

Art and Design Progression Map

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| <p><u>Key Stage 1: National Curriculum Expectations</u></p> <p>Pupils should be taught about: 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.</p> | <p><u>Key Stage 2 : National Curriculum Expectations</u></p> <p>Pupils should be taught about:</p> <p>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.</p> |
| <p><u>EYFS - the Early Learning Goals that link most closely to the Art National Curriculum</u></p> | |
| <p>EYFS</p> <p><u>Three and four year olds:</u></p> <p>Physical Development: Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.</p> <p>Expressive Arts and Design: Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use</p> | |

drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.

Reception:

Physical Development: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.

Expressive Arts and Design:

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.

ELGs:

Physical Development/Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Expressive Arts and Design/Creating with Materials: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

- Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.

| | Year 1 & 2 | Year 3 & 4 | Year 5 & 6 |
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| | <ul style="list-style-type: none"> • <u>Please note that self-portraits are sketched at the beginning of each term to show progressions of drawing techniques.</u> | | |

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| <p>Drawing</p> | <p><u>Cycle B - Spring 2</u></p> <p><u>Henri Rousseau - Plants</u></p> <p><i>Begin to control lines to create simple drawings from observations</i></p> <p><i>Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel</i></p> <p><i>Hold a large paint brush correctly</i></p> <p><i>Make marks using paint with a variety of tools Consider consistency when applying paint</i></p> <p><i>Colour within the line</i></p> <p><i>Draw on smaller and larger scales Begin to add detail to line drawings</i></p> | <p><u>Cycle B – Autumn 1</u></p> <p><u>Beowulf linked to History</u></p> <p><u>Bob Marley linked to English - Biographies</u></p> <p><i>Use sketchbooks to record drawings from observation</i></p> <p><i>Experiment with different tones using graded pencils</i></p> <p><i>Include increased detail within work</i></p> <p><i>Draw using a variety of tools (paint, chalk, pastel, pencil)</i></p> <p><i>Use a variety of brushes and experiment with ways of marking with them. Develop shadows and use of tracing.</i></p> | <p><u>Cycle A - Spring 1</u></p> <p><u>Georgia O'Keefe - WW2 Poppies</u></p> <p><u>John Piper – The Blitz</u></p> <p><i>Use first hand observations using different viewpoints, developing more abstract representations</i></p> <p><i>Introduce perspective, fore/back and middle ground Investigate proportions</i></p> <p><i>Use a range of mediums on a range of backgrounds</i></p> <p><i>Work indoors and outdoors</i></p> <p><i>Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</i></p> <p><i>Shade to create 3D shapes and shadows</i></p> |
| <p>Painting</p> | <p><u>Cycle A - Spring 1</u></p> <p><u>L.S Lowry- Playground Paintings</u></p> <p><u>Cycle AB- Summer 1</u></p> <p><u>Royal Portraits</u></p> | <p><u>Cycle A - Spring 1</u></p> <p><u>Vincent Van Gogh – Sunflowers & Starry Night</u></p> <p><u>Brian Pollard – Local Artist</u></p> | <p><u>Cycle B – Summer 1</u></p> <p><u>Fieda Khalo</u></p> <p><i>Build on previous work with colour by exploring intensity and</i></p> |

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| | <p><i>Recognise and name primary and secondary colours</i></p> <p><i>Mix primary colours to make secondary colours</i></p> <p><i>Share colour charts to compare variations of the same colour</i></p> <p><i>Create and experiment with shades of colour and name some of these</i></p> <p><i>Recognise warm and cold colours</i></p> <p><i>Create washes to form backgrounds</i></p> <p><i>Explore the relationship between mood and colour</i></p> | <p><i>Mix and match colours (create palettes to match images)</i></p> <p><i>Lighten and darken tones using black and white</i></p> <p><i>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</i></p> <p><i>Experiment with watercolour, exploring intensity of colour to develop shades</i></p> <p><i>Explore complementary and opposing colours</i></p> | <p><i>tertiary colours</i></p> <p><i>Introduce acrylic paint</i></p> <p><i>Develop watercolour techniques</i></p> <p><i>Explore using limited colour palettes</i></p> <p><i>Investigate working on canvas experiment with colour in creating an effect</i></p> <p><i>Mark make with paint (dashes, blocks of colour, strokes, points)</i></p> <p><i>Develop fine brush strokes</i></p> |
| <p>Printing</p> | <p><u>Cycle A – Autumn 1</u></p> <p><u>Rangoli Patterns</u></p> <p><i>Finger print, sponge print, block print to form</i></p> <p><i>patterns, experiment with amounts of paint applied and develop control</i></p> <p><i>Develop controlled printing against outline /within cut out</i></p> | <p><u>Cycle B – Summer 1</u></p> <p><u>Egyptian Neck Collars – Mosaic Linked to History</u></p> <p><i>Use roller and ink printing. Use simple block shapes formed by children</i></p> <p><i>Blend two colours when printing</i></p> <p><i>Create low relief prints with</i></p> | <p><u>Cycle B – Autumn 2</u></p> <p><u>William Morris -</u></p> <p><i>Explore repeating patterns</i></p> <p><i>Create polystyrene printing blocks to use with roller and ink</i></p> <p><i>Design and create motifs to be turned into printing block images</i></p> <p><i>Investigate techniques from</i></p> |

