



Art and Design Progression Map

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ART- Drawing					
<ul style="list-style-type: none"> To know that lines can be used in different ways Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. To experiment with different resources to create different lines (wavy, vertical, horizontal, cross hatch) Use lines to create a drawing Sketch a pattern from observations, using lines, curls and circles 	<ul style="list-style-type: none"> Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations Show different tones by using coloured pencils To use charcoal, pencil and pastels with control Draw lines of different sizes and thickness. To create mood in their drawings To begin to show facial expressions in their drawings 	<ul style="list-style-type: none"> To know that Tone is the areas of dark and light Develop intricate patterns/ marks with a variety of media. Use different hardness's of pencils to show line, tone and texture. Use hatching and cross hatching to show tone and texture. To be able to show facial expressions in their drawings Develop drawing skills by drawing from direct observation 	<ul style="list-style-type: none"> To that tone is the lightness or darkness of something and to use tone in their drawing To know that mark making is the creation of different patterns, lines, textures and shapes To know that vertical lines run from top to bottom To know that parallel lines are two lines that are always the same distance apart and never touch Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Sketch lightly (no need to use a rubber to correct mistakes). 	<ul style="list-style-type: none"> To know that first hand drawings are drawn from real life, and not from pictures To know that second hand drawings are drawn from a photograph or a picture rather than the real object or place Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use lines to represent movement. Draw from observation using perspective, design, detail and line 	<ul style="list-style-type: none"> Work in a sustained and independent way to develop their own style of drawing. -This style may be through the development of: line, tone, pattern, texture. Use a choice of techniques to depict movement, perspective, shadows and reflection. To be able to use sketches to communicate emotions and a sense of self with accuracy and imagination Choose a style of drawing suitable for the work (e.g. realistic or impressionistic) Develop an awareness of composition, scale and proportion in their paintings

			<ul style="list-style-type: none"> • To identify and draw simple objects and use marks and lines to produce texture • Annotate sketches to explain and elaborate ideas. • Use shading to show light and shadow. • Draw still life from observation 		
Painting					
<ul style="list-style-type: none"> • To know that primary colours can be mixed to make secondary colours • To know which colours are primary colours (blue, yellow, red) • To know which colours are secondary colours (orange, purple, green) • Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. • To create mood in their painting • To paint a picture of something they can see • Use thick and thin brushes. 	<ul style="list-style-type: none"> • To know which primary colours mix to create secondary colours. • Add white and black to colours to make tints • To mix their own brown • Understand how to make tints using white and tones by adding black to make darker and lighter shades • Begin to control the types of marks made in a range of painting techniques 	<ul style="list-style-type: none"> • To know where the primary and secondary colours are on a colour wheel • I know I can make a tint by adding white to a colour • I know I can make a shade by adding black to a colour • Mix colours effectively. (being able to predict with accuracy the colour that they mix) • Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking 	<ul style="list-style-type: none"> • Mix colour, shades and tones with increasing confidence. • Experiment with creating mood with colour. • Use light and dark within painting and show understanding of complimentary colours. • Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Begin to choose appropriate media to work with 	<ul style="list-style-type: none"> • Start to develop their own style using tonal contrast and mixed media. • To combine colours, tones and tints to enhance the mood of a piece • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Sketch lightly before painting to combine line and colour. 	<ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world • Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. • Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Develop a personal style of painting drawing upon ideas from other artists

		in colour, washes, thickened paint creating textural effects. <ul style="list-style-type: none"> • Use thick and thin brushes to produce shapes, textures, patterns and lines. 			
Collage					
<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Use repeating or overlapping shapes 	<ul style="list-style-type: none"> • To know that the term collage means 'a collection of materials or objects covering a surface • Begin to mix materials to create texture. • Begin to sort and arrange materials. 	<ul style="list-style-type: none"> • mix materials in an interesting way to create texture. • sort and arrange materials. 		<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. 	
Sculpture					
<ul style="list-style-type: none"> • Use a combination of shapes • Shape and model materials for a purpose from observation and imagination. • Use rolled up paper, straws, paper, card and clay as materials. • use moulding clay/plasticine to create a sculpture (including techniques such as 	<ul style="list-style-type: none"> • Use equipment and media with increasing confidence • Use clay and other mouldable materials • Use a combination of shapes to create a recognisable form 	<ul style="list-style-type: none"> • Use equipment and media with confidence • Begin to show an awareness of objects having a third dimension and perspective. • Join two parts successfully. • Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations 	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment • Use recycled, natural and man-made materials to create sculptures. • Adapt work as and when necessary and explain why. • Independently create and combine shapes to create recognisable forms (e.g. shapes made 	<ul style="list-style-type: none"> • <i>Work in a safe, organised way, caring for equipment</i> • <i>Use recycled, natural and manmade materials to create realistic/recognisable sculptures</i> <i>Objectives Covered in DT Bridges unit</i> • Take on the role of an architect, using sketchbooks to design a building based on an architectural style 	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. • Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. · using a range of media. • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.

