



Progression Map – Art and Design

<p>Penguins EYFS</p>	<p>Expressive arts and design – Creating with materials</p> <ul style="list-style-type: none"> • safely use and explore a variety of materials • safely use and explore a variety of tools and techniques • experiment with colour • experiment with design • experiment with texture • experiment with form • experiment with function • share their creations, explaining the process they have used <p>Physical development – Fine motor</p> <ul style="list-style-type: none"> • use a range of small tools, including scissors, paintbrushes and cutlery
<p>Turtles Year 1</p>	<p>Drawing – Make your mark</p> <ul style="list-style-type: none"> • explore their own ideas using a range of media • use sketchbooks to explore ideas in an open-ended way • use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens • develop observational skills to look closely and reflect surface texture through mark-making • explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary • describe similarities and differences between practices in Art and Design, eg between painting and sculpture, and link these to their own work • describe and compare features of their own and other’s art work <p>Painting and mixed media – Colour splash</p> <ul style="list-style-type: none"> • explore their own ideas using a range of media • use sketchbooks to explore ideas in an open-ended way

- experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint
- investigate colour mixing
- play with combinations of materials to create simple collage effects
- select materials based on their properties, eg shiny, soft
- describe similarities and differences between practices in Art and Design, eg between painting and sculpture, and link these to their own work
- describe and compare features of their own and other's art work

Sculpture and 3D – Paper play

- explore their own ideas using a range of media
- use sketchbooks to explore ideas in an open-ended way
- use their hands to manipulate a range of modelling materials
- create 3D forms to make things from their imagination or recreate things they have seen
- describe and compare features of their own and other's art work
- describe similarities and differences between practices in Art and Design, eg between painting and sculpture, and link these to their own work

Formal elements

Pattern

- know that a pattern is a design in which shapes, colours or lines are repeated

Texture

- know that texture means 'what something feels like'
- know that different marks can be used to represent the textures of objects
- know that different drawing tools make different marks
- know that 'tone' in art means 'light and dark'

Tone

- know that we can add tone to a drawing by shading and filling a shape

Colour

- know that the primary colours are red, yellow and blue
- know that primary colours can be mixed to make secondary colours:
red + yellow = orange

	<p>yellow + blue = green blue + red = purple</p> <p>Form</p> <ul style="list-style-type: none"> • know that we can change paper from 2D to 3D by folding, rolling and scrunching it • know that three dimensional art is called sculpture <p>Shape</p> <ul style="list-style-type: none"> • know that paper can be shaped by cutting and folding it <p>Line</p> <ul style="list-style-type: none"> • know that drawing tools can be used in a variety of ways to create different lines • know that lines can represent movement in drawings
<p>Dolphins Year 2</p>	<p>Drawing – Tell a story</p> <ul style="list-style-type: none"> • begin to generate ideas from a wider range of stimuli, exploring different media and techniques • experiment in sketchbooks, using drawing to record ideas • use sketchbooks to help make decisions about what to try out next • further develop mark-making within a greater range of media, demonstrating increased control • develop observational skills to look closely and reflect surface texture through mark-making • experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes • talk about art they have seen using some appropriate subject vocabulary • be able to make links between pieces of art • explain their ideas and opinions about their own and other’s art work, giving reasons • begin to talk about how they could improve their own work <p>Painting and mixed media – Life in colour</p> <ul style="list-style-type: none"> • begin to generate ideas from a wider range of stimuli, exploring different media and techniques • experiment in sketchbooks, using drawing to record ideas • use sketchbooks to help make decisions about what to try out next • begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint

- mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water
- make choices about which materials to use for collage based on colour, texture, shape and pattern
- experiment with overlapping and overlaying materials to create interesting effects
- talk about art they have seen using some appropriate subject vocabulary
- be able to make links between pieces of art
- explain their ideas and opinions about their own and other's art work, giving reasons
- begin to talk about how they could improve their own work

Craft and design – Map it out

- begin to generate ideas from a wider range of stimuli, exploring different media and techniques
- experiment in sketchbooks, using drawing to record ideas
- use sketchbooks to help make decisions about what to try out next
- respond to a simple design brief with a range of ideas
- apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane
- experiment with techniques when trying out design ideas
- follow a plan for a making process, modifying and correcting things and knowing when to seek advice
- talk about art they have seen using some appropriate subject vocabulary
- be able to make links between pieces of art
- explain their ideas and opinions about their own and other's art work, giving reasons
- begin to talk about how they could improve their own work

Formal elements

Pattern

- know that surface rubbings can be used to add make patterns
- know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns
- know that patterns can be used to add detail to an artwork

Texture

- Know that collage materials can be chosen to represent real-life textures.
- Know that collage materials can be overlapped and overlaid to add texture.

