

Primary Art and Design Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum <i>Pupils should be taught:</i>	<u>Reception</u> <i>Children safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form, and function.</i> <i>Share their creations, explaining the process they have used.</i>	<i>To use a range of materials creatively to design and make products</i> 1. <i>To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination</i> 2. <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</i> 3. <i>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.</i>		1. <i>To create sketch books to record their observations and use them to review and revisit ideas</i> 2. <i>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]</i> 3. <i>About great artists, architects, and designers in history</i>			
By the end of the year, children should be able to...							
Knowledge and understanding Acquiring and applying knowledge to inform progress	<u>Nursery</u> To know the differences between colours. To understand key features of objects around them. <u>Reception</u> To notice features in the natural world. To define colours, shapes and texture.	<ul style="list-style-type: none"> How to recognise and describe some simple characteristics of different kinds of art, craft and design. The names of some of the tools, techniques and the formal elements (colours, shapes, etc.) that they use 	<ul style="list-style-type: none"> That different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. About the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools/colours they use) 	<ul style="list-style-type: none"> About and describe the work of some artists, craftspeople, architects and designers About, and be able to demonstrate, how tools they have chosen to work with should be used effectively and with safety 	<ul style="list-style-type: none"> About and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied About, and be able to demonstrate, how tools they have chosen to work with should be used effectively and with safety 	<ul style="list-style-type: none"> About and explain the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions How to describe the processes they are using and how they hope to achieve high quality outcomes 	<ul style="list-style-type: none"> How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers & architects taking account of the influence of the different historical, cultural and social contexts How to describe the processes they are using and how they hope to achieve high quality outcomes
Drawing	<u>Nursery & Reception</u> <ul style="list-style-type: none"> Understand that marks can represent objects and the world around us. 	<ul style="list-style-type: none"> Understand the concept of a self-portrait. Explain the key features of a self-portrait. Identify and describe the effects created by the different materials including weight of line. Know about the work of Picasso, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> Understand why portraits have been used throughout history. Identify portraits in their daily lives e.g. stamps. Discuss Rembrandt's portrait work. Understand why light and dark areas are used in portraits. Explain what shades, tints and tones are. Understand the need for proportion when drawing. Know how to use shading to create a 3D form. 			<ul style="list-style-type: none"> Know that an illustration is a decoration, interpretation or visual explanation of a text, concept, or process. Know that an illustration can be a picture or a diagram and that helps to make something clear or attractive. Identify the illustrations of a range of illustrators: Quentin Blake, Beatrix Potter, Axel Sheffler, Roy Lichtenstein. Explain how to effectively use line, shade, style, and colour. 	

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<p>Painting</p>	<p><u>Nursery & Reception</u></p> <ul style="list-style-type: none"> To know how different tools can create different effects. 	<ul style="list-style-type: none"> Know how to mix colours to create secondary colours and the different effect of adding more/less of a colour. Explain the effects of using different size brushes. Know about the work of Wassily Kandinsky, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> Know about the work of Giorgio Morandi and his specialism - still life. Explain the main idea of realism. Know how focal points change when objects are rearranged. Know how to create shadow using light. Explain how to make a painting look realistic. 		<ul style="list-style-type: none"> Know about the work of Claude Monet. Know the techniques used by Monet in his artwork. Understand and use contrast, colour, and shading. Explain the characteristics of impressionism. Name Impressionist artists and describe their style. Understand the difference between watercolour and acrylic and explain why acrylics are being used. Explain the impact of using different papers. 		<ul style="list-style-type: none"> Understand the history of relief printing and the impact on mass production of products. Know about the work of Andy Understand the term pop art.
<p>Sculpture</p>	<p><u>Nursery & Reception</u></p> <ul style="list-style-type: none"> Understand that different media can be combined to create new effects. To understand that some materials are mouldable. 	<ul style="list-style-type: none"> Know what clay is and where it is sourced. Know the different uses of clay. Know about the work of William De Morgan, describing the different characteristics of pottery. 	<ul style="list-style-type: none"> Know about the work of Emma Bridgewater. Know the process of firing and glazing. Know different types of clay and their uses. Know uses of clay and the appropriateness of different materials for different purposes. Know why moulds are used. 	<ul style="list-style-type: none"> Know the work of Alexander Carter and how it links to sculpture. Know how sculptures can be created and their purpose. Know how wire can be manipulated to create sculptures. 		<ul style="list-style-type: none"> Know the work of Antoni Gaudi and his distinctive style. Identify neo-Gothic art. Know the role of an architect. Know the different modelling techniques that can be used to sculpt clay. Understand that trencadis is a type of mosaic. 	<ul style="list-style-type: none"> Know the work of Nick Park and the Aardman studios. Know how to create a 3D sculpture for animation. Know how to reposition clay models.
<p>Collage</p>	<p><u>Nursery & Reception</u></p> <ul style="list-style-type: none"> Understand that different media that is combined to create new effects and textures. 			<ul style="list-style-type: none"> Identify how the work of Picasso links to collage. Know where Picasso's inspiration came from. Know that Collage is the form of artwork that is made by assembling different pieces to create a new, finished work of art. 			