pinching, kneading and rolling) ● apply simple decorating techniques (such as painting) ● use etching tools to create patterns	● Use techniques such as rolling, cutting, moulding and carving. ● Use etching tools to create lines and texture.	as well as try out ideas. ● Include texture that conveys feelings, expression or movement. ● Confidently use clay and other mouldable materials.	from nets or solid materials). ● Add materials to provide interesting detail.	● Use a perspective view, a plan view or front elevation to draw their design of a building	● Use frameworks (such as wire or moulds) to provide stability and form. ● Children use their sketch book to create a detailed design which they will refer to when creating their sculpture
Print					
• Use repeating or overlapping shapes. • Use objects to create prints (e.g. fruit, vegetables or sponges). • Use printmaking to create a repeating pattern	• Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. • Mimic print from the environment (e.g. wallpapers) • Press, roll, rub and stamp to make prints.	• Print simple pictures using different printing techniques • Use layers of two or more colour • Make printing blocks (e.g. from coiled string glued to a block).	• To know that pattern is a repetition of motifs • Replicate patterns observed in natural or built environments and make repeating patterns with symmetry and reflection techniques • Make precise repeating patterns.	• Continue to gain experience in overlaying colours. • Combine previously learned techniques to create pieces. • awareness of mono and relief printing. • To know that a printing block can be made from different materials such as wood or lino which can be carved to create a stamp	• Demonstrate experience in a range of printmaking techniques. (Such as zentangle printing • Adapt their work according to their views and describe how they might develop it further. • Develop their own style using tonal contrast and mixed media.
VOCABULARY Print, Rubbing Smudge, Image Reverse, Shapes Surface, Pressure Decoration, Cloth	VOCABULARY Print, Rubbing, Smudge, Image, Reverse, Shapes Surface, Pressure, Decoration, Cloth, Repeat, Rotate Mono-print, Two-tone print	VOCABULARY Imprint, Impression, Mould Monoprint Background Marbling, Surface Absorb, Stencil Negative space Positive space	VOCABULARY Trace, Manipulate Block, Repeat Continuous, Negative space Positive space	VOCABULARY Monotype, Printing, Inking up, Water-based Oil-based, Overlap, Etching, Engraving Indentation, Pressure	VOCABULARY Aesthetic, Pattern, Motif Victorian, Islamic, Rotation, Reflection Symmetrical, Repetition

Textiles					
<ul style="list-style-type: none"> Join materials using glue 	<ul style="list-style-type: none"> Use weaving to create a pattern Join materials using glue and/or a stitch. 		<ul style="list-style-type: none"> Create weavings. Use basic stitches to join materials <p><i>Covered during DT lessons</i></p>		<ul style="list-style-type: none"> Combine previously learned techniques to create pieces Choose from a range of stitching techniques. To know what blanket stitch, running stitch, cross stitch, appliqué are <p><i>Covered during DT lessons</i></p>
Digital Media					
<ul style="list-style-type: none"> Children develop ICT skills during computing lessons Green screen app/ pic collage used to present artwork 	<ul style="list-style-type: none"> Children develop ICT skills during computing lessons Green screen app/ pic collage used to present artwork 	<ul style="list-style-type: none"> Children develop ICT skills during computing lessons Green screen app/ photos/ pic collage used to present artwork 	<ul style="list-style-type: none"> Create a piece of art which includes integrating a digital image they have taken. Take a photo from an unusual or thought-provoking viewpoint create an image using the principles of lenticular printing To use a photo collage to recreate a painting 	<ul style="list-style-type: none"> Enhance digital media by editing (including sound, video, animation, still images and installations). Take photos and use software to alter them, adapt them and create work with meaning. Compose a photo with thought for textural qualities, light and shade. 	<ul style="list-style-type: none"> To know that a photomontage is the process and the result of making a composite photograph by cutting, gluing, rearranging and overlapping two or more photographs into a new image To know about the history of photomontages To know that that contemporary artists use digital techniques to convey their messages To know that that artists use photography to record and observe and understand the terms macro, and monochromatic

