



Curriculum Progression map: Art and Design

Year	Areas taught: knowledge	Skills: understanding and vocabulary
<p>R</p>	<p>Self-portrait Exploring colour mixing Autumn printing/stencilling/leaf masking autumn natural tools Tracks and footprints Techniques with paint (splatter painting). The artist Jackson Pollock. (Firework)</p>	<p><i>Drawing:</i> Begin to use a variety of drawing tools – Use drawings to tell a story Investigate different lines – Explore different textures Encourage accurate drawings of people. <i>Colour:</i> Experimenting with and using primary colours – Naming – mixing (not formal) – Learn the names of different tools that bring colour – Use a range of tools to make coloured marks on paper. <i>Texture:</i> Handling, manipulating and enjoying using materials – Sensory experience – Simple collages – simple weaving <i>Form:</i> Handling, feeling, enjoying and manipulating materials – Constructing – Building and destroying – Shape and model <i>Printing:</i> Rubbings – Print with variety of objects – Print with block colours Pattern: repeating patterns – irregular painting patterns – Simple symmetry</p> <p><i>Exploring and Using Media and Materials</i></p> <ul style="list-style-type: none"> • To explore colour and how colours can be changed. • To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects. • To begin to be interested in and describe the texture of things <p><i>Being Imaginative</i></p> <ul style="list-style-type: none"> • To develop a preference for forms of expression. • To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
	<p>Colour mixing continued Torch pictures Group activity Impressions in clay Black and white masking Tough tray paint and mark Big dot and wiggly</p>	
	<p>Beach Collage – texture – natural materials Combining different medial to achieve different effects Changes of properties Water painting with brushes and bottles Roller painting</p>	
<p>1</p>	<p>Self Portraits Artist Paul Klee Compare and contrast his work. Life drawing of castles</p>	<p>a draw lines of varying thickness; b use dots and lines to demonstrate pattern and texture; c use different materials to draw, for example pastels, chalk, felt tips;</p>



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		<p>d use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>
	Printing	<p>a copy an original print;</p> <p>b use a variety of materials, e.g. sponges, fruit, blocks;</p> <p>c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</p> <p>d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>
	Sculpture	<p>a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</p> <p>b use a variety of techniques, e.g. rolling, cutting, pinching;</p> <p>c use a variety of shapes, including lines and texture;</p> <p>d use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>
2	Andy Goldsworthy Nature art.	<p>a describe the work of famous, notable artists and designers;</p> <p>b express an opinion on the work of famous, notable artists;</p> <p>c use inspiration from famous, notable artists to create their own work and compare;</p> <p>d use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.</p>
	Collage	<p>a use a combination of materials that have been cut, torn and glued;</p> <p>b sort and arrange materials;</p> <p>c add texture by mixing materials;</p> <p>d use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>
	Painting	<p>a name the primary and secondary colours;</p> <p>b experiment with different brushes (including brushstrokes) and other painting tools;</p>



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	Explore colours Brush strokes	<ul style="list-style-type: none"> c mix primary colours to make secondary colours; d add white and black to alter tints and shades; e use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.
3	Autumn- Drawing, printing and leaf sculptures.	<ul style="list-style-type: none"> a Drawing leaves in pencil and colour. b Printing with leaves. c Leaf sculptures using doweling and thread.
	European Art	<ul style="list-style-type: none"> a To learn about great artists, architects and designers in history. (Anselm Kiefer, Michelangelo, Le Corbusier, Rembrandt, Coco Chanel and Salvador Dali) b Draw a building. c Paint like a famous artist. d Make a shape house using 2D shapes e Sculpture: Making a paper hat.
	Insects Mosaics	<ul style="list-style-type: none"> a Draw details carefully b Design and make a mosaic.
4	Viking Printing	<ul style="list-style-type: none"> a Collect and develop ideas based upon Viking designs using sketchbooks. b Build up resilience, making mistakes and suggesting improvements to improve their work. c Use more than one colour to layer in a print. d Make printing blocks. e Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.
	British Art – Portrait and landscape.	<ul style="list-style-type: none"> a Learn about great British artists in history. (Paula Rego, Gainsborough, Sonia Boyce, Lucien Freud, Howard Hodgkin and Anish Kapoor.) b Draw illustrations.