	<ul style="list-style-type: none"> • Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. <p>Tone</p> <ul style="list-style-type: none"> • know that shading helps make drawn objects look more three dimensional • know that different pencil grades make different tones <p>Colour</p> <ul style="list-style-type: none"> • know that different amounts of paint and water can be used to mix hues of secondary colours • know that colours can be mixed to ‘match’ real life objects or to create things from your imagination • know that colour can be used to show how it feels to be in a particular place, eg the seaside <p>Form</p> <ul style="list-style-type: none"> • know that ‘composition’ means how things are arranged on the page • know that pieces of clay can be joined using the ‘scratch and slip’ technique • know that a clay surface can be decorated by pressing into it or by joining pieces on <p>Shape</p> <ul style="list-style-type: none"> • know that collage materials can be shaped to represent shapes in an image • know that shapes can be organic (natural) and irregular • know that shapes can geometric if they have mostly straight lines and angles • know that patterns can be made using shapes <p>Line</p> <ul style="list-style-type: none"> • know that lines can be used to fill shapes, to make outlines and to add detail or pattern
<p>Seahorses Year 3/4</p>	<p>Drawing – Growing artists</p> <ul style="list-style-type: none"> • generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome • use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome • apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. use growing knowledge of different drawing materials, combining media for effect • demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making

- use subject vocabulary confidently to describe and compare creative works
- use their own experiences of techniques and making processes to explain how art works may have been made
- build a more complex vocabulary when discussing their own and others' art
- evaluate their work more regularly and independently during the planning and making process

Painting and mixed media – Prehistoric paintings

- generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome
- use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome
- explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint
- develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects
- work selectively, choosing and adapting collage materials to create contrast and considering overall composition
- use subject vocabulary confidently to describe and compare creative works
- use their own experiences of techniques and making processes to explain how art works may have been made
- build a more complex vocabulary when discussing their own and others' art
- evaluate their work more regularly and independently during the planning and making process

Sculpture and 3D – Abstract shape and space & Mega materials

- generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome
- use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome
- use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration
- show an understanding of appropriate finish and present work to a good standard
- respond to a stimulus and begin to make choices about materials used to work in 3D
- use subject vocabulary confidently to describe and compare creative work
- use their own experiences of techniques and making processes to explain how art works may have been made.
- build a more complex vocabulary when discussing their own and others' art
- evaluate their work more regularly and independently during the planning and making process

Craft and design – Fabric of nature & Ancient Egyptian scrolls

- generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome
- use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome
- learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome
- design and make art for different purposes and begin to consider how this works in creative industries
- use subject vocabulary confidently to describe and compare creative works
- use their own experiences of techniques and making processes to explain how art works may have been made
- build a more complex vocabulary when discussing their own and others' art
- evaluate their work more regularly and independently during the planning and making process

Formal elements

Pattern

- know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin)
- know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns
- know that symmetry can be used to create repeating patterns
- know that patterns can be irregular, and change in ways you wouldn't expect

Texture

- know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object
- know how to use texture more purposely to achieve a specific effect or to replicate a natural surface

Tone

- know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps
- know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling
- know that using lighter and darker tints and shades of a colour can create a 3D effect
- know that tone can be used to create contrast in an artwork

Colour

	<ul style="list-style-type: none"> • know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or ‘clash’ is created • know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. • know that adding black to a colour creates a shade • know that adding white to a colour creates a tint <p>Form</p> <ul style="list-style-type: none"> • know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube) • know that organic forms can be abstract • know that using lighter and darker tints and shades of a colour can create a 3D effect • know that simple structures can be made stronger by adding layers, folding and rolling <p>Shape</p> <ul style="list-style-type: none"> • know that negative shapes show the space around and between objects • know how to use basic shapes to form more complex shapes and patterns <p>Line</p> <ul style="list-style-type: none"> • know that different drawing tools can create different types of lines • know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing
<p>Sharks Year 5/6</p>	<p>Drawing – I need space! & Make my voice heard</p> <ul style="list-style-type: none"> • draw upon their experience of creative work and their research to develop their own starting points for creative outcomes • using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks • draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently • apply new drawing techniques to improve their mastery of materials and techniques • push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques • describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work • give reasoned evaluations of their own and others work which takes account of context and intention

- independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work

Painting and mixed media - Portraits

- draw upon their experience of creative work and their research to develop their own starting points for creative outcomes
- use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
- manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.
- work in a sustained way over several sessions to complete a piece
- analyse and describe how colour is used in other artists' work
- consider materials, scale and techniques when creating collage and other mixed media pieces
- create collage in response to a stimulus and work collaboratively on a larger scale
- describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work
- give reasoned evaluations of their own and others work which takes account of context and intention
- independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work

Sculpture and 3D – Interactive installation

- draw upon their experience of creative work and their research to develop their own starting points for creative outcomes
- use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
- use personal plans and ideas to design and construct more complex sculptures and 3d forms
- combine materials and techniques appropriately to fit with ideas
- confidently problem-solve, edit and refine to create desired effects and end results
- describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work
- give reasoned evaluations of their own and others work which takes account of context and intention
- independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work

Craft and design – Photo opportunity & Architecture

- draw upon their experience of creative work and their research to develop their own starting points for creative outcomes
- use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks
- develop personal, imaginative responses to a design brief, using sketchbooks and independent research
- justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome
- describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work
- give reasoned evaluations of their own and others work which takes account of context and intention
- independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work

Formal elements

Pattern

- know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures
- know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of Van Gogh) or in repeated shapes within a composition. to know how to create texture on different materials

Texture

- know how to create texture on different materials
- know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture

Tone

- know that tone can help show the foreground and background in an artwork
- know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images

Colour

- know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours
- know that a 'monochromatic' artwork uses tints and shades of just one colour
- know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration

Form

- know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them
- know that the size and scale of three-dimensional art work changes the effect of the piece
- know that the surface textures created by different materials can help suggest form in two-dimensional art work

Shape

- know that a silhouette is a shape filled with a solid flat colour that represents an object
- know how an understanding of shape and space can support creating effective composition
- know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing
- know how line is used beyond drawing and can be applied to other art forms