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| | <p><i>shapes</i></p> <p><i>Use print to explore possibilities and create different lines/shapes/patterns</i></p> | <p><i>string on cardboard and form repeated patterns, tessellations and overlays</i></p> <p><i>Form string roller prints to create continuous patterns</i></p> | <p><i>paper printing to work on fabrics</i></p> |
| <p>Textiles/collage</p> | <p><u>Cycle A – Summer 1</u></p> <p><u>Andy Goldsworthy – Natural Collage</u></p> <p><i>Develop collages, based on a simple drawing, using natural materials</i></p> <p><i>Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)</i></p> <p><i>Investigate a range of textures through rubbings</i></p> | <p><u>Cycle A - Autumn 1</u></p> <p><u>Stone Age Weaving – Lnked to History</u></p> <p><i>Research Stone Age designs from and, create own designs based on these</i></p> <p><i>Weave using the warp and weft techniques on a cardboard loom</i></p> <p><i>Create a piece of weaving using wool</i></p> <p><i>Develop individual and group weave designs,</i></p> <p><i>Use a range of stimulus for work, trying to think of ways to imitate the period</i></p> | <p><u>Cycle B – Autumn 1</u></p> <p><u>Kurt Jackson – Flotsam Mixed Media</u></p> <p><i>Develops experience in embellishing, pooling together experiences in texture to complete a piece -drawing, sticking, cutting, paint, layering</i></p> <p><i>Interpret stories as stimuli.</i></p> <p><i>Select and use materials to achieve a specific outcome.</i></p> <p><i>Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.</i></p> <p><i>Applies knowledge of different techniques to express feelings.</i></p> |

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| | | | Work collaboratively on a larger scale. |
| 3D form | <p><u>Cycle B – Autumn 1</u></p> <p><u>Michelle Reader – 3 D Sculpture</u></p> <p><i>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures</i></p> <p><i>Look at sculptures by known artists and natural objects as starting points for own work</i></p> <p><i>Investigate a range of different materials and experiment with how they can be connected together to form simple structures</i></p> <p><i>Use recycled materials – paper, carrier bags</i></p> <p><i>Develop tearing, cutting and layering paper to create different effects</i></p> <p><i>Look at sculptures and try to recreate them using everyday objects/range of materials</i></p> <p><i>Begin to form own 3D pieces by</i></p> | <p><u>Cycle B - Spring 1</u></p> <p><u>Sculpture – Dragon Eyes linked to English</u></p> <p><i>Develop confidence working with clay adding greater detail and texture</i></p> <p><i>Add colour once clay is dried</i></p> <p><i>Investigate ways of joining clay</i></p> <p><i>Create work on a larger scale as a group</i></p> | <p><u>Cycle B – Summer 1</u></p> <p><u>Greek Pots – 3 D Sculpture – linked to History</u></p> <p><i>Design and create sculpture, both small and large scale</i></p> <p><i>Use objects around us to form sculptures</i></p> <p><i>To become proficient in sculpting techniques.</i></p> <p><i>To improve their mastery of art and design techniques, including sculpting with a range of materials.</i></p> <p><i>Children plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</i></p> |

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| | <p><i>adding details and building up textures</i></p> <p><i>using tools</i></p> | | |
| <p>Design (KS2)</p> | | <p><u><i>Cycle A - Spring 2</i></u></p> <p><u><i>Local Artist - Victoria Sewart – Sea inspired jewellery</i></u></p> <p><i>Replicate some of the techniques used by notable artists, artisans and designers.</i></p> <p><i>Create original pieces that are influenced by studies of others.</i></p> | <p><u><i>Cycle B – Autumn 2</i></u></p> <p><u><i>Mary Quant and Pop Art</i></u></p> <p><i>Give details (including own sketches) about the style of some notable artists, artisans and designers.</i></p> <p><i>Show how the work of those studied was influential in both society and to other artists.</i></p> <p><i>Create original pieces</i></p> |
| | | <p><u><i>Summer 2024 – Rivers of Hope Project in conjunction with Plymouth University and Thames Valley –</i></u></p> <p><i>A project where art was based on creatin natural dyes and linking to the nature around us in our local community with the River Tamar as a stimulus.</i></p> | |