

Art Progression Map linked to the National Curriculum Subject Leader 2024-25 Jules Jenkin

This curriculum subject area runs from EYFS – Year 6 on the following pages.

EYFS – Expressive Art and Design

<p>EYFS National Curriculum – Is set out to follow the Early Years Framework with a focus on the following areas of learning</p> <ul style="list-style-type: none"> ▪ Expressive Art and Design ▪ Understanding the world ▪ Physical Development 	<p>I can use a range of materials creatively to design and make products</p> <p>I can use drawing, painting and sculpture to develop and share my ideas, experiences and imagination.</p> <p>I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>I know about the work of a range of artists, craft- makers and designers</p>	
<p>In order for children to achieve their Early Learning Goals in expressive Art Design, we provide lots of opportunities for children to express themselves using a range of media. This includes:</p> <p>Having dedicated areas of learning throughout the classroom and outdoor areas, such as the 'Creative area', 'Construction area', 'Role Play Area', 'Small World Area', 'Drawing Area', 'Mud Kitchen', 'Outdoor Stage' etc. These adapt to follow children's interests as well as being planned to build curriculum schema for the children.</p> <p>This is called our continuous provision and children have free access to these resources when not subject to direct teaching across the school day. They are encouraged to use the areas independently. The resources in these areas are changed depending on our topics and the children's current interests. This ensures that children are kept motivated to explore the different areas and to develop their skills.</p> <p>Any relevant special events inform the basis of our learning during particular weeks (for example...</p> <p>Remembrance Day, Fireworks, Easter, Christmas, Diwali etc...). This encourages children to represent their own experiences through a range of different media.</p> <p>Show and Tell Time (when children can show us something they made at home / sing songs / perform a dance etc...)</p>	<p><u>Our self-access art area</u></p> <p><u>includes:</u></p> <p>Pencils Colouring pencils Crayons Pens Paper Card Stencils Collage materials glue scissors</p> <p><u>Our adult-led art resources</u></p> <p><u>include:</u></p> <p>Chalks Paints Pastels</p>	<p><u>Planned Curriculum Art Activities might include:-</u></p> <ul style="list-style-type: none"> • Self-portraits using mirrors and paints • Creating dinosaur footprint and fossils using clay • Building sandcastles • Using natural materials to make ABAB patterns • Use paint to make symmetrical butterflies • Using vehicles to make tyre tracks in paint • Making cards to celebrate special occasions • Drawing a pirate map to search for treasure

<p>In order for children to enjoy their learning we expect them to safely use and explore and use a variety of tools, materials and techniques, experimenting with colour design , texture, form and function.</p> <p>Oracy – Children should share their creations, explaining the processes that they have used and kindly critique the learning of others.</p>	<p>Water colours Stamps Sponges Play-doh Clay</p> <p><u>Our outdoor art resources include:</u> Chalks Water painting Natural material collages Clip boards with pencils Sand Loose parts for building sculptures Easels and paint</p>	<ul style="list-style-type: none"> • Using different materials to make a collage • Printing using vegetables and fruits • Chalking patterns in the outside area • Cutting and sticking from magazines to make a collage • Large group collaboration constructions/paintings – sharing ideas, resources and skills
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sketch Books: Exploring and Developing Ideas</p>	<p>Talk about my ideas for art and design</p>	<p>Respond positively to ideas and starting points</p> <p>Explore ideas and collect information</p> <p>Begin to describe differences and similarities and make links to their own work</p> <p>Try different materials and methods</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe.</p>	<p>Respond positively to ideas and starting points</p> <p>Explore ideas and collect information</p> <p>Describe differences and similarities and make links to their own work</p> <p>Try different materials and methods to make improvements to art work</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, detail, improve.</p>	<p>Use sketchbooks to record ideas</p> <p>Begin to explore ideas from first-hand observations</p> <p>Make observations about starting points, and respond positively to suggestions</p> <p>Adapt ideas from comments and feedback</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, record, detail, question, observe, refine.</p>	<p>Use sketchbooks to collect and record ideas</p> <p>Explore ideas from first-hand observations</p> <p>Question and make observations about starting points, responding positively to suggestions</p> <p>Adapt and refine ideas</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p>Review and revisit ideas in their sketchbooks</p> <p>Offer feedback using a widening range of vocabulary</p> <p>Begin to think critically about their art and design work</p> <p>Begin to use digital technology as sources for developing ideas</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure</p>	<p>Review, revisit and rework ideas in their sketchbooks</p> <p>Offer feedback using technical vocabulary</p> <p>Think and speak critically about their art and design work</p> <p>Use digital technology as sources for developing ideas</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure</p>
		Children begin to explore different		Children develop their knowledge of		Children continue to use a variety of	

