific use, which can impact how it is designed and made.</p>	<p>Can select coloured glazes for a specific finish or decoration.</p> <p>Can sketch their initial design prior to constructing – understanding the key elements of scape and proportion with facial features.</p> <p>Can communicate a desired mood/emotion which is reflected in the manipulation of the clay facial features.</p> <p>Can add texture to different features using a variety of tools.</p> <p>Understands that artists and designers sometimes work towards a brief – which impacts what is made and how. But the artist can still bring their own experiences to the project.</p> <p>Understands the methodology of constructing of starting by constructing the head/face.</p>	
<p>Vocabulary</p>	<p>roll, shape, pull, press, smooth, rough, soft, hard</p>	<p>model, knead, join, coil, pinch, prickly, bumpy</p>	<p>construct, carve, score, slip, blend, rotate, fold, assemble</p>	<p>sculpture, figurative, form, impression, pinching technique, in relief, 3D, casting, detail, ceramic</p>		<p>Clay Surface decoration Marking Kiln Firing Slab</p>	<p>In addition to previous years: Carve Smoothing Modelling Pinch pot/coil pot</p>	<p>In addition to previous years: 3D construction Hand modelling Sculpture Patina</p>	<p>In addition to previous years: Portrait Proportion Facial features Expression</p>	

Art Progression Map

						Texture Glaze Scale	Slip Score Bisque firing Vessel	Review/evaluate Initial sketch		
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Print and Pattern	Nursery	Reception	Year 1	Year 2	End of KS	KS2
<p>(Found materials, fruit/veg, wood blocks, press print, string) (Paint, pencil, textiles, clay, printing)</p>	Uses a variety of objects to print onto different surfaces	<p>Continues to use a variety of objects to print onto different surfaces</p> <p>Awareness and discussion of patterns around them</p>	<p>Observe patterns in the natural and man-made world</p> <p>Experiment creating repeating patterns on paper using drawing or printing or printing their own design</p> <p>Use equipment and media correctly, to produce a clean image</p> <p>Create patterns and pictures by printing from objects using more than one colour</p> <p>Use appropriate language to describe tools, process etc.</p>	<p>Explore printing using various materials and experiment using layering, overlapping and patterning to create space.</p> <p>To create texture by making impressions in clay using a variety of tools and objects.</p>	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	
Vocabulary	print, press, lift, pattern, rubbing	surface	natural, man-made, repeat, transfer, image, block, repeat, geometric, pressure, reverse	layer, overlap, background, foreground, space, depth		