

## Art & Design Progression Map

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Year Group	Drawing	Painting/Colour	Texture/Collage	Form	Printing	Pattern	Using Artists (suggested)
	pencil, charcoal, chalk, pastels, ICT software	painting, ink, dye, textiles, pencils, crayon, pastels	textiles, clay, sand, plaster, stone	3D work, clay, dough, boxes, wire, paper sculpture, model, rock	found materials, fruit/veg, wood blocks, press print, lino, string Polystyrene boards	paint, pencil, textiles, clay, printing	
<b>EYFS ELG</b>	<p><i>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</i></p>						
<b>2yo &amp; 3yo</b>	<p>Begin to be interested in using a variety of drawing tools, pencils, crayons, etc</p> <p>To think about drawings to tell a story</p> <p>To Investigate using mark making to make lines and shapes (pre-writing shapes)</p> <p>To explore using lines to enclose a space, for example circles, and then begin to use these shapes to represent objects, for example people</p> <p>Use observation to begin to make representational drawings</p>	<p>Experimenting with paint using primary colours</p> <p>To have increasing awareness of the names of primary colours and beginning to explore what happens when you mix colours</p> <p>To explore a range of tools, paint brushes, fingers, twigs etc to make marks on paper</p>	<p>To begin handling, manipulating and enjoying using malleable materials, e.g clay, sand, playdough</p> <p>To begin to describe texture and sensory experiences</p> <p>Exploring how to make simple collages</p> <p>Begin to use glue and glue spreaders</p>	<p>To explore constructing. Building and destroying</p> <p>Begin to explore shapes whilst model making</p> <p>With support, use materials/tools with a planned purpose</p> <p>To have increasing awareness of basic joining techniques (glue, sellotape etc)</p> <p>To have an increasing awareness of how to use scissors with increasing accuracy, snipping etc and how to transport them safely</p>	<p>To begin to explore print using a variety of objects, mono printing and direct printing</p>	<p>Explore pattern in the environment and begin to have an awareness of repeating 2 part patterns</p>	<p>Begin to describe illustrations in favoured books (Eric Carle, Ahlberg, Shirley Hughes)</p>
<b>Reception</b>	<p>To make representational pictures with increasing detail and accuracy</p>	<p>To explore making brighter/lighter colours by using more water or white paint</p>	<p>To have an awareness of how to use scissors with increasing accuracy,</p>	<p>To think about joining techniques to match purpose (introduce split</p>	<p>To explore collography printing using blocks</p>	<p>Explore the difference in natural and man made patterns.</p>	<p>Recognise and describe key features of their own and others' work</p>

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	To begin to draw story maps	To have increased awareness of how to make secondary colours by combining 2 primary colours	beginning to cut curved lines  To have increasing awareness of simple weaving and collage  To manipulate clay to make a thumb pot  To use glue spreaders with increased control	pins, treasury tags, snipping edge of cylinder tubes)  Select junk modelling materials for construction with a purpose in mind  Introduce 3D shape names when constructing.	Explore relief printing  Explore resist printing	To increased awareness in how to create 2 & 3 part patterns  To explore symmetrical patterns and begin to identify line of symmetry, use simple techniques such as folding to create symmetrical images	
<b>Year Group</b>	<b>Drawing</b> pencil, charcoal, chalk, pastels, ICT software	<b>Painting/Colour</b> painting, ink, dye, textiles, pencils, crayon, pastels	<b>Texture/Collage</b> textiles, clay, sand, plaster, stone	<b>For</b> 3D work, clay, dough, boxes, wire, paper sculpture, mod roc	<b>Printing</b> found materials, fruit/veg, wood blocks, press print, lino, string Polystyrene boards	<b>Pattern</b> paint, pencil, textiles, clay, printing	<b>Artists</b>
<p><i>Key stage 1 Pupils should be taught: 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 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</i></p>							
<b>Yr 1</b>	To have an increased awareness, through observation, of drawing landscapes  Observe anatomy (faces, limbs) in order to draw more accurate representations of people  Think about showing how people feel in your pictures  Consolidate fine motor control through the use of different pencils and mark making tools	To be aware all the primary and secondary colour names  To know when you mix primary colours what secondary colours they make	To explore weaving and collage in more detail  To begin to sort materials according to specific qualities  Explore textiles to create things  To become more confident cutting shapes using scissors  Using glue and paste carefully	Use materials to make known objects for a purpose  To be more confident to shape and model from observations and imagination  To explore pinching, roll coils and slabs using a modelling media	Rubbings showing texture and patterns  To think about using mono printing/ collography/block/relief/ resist printing to produce simple pictures	To explore in more detail of the definition of a pattern and symmetry and lines of symmetry	Describe what can be seen and give an opinion about the work of an artist Ask questions about a piece of art