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				<ul style="list-style-type: none"> • Identify how different artists create collages. • Know that cubism is art made of simple geometric shapes. • Know how to arrange different materials to create different effects. • Know which adhesives work best for different materials. 			
Textiles				<ul style="list-style-type: none"> • Explain the work of Gunta Stlozl focusing on the different media she used and the styles she is associated with. • Know how different cultures use weaving. • Know how the industrial revolution moved weaving from hands to machines. • Know which materials work best for weaving, knotting, and plaiting and explain the effect they have on fabrics. • Know where cotton comes from. 	<ul style="list-style-type: none"> • Explain the work of Vivian Westwood, focusing on the different media she used and the styles she is associated with. • Explain what embroidery means. • Know how clothes are customised. • Know how embroidery has changed over time. • Know different stitching techniques. 		
Printing	<p><u>Nursery & Reception</u></p> <ul style="list-style-type: none"> • Know what shapes and patterns are. 				<ul style="list-style-type: none"> • Know that block printing is a technique for printing text, images, or patterns. • Know that block printing is used for 'runs' of prints e.g. wallpaper. • Know that block printing is good for making repeated patterns. • Understand printed designs and the process of block printing. • Know key facts about the Arts & Crafts movement 		

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					and the key artist, William Morris.		
Digital Media						<ul style="list-style-type: none"> • Explain the art of collage. • Identify and discuss the work of David Hockney. • Explain how overlapping is used to create the illusion of 3D. • Know how to take photographs in sections. • Explain the qualities of using photographs when collaging. 	<ul style="list-style-type: none"> • Know how a photograph is made and how photography has changed over time. • Know how portraits and self-portraits differ. • Know how light can change a photograph. • Identify the difference between portraits and landscapes and how the composition differs. • Identify and describe the work of Annie Lebovitz. • Explain how a specific emotion or characteristic can be highlighted. • Know the work of Nick Park and the Aardman studios. • Identify the features of animation and Claymation. • Recognise the roles needed to create an animation e.g. director, model movers, lighting.
By the end of the year, children should be able to...							
Generating Ideas Skills of Designing & Developing Ideas	<u>Nursery & Reception</u> <ul style="list-style-type: none"> • Explores colour and how it can be changed through mixing. • Understands that they can use lines to enclose space 	<ul style="list-style-type: none"> • Recognise that ideas can be expressed in artwork Experiment with an open mind 	<ul style="list-style-type: none"> • Try out different activities and make sensible choices about what to do next Use drawing to record ideas and experiences 	<ul style="list-style-type: none"> • Gather and review information, references and resources related to their ideas and intentions Use a sketchbook for different purposes, 	<ul style="list-style-type: none"> • Select and use relevant resources and references to develop their ideas • Use sketchbooks purposefully to improve understanding, inform 	<ul style="list-style-type: none"> • Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas 	<ul style="list-style-type: none"> • Independently develop a range of ideas which show curiosity, imagination, and originality • Systematically investigate, research and test ideas

