

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>	<ol style="list-style-type: none"> 1. Children safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form, and function. 2. Share their creations, explaining the process they have used. 3. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 4. Use a range of tools, including scissors, paint brushes and cutlery. 5. Begin to show accuracy and care when drawing. 	<p><i>To use a range of materials creatively to design and make products</i></p> <ol style="list-style-type: none"> 6. To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination 7. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space 8. 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. 		<ol style="list-style-type: none"> 1. To create sketch books to record their observations and use them to review and revisit ideas 2. 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] 3. About great artists, architects, and designers in history 			
By the end of the year, children should know ...							
EYFS	Drawing	Painting	Sculpture	Collage	Textiles	Printing	
	<p>Begin to understand how to add detail to a drawing (3 – 4)</p> <p>Know how to use drawing to represent ideas like movement or loud noises (3 – 4)</p> <p>Know how to show different emotions in their drawings – happiness, sadness, fear etc. (3 – 4)</p>	<p>Know how to mix colours (3 -4)</p>	<p>Know how to join different materials (3 – 4)</p> <p>Know how to make a sculpture.</p>	<p>Begin to understand how to use different materials to develop their ideas. (3 – 4)</p> <p>Know which materials to use to express ideas. (3 – 4)</p> <p>Know how to join different materials. (3 – 4)</p>	<p>Know how to create imaginative works of art with a range of textured fabrics, wool, beads, buttons and ribbons</p>	<p>Know how to create repeating patterns.</p>	
	Autumn		Spring		Summer		
Year 1	Self - portraits		Colour Mixing		Manipulative Magic		
	<p>Understand the concept of a self-portrait.</p> <p>Know the key features of a self-portrait.</p> <p>Know the effects created by the different materials including weight of line.</p> <p>Know about the work of Picasso, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Know how to use drawing and painting to develop ideas</p> <p>Know how to use colour for a purpose</p>		<p>Know how to mix colours to create secondary colours and the different effect of adding more/less of a colour.</p> <p>Explain the effects of using different size brushes.</p> <p>Know about the work of Wassily Kandinsky, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Understand primary colours.</p> <p>Know what a concentric pattern is.</p>		<p>Know what clay is and where it is sourced.</p> <p>Know the different uses of clay.</p> <p>Know about the work of William De Morgan, describing the different characteristics of pottery.</p> <p>Know that pattern and texture can be made with a variety of tools.</p>		

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Vocabulary	Blunt Pressure Artist Profile Size Abstract Realistic Features Skin tone Represent Portrait Self – portrait Symmetry Half Quarter	Complementary Primary Filbert Palette Explore Experiment Secondary	Sculpt Air-dry Shape Plasticity Tile pottery
Year 2	Portraits	Still Life	Decorative Pottery
	<p>Understand why portraits have been used throughout history.</p> <p>Understand how portraits are used in their daily lives e.g., stamps.</p> <p>Discuss Rembrandt’s portrait work.</p> <p>Understand why light and dark areas are used in portraits.</p> <p>Explain what shades, tints and tones are.</p> <p>Understand the need for proportion when drawing.</p> <p>Know how to use shading to create a 3D form.</p>	<p>Know about the work of Giorgio Morandi and his specialism - still life.</p> <p>Explain the main idea of realism.</p> <p>Know how focal points change when objects are rearranged.</p> <p>Know how to create shadow using light.</p> <p>Explain how to make a painting look realistic.</p>	<p>Know about the work of Emma Bridgewater.</p> <p>Know the process of firing and glazing.</p> <p>Know different types of clay and their uses.</p> <p>Know uses of clay and the appropriateness of different materials for different purposes.</p> <p>Know why moulds are used.</p>
Vocabulary	Smudged Weight Expression 2D/3D portraits Proportion Realism Classical Modern Application Cubism chiaroscuro	Shade Tint Contrast Tone Dull Layout Composition Sketch	Reflective Hollow Solid Modelling Decorative Potter’s wheel Mould Cast Knead Slip Score Kiln Earthenware Utilitarian
Year 3	Cubism	Textiles	Sculpture