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<b>Yr 2</b>	<p>To have increasing awareness being able to solid infill the shapes in their pictures</p> <p>Use drawing as a way of recording experiences and feelings.</p> <p>To explore the use of shadows, light and dark by using 3 different grades of pencil</p> <p>Explore drawing in charcoal</p> <p>Think about using a viewfinder to focus on a specific part of something before drawing it.</p>	<p>To know how to mix paint to create all the secondary colours</p> <p>Introduce using watercolour paints</p> <p>To explore the use black and white to create tones and tints</p> <p>Explore the relationship between colour and mood/feelings eg red angry, fire</p>	<p>To take part in simple sewing, use large eyed needles – running stitches</p> <p>To investigate simple appliqué work, using sticking</p> <p>Investigate texture with paper, scrunching and screwing up paper</p> <p>To have increasing awareness of how to make a simple clay pot and investigate the technique of how to join 2 finger pots together</p>	<p>Awareness of natural and man-made forms.</p> <p>Join with confidence using a variety of techniques</p>	<p>To begin to identify the different forms printing takes, books pictures wallpaper, fabrics</p> <p>To explore creating their own relief and block print</p>	<p>Look at natural and man-made patterns in more detail</p>	<p>Suggest how artists have used colour, pattern and shape.</p> <p>Know how to create a piece of art in response to the work of another artist</p>
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<p><i>Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history</i></p> <p><b>Introduction of sketch books for recording ideas to help review, revisit and produce a final piece of work</b></p>							
<b>Yr 3</b>	<p>Experiment with various pencils thickness to create tones and texture</p> <p>To be increasingly more confident in observational</p>	<p>To explore colour washes to build up a background</p> <p>Introduce using acrylic paints</p> <p>Explore making as many tones of one</p>	<p>Use smaller eyed needles and finer threads for sewing</p> <p>Explore tie dying, batik</p>	<p>To be able to shape, form, model and construct (malleable and rigid materials)</p>	<p>Creating their own impressed print</p> <p>To be aware of how to record textures/patterns using a range of media</p>	<p>To explore designing using ICT</p>	<p>Know how to identify the different techniques used by different artists</p> <p>Compare work of different artists</p> <p>Recognise art from</p>

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	<p>drawing especially people – particularly faces and expressions</p> <p>To explore the use of digital images (theirs or others) and combine with other media, to create art</p>	<p>colour as possible (using white) Darken colours without using black</p> <p>Explore using a brush to produce different marks</p> <p>Have an increasing awareness of how to make dots and dashes, scratching, splashing to create texture</p> <p>Introduce different types/thicknesses of brushes</p>	<p>Exploring the use of ripping paper as a technique for collage</p>	<p>Consider and explore key features of sculpture including hollow/ solid/ textures etc.</p>	<p>Investigate colour mixing through overlapping monoprints</p>		<p>different cultures Recognise art from different historical periods</p>
<b>Yr 4</b>	<p>Begin to explore how to use line, tone, shape and colour to represent movement in people and objects</p> <p>Begin to know how to show reflection, looking at mirror images/symmetry</p> <p>Have an increasing awareness scale, proportion and placement in your drawings</p> <p>Integrate digital images into artwork</p>	<p>Have an increasing awareness of how to use colour to reflect mood</p> <p>Introduce using the colour wheel, using this to help mix different shades of the same colour</p>	<p>Sewing, introduce and begin to use a wider variety of stitches, overstitch, cross stitch</p> <p>To think about the technique of overlapping in collage</p>	<p>To explore and discuss their own work and work of other sculptors.</p> <p>To identify and compare natural and manmade forms of construction</p> <p>Know how to sculpt clay and other moldable materials to create a planned 3D shape</p>	<p>Interpret environmental and man made patterns using a variety of printing techniques</p> <p>Explore how to print onto different materials using at least 4 colours</p>	<p>Explore the art of tessellation</p>	<p>Experiment with the styles used by other artists Explain some of the features of art from historical periods</p> <p>Know how different artists developed their specific techniques</p>
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<b>Yr 5</b>	<p>Interpret the texture of a surface by using hatching and cross hatching</p> <p>Produce increasingly accurate drawings of people, figures and faces</p> <p>Explore in more detail the concept of perspective and begin to use this in your drawings</p>	<p>To show awareness of colours and their relationships/ feelings eg hot and cold colours</p> <p>To confidently work from close observation</p>	<p>Explore the use of stories, music, poems as stimuli</p> <p>To explore embellishing art work and create mood or a specific effect by adding detail (for example add raindrops and a puddle and we know it is raining in your picture)</p> <p>Explore artists who use textiles</p> <p>Have an increased awareness of how to use images created, scanned and found; altering them where necessary to create art</p>	<p>To explore, analyse and interpret architecture</p>	<p>To discuss and evaluate own work and that of others</p>	<p>Explore creating own abstract pattern to reflect personal experiences and expression</p> <p>Explore creating an accurate print design following a given criteria (use maths for accuracy)</p>	<p>Research the work of an artist and use their work to replicate a style.</p>
<b>Yr 6</b>	<p>Explore the effect of light on objects and people from different directions</p> <p>Select different techniques for different purposes, shading , smudging etc And use a full range of pencils charcoal or pastels, begin to create a personal style</p> <p>Consider scale and proportion in drawings, figures, faces and landscapes</p> <p>Have an increased awareness of how to use feedback to make amendments and improve your art</p>	<p>Confidently work from imagination</p> <p>Use mixed media experimentation in their work choosing which media to use to create maximum impact</p>	<p>To explore working collaboratively on a larger scale.</p> <p>Develops experience in embellishing, sewing and applique</p>	<p>Using observation or imagination, think about using properties of media, video, computers etc to create art</p> <p>Use frameworks(such as wire) to provide stability and form</p>	<p>Explore screen printing</p> <p>Explore printing techniques used by various artists</p>	<p>Use what they have learnt about pattern within their artwork</p>	<p>Explain the style of art used and how it has been influenced by a famous artist</p> <p>Understand what a specific artist is trying to achieve in any given situation</p> <p>Understand why art can be very abstract and what message the artist might be trying to convey</p>