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		<ul style="list-style-type: none"> c Paint part of a famous art work. d Use different drawing techniques to draw a portrait. e Paint with colour.
	Fruit and vegetables	<ul style="list-style-type: none"> a Make a pepper sculpture in clay. b Observational drawings using charcoal. c Compare two artists' paintings of fruit and vegetables.
5	William Morris- Victorian Pattern Drawing /printing	<ul style="list-style-type: none"> a Design and create printing block tiles. b Create, arrange and layer accurate patterns
	Famous European architects and buildings – perspective. Painting	<ul style="list-style-type: none"> a Develop the ability to depict movement and perspective in drawings. b draw straight lines by hand and use them effectively to create depth, realism and scale to their drawings.
	Clay vases	<ul style="list-style-type: none"> a Develop and refine their ability to use tools and materials to carve, add shape, texture and pattern. b Develop cutting and joining skills using slabs and slips.
6	Drawing in the style of L.S Lowry	<ul style="list-style-type: none"> a Develop a variety of techniques to add effects such as cross hatching, stippling, shadows and reflection. b Explore line, tone and texture using different hardness of pencils. c Learn about the life of Lowry and study a selection of his paintings .
	Klimt	<ul style="list-style-type: none"> a Plan and create their own collage using range of mixed media. b Develop their ability to add collage to a printed or painted background. c Create and arrange geometrical patterns based on those of the artist Gustav Klimt.
	Portraits - painting Holbein- 1600's	<ul style="list-style-type: none"> a Learn how to draw a portrait, establishing correct proportions. b Develop their ability to create a colour palette, demonstrating mixing techniques.



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Progression of skills in art and design for EYFS, KS1 and KS2

	EYFS	Year 1 (Robins)	Year 2 (Robins)	Year 3 (Wrens)	Year 4 (Wrens)	Year 5 (Swallows)	Year 6 (Swallows)
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines Explore different textures Encourage accurate drawings of people 	<ul style="list-style-type: none"> Extend the variety of drawings tools Explore different textures Observe and draw landscapes Observe patterns observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> experiment with tools and surfaces draw a way of recording experiences and feelings discuss use of shadows, use of light and dark Sketch to make quick records 	<ul style="list-style-type: none"> Experiment with the potential of various pencils close observation Draw both the positive and negative shapes initial sketches as a preparation for painting accurate drawings of people – particularly faces 	<ul style="list-style-type: none"> Identify and draw the effect of light scale and proportion accurate drawings of whole people including proportion and placement Work on a variety of scales computer generated drawings 	<ul style="list-style-type: none"> effect of light on objects and people from different directions interpret the texture of a surface produce increasingly accurate drawings of people concept of perspective 	<ul style="list-style-type: none"> effect of light on objects and people from different directions interpret the texture of a surface produce increasingly accurate drawings of people concept of perspective
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> Experimenting with and using primary colours Naming mixing (not formal) Learn the names of different tools that bring colour Use a range of tools to make coloured marks on paper 	<ul style="list-style-type: none"> name all the colours mixing of colours Find collections of colour applying colour with a range of tools 	<ul style="list-style-type: none"> Begin to describe colours by objects Make as many tones of one colour as possible (using white) Darken colours without using black using colour on a large scale 	<ul style="list-style-type: none"> colour mixing Make colour wheels Introduce different types of brushes techniques- apply colour using dotting, scratching, splashing 	<ul style="list-style-type: none"> - colour mixing and matching; tint, tone, shade - observe colours - suitable equipment for the task - colour to reflect mood 	<ul style="list-style-type: none"> hue, tint, tone, shades and mood explore the use of texture in colour colour for purposes 	<ul style="list-style-type: none"> hue, tint, tone, shades and mood explore the use of texture in colour colour for purposes colour to express feelings