					<ul style="list-style-type: none"> Enhance digital media by editing (including sound, video, animation, still images and installations). Have opportunity to explore modern and traditional artists using ICT and other resources. Combine a selection of images using digital technology considering colour, size and rotation.
Develop Ideas – Sketch Books					
<ul style="list-style-type: none"> Start to record simple media explorations in a sketch book. 	<ul style="list-style-type: none"> Use a sketchbook to plan and develop simple ideas. Build information on colour mixing, the colour wheel and colour spectrums. Collect textures and patterns to inform other work. 	<ul style="list-style-type: none"> Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Identify interesting aspects of objects as a starting point for work. Use a sketch book to express feelings about a subject Make notes in a sketch book about techniques used by artists Annotate ideas for improving their work through keeping notes in a sketch book 	<ul style="list-style-type: none"> Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Express likes and dislikes through annotations Use a sketch book to adapt and improve original ideas Keep notes to indicate their intentions/purpose of a piece of work 	<ul style="list-style-type: none"> Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Keep notes which consider how a piece of work may be developed further Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Adapt work as and when necessary and explain why. 	<ul style="list-style-type: none"> Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook.

Responding to Art

<ul style="list-style-type: none"> • To have a basic understanding of abstract art • To know that abstract art uses a lot of shapes • Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes. • To talk about how they have made something and how they could have made it differently (Children refer to line, shape, texture, colour) 	<ul style="list-style-type: none"> • To be able to identify abstract art • Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. • Respond to ideas and starting points • To identify a number of improvements they could make to their own work (Children refer to line, shape, texture, colour) • Explore artist's ideas and collect visual information to help inspire their creations 	<ul style="list-style-type: none"> • To be able to identify and compare abstract art • Continue to explore 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 • Develop ideas from starting points throughout the curriculum • Collect information, sketches and resources to use for inspiration in their own artwork • Respond to art from other cultures and other periods of time. 	<ul style="list-style-type: none"> • To know that abstract art is modern art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on their own artworks using visual language (Eg- shape, tone, form, texture, colour, line, shape, value(contrast)) 	<ul style="list-style-type: none"> • To know that an architectural style refers to the features that make a building historically identifiable, such as the shape, materials used and methods of construction • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. • Identify artists who have worked in a similar way to their own work. • Develop and imaginatively extend ideas from starting points throughout the curriculum • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Children use the elements of art to comment on their own works of art (eg-choice of shape, tone, form, texture, colour, line, shape, value(contrast)) 	<ul style="list-style-type: none"> • To know that Impressionist is a style of painting that focuses on light • To know that Impressionist artists often use thick, broken brush strokes and painted scenes of everyday life. • To know that post-impressionism art movement followed after the impressionist artists, it featured bright colours and thick brushstrokes but they included more emotion and expression in their paintings. • Discuss and review own and others work, expressing thoughts and feelings explaining their views. • Identify artists who have worked in a similar way to their own work. • Explore a range of great Artists, architects and designers in history. Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. (eg- Elements of Art- shape, tone, form, texture,
---	---	--	--	--	--