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	<ul style="list-style-type: none"> Experiments to create different textures. Understand that different media can be combined to create new effects. Plan to construct with a purpose in mind. Develop their own ideas and then decide which materials to use to express them. 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 Explore different materials freely in order to develop their ideas about how to use them and what to make. 			including recording observations, planning, and shaping ideas.	ideas and plan for an outcome	<ul style="list-style-type: none"> Confidently use sketchbooks for a variety of purposes including recording observations; developing ideas; testing materials; planning/record information 	and plans using sketchbooks and other appropriate approaches. <ul style="list-style-type: none">
Making Skills of Making Art, Craft and Design	<p><u>Nursery & Reception</u></p> <ul style="list-style-type: none"> Draw and paint using a range of materials tools and techniques. Join different materials and explore 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. Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> Try out a range of materials and processes Show interest in the work of others 	<ul style="list-style-type: none"> Deliberately choose to use techniques Develop and exercise some care and control over the range of materials they use. (for instance, they do not accept the first mark but seek to refine and improve.) When looking at creative work, express clear preferences and give some reasons for these 	<ul style="list-style-type: none"> Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques. Select, and use appropriately, a variety of materials and techniques in order to create their own work. 	<ul style="list-style-type: none"> Investigate the nature and qualities of different materials and processes systematically Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes) Investigate the nature and qualities of different materials and processes systematically. 	<ul style="list-style-type: none"> Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them) Use their acquired technical expertise to make work which effectively reflects their ideas and intentions 	<ul style="list-style-type: none"> Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. Independently select and use relevant processes in order to create successful work
Drawing	<p><u>Nursery & Reception</u></p> <ul style="list-style-type: none"> Uses a pencil and holds it effectively. Experiments with colour and design. Use a range of tools and techniques to explore 	<ul style="list-style-type: none"> Draw a self-portrait. Use tools to explore thick/thin and curved lines. Use colour for a purpose and articulate this. 	<ul style="list-style-type: none"> Draw some else's face. Use accurate proportions. Use line and shape accurately. 			<ul style="list-style-type: none"> Investigate the styles of different illustrators and the techniques they used. Apply drawing skills to create illustrations. Explore the role of illustrations. 	

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	<p>competently and appropriately.</p> <ul style="list-style-type: none"> • Represent their own ideas through drawings. • Create simple representations of events, people, and objects. • Chooses particular colours to use for a purpose. • Use one-handed tools and equipment, for example making snips in paper with scissors. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Use drawing to develop and share their ideas, experiences, and imagination. <p>Develop a wide range of art and design techniques in using colour, line, shape, and form.</p>	<ul style="list-style-type: none"> • Use shades, tints, and tones to create variation in colour. • Use colour to create a 3D form. • Compare similarities and differences between portraits and self-portraits and different artists studied. <p>Learn about the work of Rembrandt, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>			<ul style="list-style-type: none"> • Use mark making and shading to create illustrations. • Make decisions based on composition, line, tone, colour, and form, to create own style of illustrations. 	
Painting	<p><u>Nursery & Reception</u></p> <ul style="list-style-type: none"> • Explore colour and colour mixing. • Chooses particular colours to use for a purpose. • Experiment to create different textures. • Use a range of small tools, including scissors and paint brushes. • Represent their own ideas through paintings. • Create simple representations of events, people, and objects. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<ul style="list-style-type: none"> • Use colour for a purpose and articulate this. • Develop their understanding of primary colours • Explore how to mix colours to create secondary colours. • Select different types of brushes to complete their task. • Study the work of Wassily Kandinsky. 	<ul style="list-style-type: none"> • Create shades, tints, and tones. • Use different application tools. • Select appropriate tools for application. • Understand and use contrast. • Arrange objects for effect. • Explore how to create shadow using a strong light. • Sketch a still life object. <p>Use colour for a purpose.</p>		<ul style="list-style-type: none"> • Explore how Monet's art is different to those previously studied. • Explore the characteristics of impressionism. • Create shades, tints, and tones. • Explore how colour can be used to reflect the time of day. • Compare brushstrokes used in impressionism to realism painting. • Use brush strokes with intent. • Select appropriate tools for application. • Understand and use contrast, colour, and shading. • Use new techniques for painting (acrylics) <p>Create impressionist landscapes.</p>	<ul style="list-style-type: none"> • Create a self-portrait to create a Block Print inspired by artist, Andy Warhol demonstrating a range of colour techniques. • Revisit repeating patterns of an increasingly intricate nature. • Develop and create their own block for printing. • Experiment with a choice of colour to investigate contrasts. 	