Drawing

<p>Hold a pencil effectively using the tripod grip in almost all cases</p> <p>Begin to show accuracy and care when drawing</p> <p>Use mark-making to show ideas</p> <p>Tell an adult what their marks represent</p>	<p>techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p><u>KS1 Art and Design National Curriculum</u> To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> 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>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>		<p>drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p><u>KS2 Art and Design National Curriculum</u> To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a experiment with showing line, tone and texture with different hardness of pencils; b use shading to show light and shadow effects; c use different materials to draw, e.g. pastels, chalk, felt tips; d show an awareness of space when drawing; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>		<p>drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p><u>KS2 Art and Design National Curriculum</u> To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; b depict movement and perspective in drawings; c use a variety of tools and select the most appropriate; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>	
	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Develop a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p>	<p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Demonstrate experience in surface patterns/ textures and use</p>	<p>Access a variety of ways to make different marks with a range of media.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Create textures and patterns with a wide range of drawing implements.</p>	<p>Experiment with a variety of ways to make different marks with a range of media.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Experiment with a wide variety of ways to make different marks with a range of media.</p> <p>Explore the potential properties of the visual elements: line, tone, pattern, texture, colour and shape.</p>	<p>Become proficient in a wide variety of ways to make different marks with dry and wet media.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>

		Investigate textures by describing, naming, rubbing, copying. Pupils produce an expanding range of patterns and textures.	them when appropriate. Investigate textures and produce an expanding range of patterns. Use line and tone in different media to consider shape, shade, pattern and texture.				
Painting	Use a range of paint brushes Explore colours and different brush-strokes when painting	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p><u>KS1 Art and Design National Curriculum</u> To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name the primary and secondary colours; b experiment with different brushes (including brushstrokes) and other painting tools; c mix primary colours to make secondary colours; d add white and black to alter tints and shades; <p>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.</p>	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p><u>KS2 Art and Design National Curriculum</u> To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use varied brush techniques to create shapes, textures, patterns and lines; b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; c create different textures and effects with paint; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p><u>KS2 Art and Design National Curriculum</u> To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a create a colour palette, demonstrating mixing techniques; b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>			
		Know the names of the primary colours. Experiment with paint media using a range of tools,	Know the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.	Mix a variety of colours and know which primary colours make secondary colours. use a developed colour vocabulary.	Make and match colours with increasing accuracy. Use more specific colour language	Demonstrate a secure knowledge about primary and secondary, warm and cold and complementary and contrasting	Create shades and tints using black and white. Appropriately choose and test suitable

		<p>e.g. different brush sizes, hands, feet, rollers and pads.</p>	<p>Begin to show control with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p>	<p>Begin to experiment with different effects and textures including blocking in colour, washes, thickened paints etc.</p> <p>Use a range of scales e.g. thin brush on a small picture.</p> <p>Begin to understand how colours can link to moods and feelings in art.</p>	<p>e.g. tint, tone, shade and hue.</p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paints etc. Use a range of scales e.g. thin brush on a small picture.</p> <p>Experiment with implements to achieve variation in tone.</p> <p>Use complimentary and contrasting colours for effect.</p> <p>Describe how colours can link to moods and feelings in art.</p>	<p>colours.</p> <p>Begin to choose and test suitable implements, media and materials and mix colours appropriately.</p> <p>Include tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops.</p> <p>Explain how colours can link to moods and feelings in art.</p>	<p>implements, media and materials and mix colours appropriately.</p> <p>Consider the use of colour for mood and atmosphere to make informed choices.</p>
<p>Sculpture</p>	<p>Create sculptures through exploring 3D and 2D sculpture in our environment</p>	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p><u>KS1 Art and Design National Curriculum</u> To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; b use a variety of techniques, e.g. rolling, cutting, pinching; c use a variety of shapes, including lines 	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p><u>KS2 Art and Design National Curriculum</u> To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a cut, make and combine shapes to create recognisable forms; b use clay and other malleable 	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p><u>KS2 Art and Design National Curriculum</u> To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a plan and design a sculpture; b use tools and materials to carve, add shape, add texture and pattern; c develop cutting and joining skills, 			