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	<p>Know how the work of Picasso links to collage.</p> <p>Know where Picasso's inspiration came from.</p> <p>Know that Collage is the form of artwork that is made by assembling different pieces to create a new, finished work of art.</p> <p>Know how different artists create collages.</p> <p>Know that cubism is art made of simple geometric shapes.</p> <p>Know how to arrange different materials to create different effects.</p> <p>Know which adhesives work best for different materials.</p>	<p>Explain the work of Gunta Stlozl focusing on the different media she used and the styles she is associated with.</p> <p>Know how different cultures use weaving.</p> <p>Know how the industrial revolution moved weaving from hands to machines.</p> <p>Know which materials work best for weaving, knotting, and plaiting and explain the effect they have on fabrics.</p> <p>Know where cotton comes from.</p>	<p>Know the work of Alexander Calder and how it links to sculpture.</p> <p>Know how sculptures can be created and their purpose.</p> <p>Know how wire can be manipulated to create sculptures.</p>
Vocabulary	<p>Layer</p> <p>Scrunch</p> <p>Adhesive</p> <p>Multi-purpose</p> <p>Manipulate</p> <p>Angle</p> <p>Collage</p> <p>Cubism</p>	<p>Textile</p> <p>Material</p> <p>Thread</p> <p>Stitch</p> <p>Weave</p> <p>Knit</p> <p>Synthetic</p> <p>Natural</p> <p>Dye</p> <p>Warp</p> <p>Weft</p> <p>Tapestry</p> <p>Handmade</p> <p>Culture</p> <p>Fibre</p> <p>Plaiting</p>	<p>Armature</p> <p>Craft</p> <p>Structural skeletons</p> <p>Sculptural</p> <p>Sculpture</p>
Year 4	Interior Designers	Fashion Designers	Impressionism
	<p>Know that block printing is a technique for printing text, images, or patterns.</p> <p>Know that block printing is used for 'runs' of prints e.g., wallpaper.</p> <p>Know that block printing is good for making repeated patterns.</p> <p>Understand printed designs and the process of block printing.</p> <p>Know key facts about the Arts & Crafts movement and the key artist, William Morris.</p>	<p>Explain the work of Vivian Westwood, focusing on the different media she used and the styles she is associated with.</p> <p>Explain what embroidery means.</p> <p>Know how clothes are customised.</p> <p>Know how embroidery has changed over time.</p> <p>Know different stitching techniques.</p>	<p>Know about the work of Claude Monet.</p> <p>Know the techniques used by Monet in his artwork.</p> <p>Understand and use contrast, colour, and shading.</p> <p>Explain the characteristics of impressionism.</p> <p>Name Impressionist artists and describe their style.</p> <p>Understand the difference between watercolour and acrylic and explain why acrylics are being used.</p> <p>Explain the impact of using different papers.</p>
Vocabulary	<p>Block print</p> <p>Relief</p> <p>Roller</p> <p>Pattern</p> <p>Transfer</p> <p>Positive</p> <p>Negative</p> <p>Interior</p> <p>Engraving</p>	<p>Sewing patterns (e.g., Instructions/templates)</p> <p>Fabric types (e.g., wool, felt, silk, cotton, acrylic, leather)</p> <p>Embroidery</p> <p>Stitch names (e.g., tacking, running, blanket, gathering, cross stitch)</p> <p>Embellishments</p> <p>Media</p> <p>Technique</p> <p>Customise</p>	<p>Impressionist</p> <p>Impressionism</p> <p>Perspective</p> <p>Reflection</p> <p>Mood</p> <p>Acrylic</p> <p>Depth</p> <p>Landscape</p>