					colour, line, shape, value(contrast)
To take Inspiration from the Greats					
<ul style="list-style-type: none"> To know that Artists use different methods and materials To study artist's work and talk about each artists style (Abstract Art etc) Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles. 	<ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.
Greats studied in each Year Group					
<u>Beatriz Milhazes</u> - Brazilian Abstract Artist (Bame) <u>Bridget Riley</u> -British Artist- repetition and patterns <u>David Hockney</u> - British Pop Artist <u>Louise Bourgeois</u> – French sculpture and installation artist <u>Andrew Goldsworthy</u> – British sculptor who makes land art <u>Susan Beatrice</u> - creates sculptures from watches <u>Edouard Martinet</u> -	<u>Julian Ople</u> - British visual artist <u>Edwina Bridgeman</u> - British mixed media artist <u>Damien Hurst</u> - British modern artist <u>Picasso</u> - Spanish painter, sculptor, printmaker, ceramicist and theatre designer	<u>Carl Giles</u> - British Cartoonist <u>Sam McBratney</u> - British author <u>Walt Disney</u> - American animator and cartoonist <u>Diego Velazquez</u> - Spanish Painter	<u>Luz Perez Ojeda</u> – French - Op-Art <u>Barbara Hepworth</u> – English – sculpture <u>Paul Cezanne</u> – French - still life <u>Giorgio Morandi</u> – Italian - still life <u>David Hockney</u> – British - painter, printer and photographer	<u>Hundertwasser</u> – Austrian – modern artist and architect <u>Banksy</u> – English - street artist inspired by current themes <u>Andy Warhol</u> – American – visual artist and print maker <u>John Singer Sargent</u> – American – portrait painter <u>Magdalene Odundo</u> – ceramics (BAME artist)	<u>Hannah Hoch</u> – German – photomontage <u>Peter Kennard</u> – British – contemporary photomontage artist <u>Jerry Uelsmann</u> – American – contemporary photomontage artist <u>Jenny Holzer</u> – Truisms <u>Edward Weston</u> – Macro photography

<p>French -Scrap metal sculptures of animals</p> <p><u>Peder Severin Kroyer</u>- Danish Painter</p> <p><u>Joaquin Sorolla</u>- Spanish Painter</p> <p><u>Auguste Renio</u>- French Impressionist style painter</p> <p><u>Vincent Van Gogh</u>- Impressionist painter from the Netherlands</p>	<p><u>Max Ernst</u>- German surrealist artist</p> <p><u>Ed Ruscha</u>- American pop artist</p> <p><u>Clarice Cliff</u>- English Pottery Artist</p> <p><u>Nancy McCroskey</u>- American ceramic artist</p>		<p><u>Paula Rego</u> – Portuguese - paintings and prints based on storybooks</p> <p><u>Edward Hopper</u> – American - realist painter and printmaker</p> <p><u>Fiona Rae</u> – Modern British artist born in Hong Kong</p> <p><u>Pieter Brueghel</u> – Belgian artist – landscapes and peasant scenes</p> <p><u>Sokari Douglas Camp</u>- English steel Sculptor (Bame)</p>	<p><u>Herman Rorschach</u> – Swiss – developed inkblots – symmetrical patterns used to explore people’s personalities</p> <p><u>Leonardo da Vinci</u>- Italian artist</p> <p><u>Paul Klee</u>- Swiss colour artist</p> <p><u>Kathe Kollwitz</u>- German painter</p> <p><u>Mark Wallinger</u>- Contemporary British artist</p> <p><u>Pablo Picasso</u>- Spanish artist who co founded cubism</p> <p><u>David Shigley</u>- Contemporary British visual artist</p>	<p><u>Frieda Kahlo, Pablo Picasso</u> – abstract expressionists</p> <p>Edvurd Munch - Expressionist</p> <p><u>Edward Hopper</u> – American – realist painter and print maker</p> <p><u>Georges-Pierre Seurat</u> – French – Post-impressionist artist</p> <p><u>Vincent Van Gogh</u> – Dutch – painter and well-known post-impressionist artist</p> <p><u>Claude Monet</u> – French – painter and founder of French Impressionist painting</p> <p><u>Auguste Renoir</u> – French – artist who lead in the development of impressionist style</p> <p><u>Edgar Degas</u> – French – artist famous for his pastel drawings and oil painting of ballerinas</p> <p><u>Eugene Henri Paul Gauguin</u> – French – post-impressionist artist</p>
---	---	--	--	---	---

					<p><u>Stephens Jones</u> – British – milliner based in London</p> <p><u>Bundle MaClaren</u> – British – contemporary milliner who makes bespoke and ready-to- wear hats</p> <p><u>William Morris</u> – British- textile designer</p>
--	--	--	--	--	--