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<p>Sculpture</p>	<p><u>Nursery & Reception</u></p> <ul style="list-style-type: none"> Experiments with a variety of materials. Use a range of small tools, including scissors and paint brushes. Selects tools and techniques needed to shape, assemble, and join materials they are using. Manipulates materials to achieve a planned effect. Represent their own ideas through sculptures. Develops fine motor skills by using simple tools and techniques competently and appropriately. Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<ul style="list-style-type: none"> Explore a range of pottery items and discuss their properties and characteristics. Identify items made from clay. Make purposeful marks in clay. Manipulate clay to achieve a planned effect. 	<ul style="list-style-type: none"> Study how clay objects are made. Create a pinch pot for a purpose. Demonstrate how to use a mould. Research different types of clay. Explore and develop techniques for clay. Decorate a clay pot with a repeated pattern. 	<ul style="list-style-type: none"> Study the work of Alexander Carter and how it links to sculpture. Explore different types of geometric/wire sculpture and their uses. Investigate the properties of wire. Manipulate wire by experimenting with twisting, bending, pressing, rolling, and joining. <p>Show form using wire.</p>		<ul style="list-style-type: none"> Investigate the different modelling techniques that can be used to sculpt clay. Apply knowledge of Gaudi's style to own work through design ideas, shape, and form Experiment with a range of modelling techniques e.g. spirals, folds, twists. Investigate how to use slip to join lay together. Use a range of modelling techniques and decorative detail using paint, mark-making, clay modelling and embellishment. Make decisions based on form, line, and shape, to create a sculpture. 	<ul style="list-style-type: none"> Investigate how to create a Claymation model around an armature (wire frame). Design and make a 3D character to animate. Manipulate a 3D character into different poses.
<p>Collage</p>	<p><u>Nursery & Reception</u></p> <ul style="list-style-type: none"> Experiments with a variety of materials. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Represent their own ideas through collage. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Use a range of small tools, including scissors and paint brushes. 			<ul style="list-style-type: none"> Research Picasso to discover the different medias and styles he used. Investigate the properties of different mediums. Manipulate materials by experimenting with tearing, cutting, scrunching, and folding for a purpose. Explore how cubism can be paired with collage. Explore different types of adhesives and how to layer materials to create an image. Select materials and tools for effect. Create a collage based on their plans. 			

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<p>Textiles</p>	<p><u>Nursery & Reception</u></p> <ul style="list-style-type: none"> • Fine motor skills picking up tweezers and threading. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Use a range of small tools, including scissors and paint brushes. 			<ul style="list-style-type: none"> • Investigate the history of weaving. • Manipulate materials by experimenting with weaving paper. • Explore different types of weaving, knotting, and plaiting. • Explore dyeing fabrics. • Create a design for a fence weave in the style of Bauhaus. • Create a small-scale artwork using textiles 	<ul style="list-style-type: none"> • Manipulate materials by experimenting with attaching new fabrics and embroidery. • Explore different ways of decorating fabrics through stitching. • Name different stitches. • Use different stitches for decoration. • Attach embellishments to textiles using stitching. <p>Create pattern using stitches.</p>		
<p>Printing</p>	<p><u>Nursery & Reception</u></p> <ul style="list-style-type: none"> • Notices simple shapes and patterns in pictures. • Uses familiar objects and common shapes to create and recreate patterns. • Experiments with a variety of materials. • Understand the different media that is combined to create new effects and textures. • Manipulates materials to achieve a planned effect. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Use a range of small tools, including scissors and paint brushes. 				<ul style="list-style-type: none"> • Research the elements of interior design. • Make printed designs using block printing. • Create own printing blocks. • Explore the positive and negative space of a printing block. • Demonstrate how tools they have chosen to work with should be used effectively and with safety. • Select appropriate colours for a layered design. <p>Study the Arts & Crafts movement and the key artist, William Morris</p>		
<p>Digital Media</p>						<ul style="list-style-type: none"> • Investigate the history of using photographs to make collages. • Apply knowledge of landscape to create a digital collage. 	<ul style="list-style-type: none"> • Investigate the history of using photography and portraits. • Investigate portraits over time – from painting of the realism period,

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						<ul style="list-style-type: none"> • Explore different types of collage including newspapers, magazines, tissue paper and felt. • Take photographs of a landscape. • Make decisions based on composition, colour, and shape, to use photographs to make a digital collage of a landscape. 	<p>Picasso's cubist portraits and current artist's work.</p> <ul style="list-style-type: none"> • Apply knowledge of portraits to create a photographic self-portrait conveying emotion or individual characteristics. • Explore different ways of representing emotion and personality using portrait photography. • Take well composed portraits. • Make decisions based on composition, colour, and tone, to create a self-portrait that meets a purpose. • Explore different types of animation. • Create a stop-motion animation using a 2D object. • Create a storyboard for an animation.
Evaluating Skills of Judgement and Evaluation	<u>Nursery & Reception</u> <ul style="list-style-type: none"> • Adapts work where necessary. • recognise and describe key features of their own and others work • Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<ul style="list-style-type: none"> • Recognise and describe key features of their own and others work 	<ul style="list-style-type: none"> • When looking at creative work express clear preferences and give some reasons for these (for instance be able to say "I like that because...") 	<ul style="list-style-type: none"> • Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next) 	<p>Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p>	<ul style="list-style-type: none"> • Regularly analyse and reflect on their progress taking account of what they hoped to achieve. 	<ul style="list-style-type: none"> • Provide a reasoned evaluation of both their own and professionals work which takes account of the starting points, intentions and context behind the work