		and texture; 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.	materials and practise joining techniques; c add materials to the sculpture to create detail; Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.	e.g. using wire, coils, slabs and slips; d use materials other than clay to create a 3D sculpture; Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.		
		Begin to manipulate malleable materials in a variety of ways including rolling, pinching and kneading making simple shapes from observation or imagination. Use different materials in sculptures.	Manipulate malleable materials in a variety of ways including rolling, pinching and kneading making simple shapes from observation or imagination. Choose for a purpose which materials to use in a sculpture.	Experiment with a range of natural and manmade materials to construct 3D models and sculptures. Use clay and practise how to join clay to make more complex structures. Add detail to concrete slabs	Plan, design and make sculptures using an increasing variety of materials and becoming more competent at techniques. Join clay to make more complex structures.	Plan, design and adapt sculptures talking about their material use, modelled or constructed work. Use a variety of techniques to show an understanding of shape, space and form.
Collage	Use scissors correctly to cut Explore different ways to tear and join materials	Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work. <u>KS1 Art and Design National Curriculum</u> To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space. Children can: a use a combination of materials that have been cut, torn and glued; b sort and arrange materials; c add texture by mixing materials; Use key vocabulary to demonstrate	Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage. <u>KS2 Art and Design National Curriculum</u> To improve their mastery of art and design techniques with a range of materials – collage. Children can: a select colours and materials to create effect, giving reasons for their choices; b refine work as they go to ensure precision; c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; Use key vocabulary to demonstrate knowledge and understanding in this	Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning. <u>KS2 Art and Design National Curriculum</u> To improve their mastery of art and design techniques with a range of materials – collage. Children can: a add collage to a painted or printed background; b create and arrange accurate patterns; c use a range of mixed media; d plan and design a collage; Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.		

		knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.	strand: texture, shape, form, pattern, mosaic.	
Printing	Use every day objects to print from Explore patterns with printing	Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. <u>KS1 Art and Design National Curriculum</u> To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture. Children can: <ul style="list-style-type: none"> a copy an original print; b use a variety of materials, e.g. sponges, fruit, blocks; c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.	Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. <u>KS2 Art and Design National Curriculum</u> To improve their mastery of art and design techniques with a range of materials – printing. Children can: <ul style="list-style-type: none"> a use more than one colour to layer in a print; b replicate patterns from observations; c make printing blocks; d make repeated patterns with precision; Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns. <u>KS2 Art and Design National Curriculum</u> To improve their mastery of art and design techniques with a range of materials – printing. Children can: <ul style="list-style-type: none"> a design and create printing blocks/tiles; b develop techniques in mono, block and relief printing; c create and arrange accurate patterns; Use key vocabulary to demonstrate knowledge and understanding in this strand: hammering, pattern, shape, tile, colour, arrange, collograph;
Work of Other Artists	Artists inspiring learning: Eric Carle Lydia Monk (Illustrator) Andy Goldsworthy Jackson Pollock Wassily Kandinsky Peter Thorpe Willima Morris	Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1. <u>KS1 Art and Design National Curriculum</u> To understand 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. Children can: <ul style="list-style-type: none"> a describe the work of famous, notable and local artists and designers; b express an opinion on the work of famous, notable artists; c use inspiration from famous, notable and local artists to create their own 	Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes. <u>KS2 Art and Design National Curriculum</u> To learn about great artists, architects and designers in history. Children can: <ul style="list-style-type: none"> a use inspiration from famous artists to replicate a piece of work; b reflect upon their work inspired by a famous notable artist and the development of their art skills; c express an opinion on the work of famous, notable artists and refer to techniques and effect; Focus Artists include:	Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work. <u>KS2 Art and Design National Curriculum</u> To learn about great artists, architects and designers in history. Children can: <ul style="list-style-type: none"> a give detailed observations about notable artists', artisans' and designers' work; b offer facts about notable artists', artisans' and designers' lives; Focus Artists include: <u>Year 5:</u> Banksy Clair Rossiter

		<p>work and compare;</p> <p>Focus Artists include:</p> <p><u>Year 1:</u> Pablo Picasso Olga Zavgorodnya</p> <p><u>Year 2:</u> Paul Klee Frida Kahlo Orla Kiely John Dyer</p>	<p><u>Year 3:</u> Michelle Possum Joanna Stevens</p> <p><u>Year 4:</u> Stuart Parker Tom Holland Van Gogh, Monet, Constableage Barbara Hepworth</p>	<p>Andy Goldsworthy</p> <p><u>Year 6:</u> William Morris Georgia O'Keefe August Savage Jean-Michel Basquiat</p>
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