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Year 5	Digital Collage	Abstract Sculpture	Drawing for Illustration
	<p>Explain the art of collage.</p> <p>Explain the work of David Hockney.</p> <p>Explain how overlapping is used to create the illusion of 3D.</p> <p>Know how to take photographs in sections.</p> <p>Explain the qualities of using photographs when collaging.</p>	<p>Know the work of Antoni Gaudi and his distinctive style.</p> <p>Explain neo-Gothic art.</p> <p>Know the role of an architect.</p> <p>Know the different modelling techniques that can be used to sculpt clay.</p> <p>Understand that trencadis is a type of mosaic.</p>	<p>Know that an illustration is a decoration, interpretation or visual explanation of a text, concept, or process.</p> <p>Know that an illustration can be a picture or a diagram and that helps to make something clear or attractive.</p> <p>Know the illustrations of a range of illustrators: Quentin Blake, Beatrix Potter, Axel Sheffler, Roy Lichtenstein.</p> <p>Explain how to effectively use line, shade, style, and colour.</p>
Vocabulary	<p>Background</p> <p>Foreground</p> <p>Image</p> <p>Disposable</p> <p>Digital</p> <p>Polaroid</p> <p>Artistic influence</p> <p>Camera angles</p> <p>Lighting</p> <p>Photography</p> <p>Overlay</p>	<p>Trencadis</p> <p>Mosaic</p> <p>Architect</p> <p>Architecture</p> <p>Glaze,</p> <p>Firing</p> <p>Fired</p> <p>Porous,</p> <p>Non-Porous,</p> <p>Malleable</p>	<p>Density</p> <p>Cross-hatching</p> <p>Opaque</p> <p>Transparent</p> <p>Wash</p> <p>Illustration</p>
Year 6	Ultimate Selfie	Relief Printing and Colour	Sculpture and Animation
	<p>Know how a photograph is made and how photography has changed over time.</p> <p>Know how portraits and self-portraits differ.</p> <p>Know how light can change a photograph.</p> <p>Know the difference between portraits and landscapes and how the composition differs.</p> <p>Explain the work of Annie Lebovitz.</p> <p>Explain how a specific emotion or characteristic can be highlighted.</p>	<p>Understand the history of relief printing and the impact on mass production of products.</p> <p>Know about the work of Andy</p> <p>Understand the term pop art.</p> <p>Create a self-portrait to create a Block Print inspired by artist, Andy Warhol demonstrating a range of colour techniques.</p> <p>Revisit repeating patterns of an increasingly intricate nature.</p> <p>Develop and create their own block for printing.</p> <p>Experiment with a choice of colour to investigate contrasts.</p>	<p>Know the work of Nick Park and the Aardman studios.</p> <p>Know how to create a 3D sculpture for animation.</p> <p>Know how to reposition clay models.</p> <p>Know the features of animation and Claymation.</p> <p>Know the roles needed to create an animation e.g., director, model movers, lighting.</p>
Vocabulary	<p>Emotion</p> <p>Personify</p> <p>Portray</p> <p>Portrayal</p> <p>Analogue</p> <p>Characteristic</p> <p>Exposure</p>	<p>Mass production</p> <p>Manufacturing</p> <p>Inspiration</p> <p>Influence</p>	<p>Claymation</p> <p>Stop-motion</p> <p>Studio</p> <p>Animation</p> <p>Animator</p> <p>Frame</p> <p>Transition</p>

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	Develop					Storyboard 2D animation 3D animation Time lapse	
Knowledge and understanding Acquiring and applying knowledge to inform progress	<ul style="list-style-type: none"> How to create and explain the processes they have used. 	<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
By the end of the year, children should be able to...							
Generating Ideas Skills of Designing & Developing Ideas	<ul style="list-style-type: none"> Create closed shapes with continuous lines and begin to use shapes to represent objects. (3 – 4) Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<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, including recording observations, planning, and shaping ideas. 	<ul style="list-style-type: none"> Select and use relevant resources and references to develop their ideas Use sketchbooks purposefully to improve understanding, inform ideas and plan for an outcome 	<ul style="list-style-type: none"> Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas Confidently use sketchbooks for a variety of purposes including recording observations; developing ideas; testing materials; planning/record information 	<ul style="list-style-type: none"> Independently develop a range of ideas which show curiosity, imagination, and originality Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.
Making Skills of Making Art, Craft and Design	<ul style="list-style-type: none"> Use large – muscle movements to paint and make marks. (3 – 4) Use a comfortable grip with good control when holding pens and pencils (3 – 4) Use large – muscle movements to paint and make marks. (3 – 4) Show resilience and perseverance in the face of challenge Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g., pencils and paintbrushes. 	<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

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<p>Drawing</p>	<ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details. (3 – 4) • Use drawing to represent ideas like movement or loud noises (3 – 4) • Show different emotions in their drawings – happiness, sadness, fear etc. (3 – 4) 	<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. • 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"> • Draw some else’s face. • Use accurate proportions. • Use line and shape accurately. • 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"> • Investigate the styles of different illustrators and the techniques they used. • Apply drawing skills to create illustrations. • Explore the role of illustrations. • Use mark making and shading to create illustrations. • Make decisions based on composition, line, tone, colour, and form, to create own style of illustrations. 	
<p>Painting</p>	<ul style="list-style-type: none"> • Explore colour and colour mixing (3 -4) 	<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. 		<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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					<ul style="list-style-type: none"> • Use new techniques for painting (acrylics) <p>Create impressionist landscapes.</p>		
Sculpture	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. (3 – 4) • Join different materials and explore different textures (3 – 4) • Represent their own ideas through sculptures. 	<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.
Collage	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. (3 – 4) • Develop their own ideas and then decide which materials to use to express the. (3 – 4) • Join different materials and explore different textures (3 – 4) • Create collaboratively, sharing ideas, resources and skills. 			<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. 			

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				<ul style="list-style-type: none"> • Create a collage based on their plans. 			
Textiles	<ul style="list-style-type: none"> • Develop small motor skills picking up tweezers and threading. 			<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>		
Printing	<ul style="list-style-type: none"> • Talk about and identify patterns around them (3 – 4) • Continue, copy and create repeating patterns. 				<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>		
Digital Media						<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	<ul style="list-style-type: none"> • 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