



Art and Design Progression Map

Art and Design - Progression map

<u>Year group</u>	<u>Drawing</u>		<u>Painting</u>	<u>Collage</u>	<u>Sculpture</u>	<u>Work of other artists</u>
F1	<p><b><u>Physical development</u></b></p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them</p>	<p>Experiments with basic tools on rigid and plastic materials.</p> <p>Manipulate playdough in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>Join different materials and explore different textures</p>	



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<p>F2</p>	<p><b><u>Physical development</u></b></p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, coordination and agility.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore the work of artists by looking at pictures of their work and recreating similar styles using a range of resources.</p> <p>Discuss the artist's work by stating what they like.</p>
<p><b><u>ELG</u></b></p>	<p style="text-align: center;"><b><u>Physical development:</u></b></p> <p style="text-align: center;">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.</p> <p style="text-align: center;"><b><u>Expressive Arts and Design:</u></b></p> <p style="text-align: center;">Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>					



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Year 1	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Work on different scales, e.g. large paper.</p> <p>Mix secondary colours and shades</p> <p>using different types of paint.</p> <p>Create different textures, e.g. mixing paint with sand, glue or sawdust</p>	<p>Cut, tear and glue paper and card for their collages</p> <p>Gather and sort the materials they will need</p> <p>Create a collage</p> <p>Use different kinds of materials on their collage and explain why they have chosen them</p> <p>sort and arrange materials;</p> <p>use a combination of materials that have been cut, torn and</p>		<p><b>KS1</b></p> <p>describe the work of famous, notable artists and designers;</p> <p>express an opinion on the work of famous, notable artists;</p> <p>use inspiration from famous, notable artists to create their own work and compare;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand</p>



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			<p>glued;</p> <p>Fold, crumple, tear and overlap papers.</p> <p>Create textured collages from a variety of media.</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, features, cut, place, arrange.</p>		
Year 2	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p>	<p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>name the primary and secondary colours;</p> <p>Mix a range of secondary colours, shades and tones.</p>		<p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p>Know how to twist, knot, intertwine clay to create effect</p> <p>Understand the safety and basic care of materials and tools.</p>	



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	Experiment with the visual elements; line, shape, pattern and colour.	Experiment with tools and techniques, inc. layering, mixing media  add white and black to alter tints and shades;  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		Explore shape and form.	
<b><u>End of KS1</u></b>	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 to know 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				
Year 3	Experiment with different grades of pencil and other implements.  Plan, refine and alter their drawings as necessary.  Use their sketchbook to collect and record visual information from different sources.	Mix a variety of colours and know which primary colours make secondary colours.  Use a developed colour vocabulary.	Name the tools and materials they have used.  Experiment with a range of collage techniques such as tearing, overlapping and layering to create		<b><u>LKS2</u></b> use inspiration from famous artists to replicate a piece of work;  reflect upon their work inspired by a famous notable



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	<p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>images and represent textures.</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic features, cut, place, arrange.</p>		<p>artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p>
Year 4	<p>Make informed choices in drawing inc. paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and</p>	<p>Match the tool to the material.</p> <p>Combine skills more readily.</p> <p>Choose collage as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p>	<p>Join materials adequately and work reasonably independently.</p> <p>Make a papier mache/Modroc object</p> <p>Plan, design and construct a simple model.</p> <p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p>	



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		creativity with the painting process.		<p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials such as Modroc, wire, paper/card to create a sculpture</p>	
Year 5	<p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p>		<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Plan a sculpture through drawing and other preparation work before starting the project.</p> <p>Create a sculpture by applying previous learnt skills with increasing independence.</p>	<p><b><u>UKS2</u></b></p> <p>give detailed observations about notable artists', artisans' and designers' work;</p> <p>offer facts about notable artists', artisans' and designers' lives;</p>



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				<p>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</p> <p>Shape, form, model and construct from observation or imagination</p> <p>Develop skills in using clay with tools</p> <p>Produce intricate pattern/details and textures in a malleable media</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand</p>
Year 6	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p>	<p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and</p>	<p>Extend their work within a specified technique e.g. quilling</p> <p>Use a range of media to create collage.</p> <p>Collect visual information from a variety of sources, describing with</p>		





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	<p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>	<p>materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p>	<p>vocabulary based on the visual and tactile elements.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>Add collage to a painted, printed or drawn background.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>		
<p><b><u>End of KS2</u></b></p>	<p>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] to know about great artists, architects and designers in history</p>				