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<p>Texture (textiles, clay, sand, plaster, stone)</p>	<ul style="list-style-type: none"> - Handling, manipulating and enjoying using materials - Sensory experience - Simple collages - simple weaving 	<ul style="list-style-type: none"> - weaving - collage - Sort according to specific qualities - how textiles create things 	<ul style="list-style-type: none"> - overlapping and overlaying to create effects - Use large eyed needles –running stitches - Simple appliqué work - Start to explore other simple stitches - collage 	<ul style="list-style-type: none"> - Use smaller eyed needles and finer threads - weaving - Tie dying, batik 	<ul style="list-style-type: none"> - Use a wider variety of stitches - observation and design of textural art - experimenting with creating mood, feeling, movement- - compare different fabrics 	<ul style="list-style-type: none"> - use stories, music, poems as stimuli - Select and use materials - embellish work - fabric making - artists using textiles 	<ul style="list-style-type: none"> - Develops experience in embellishing - Applies knowledge of different techniques to express feelings - Work collaboratively on a larger scale
<p>Form (3D work, clay, dough, boxes, wire, paper sculpture, model)</p>	<ul style="list-style-type: none"> - Handling, feeling, enjoying and manipulating materials - Constructing - Building and destroying - Shape and model 	<ul style="list-style-type: none"> - Construct - Use materials to make known objects for a purpose - Carve - Pinch and roll coils and slabs using a modelling media. - Make simple joins 	<ul style="list-style-type: none"> - Awareness of natural and man-made forms - Expression of personal experiences and ideas - to shape and form from direct observation (malleable and rigid materials) - decorative techniques - Replicate patterns and textures in a 3-D form - work and that of other sculptors 	<ul style="list-style-type: none"> - Shape, form, model and construct (malleable and rigid materials) - Plan and develop understanding of different adhesives and methods of construction - aesthetics 	<ul style="list-style-type: none"> - Plan and develop - Experience surface patterns / textures - Discuss own work and work of other sculptors - analyse and interpret natural and manmade forms of construction 	<ul style="list-style-type: none"> - plan and develop ideas - Shape, form, model and join - observation or imagination - properties of media - Discuss and evaluate own work and that of other sculptors 	<ul style="list-style-type: none"> - plan and develop ideas - Shape, form, model and join - observation or imagination - properties of media - Discuss and evaluate own work and that of other sculptors
<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<ul style="list-style-type: none"> - Rubbings - Print with variety of objects - Print with block colours 	<ul style="list-style-type: none"> - Create patterns - Develop impressed images - Relief printing 	<ul style="list-style-type: none"> - Print with a growing range of objects - Identify the different forms printing takes 	<ul style="list-style-type: none"> - relief and impressed printing - recording textures/ patterns - monoprinting - colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> - Use sketchbook for recording textures/ patterns - Interpret environmental and manmade patterns - modify and adapt print 	<ul style="list-style-type: none"> - combining prints - design prints - make connections - discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> - Builds up drawings and images of whole or parts of items using various techniques - Screen printing - Explore printing techniques used by various artists



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<p>Pattern (paint, pencil, textiles,clay, printing)</p>	<ul style="list-style-type: none"> - repeating patterns - irregular painting patterns - Simple symmetry 	<ul style="list-style-type: none"> - Awareness and discussion of patterns - repeating patterns - symmetry 	<ul style="list-style-type: none"> - Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning - natural and manmade patterns - Discuss regular and irregular 	<ul style="list-style-type: none"> - pattern in the environment - design - using ICT - make patterns on a range of surfaces - symmetry 	<ul style="list-style-type: none"> - Explore environmental and manmade patterns - tessellation 	<ul style="list-style-type: none"> - Create own abstract pattern to reflect personal experiences and expression - create pattern for purposes 	<ul style="list-style-type: none"> - Create own abstract pattern to reflect personal experiences and expression - create pattern for purposes
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