

Primary Art and Design Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum/ EYFS Curriculum <i>Pupils should be taught:</i>	<ol style="list-style-type: none"> 1. Explore, use and refine a variety of artistic effects to express their ideas and feelings. 2. Return to and build on their previous learning, refining ideas and developing their ability to represent them. 3. Create collaboratively sharing ideas, resources and skills. 	<p>To use a range of materials creatively to design and make products</p> <ol style="list-style-type: none"> 4. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 5. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 6. 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 be able to...							
Generating Ideas Skills of Designing & Developing Ideas	Nursery Use their imagination as they consider what they can do with different materials.	<ul style="list-style-type: none"> • Recognise that ideas can be expressed in art work. • 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	Nursery <ul style="list-style-type: none"> • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. 	<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 particular 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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	<ul style="list-style-type: none">• Use their imagination as they consider what they can do with different materials.• Make simple models which express their ideas.• Explore different materials freely, in order to develop their ideas about how to use them and what to make.• • Develop their own ideas and then decide which materials to use to express them.• • Join different materials and explore different 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 and including details.• • Use drawing to represent ideas like movement or loud noises.• • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.• • Explore colour and colour-mixing.• • Show different emotions in their drawings – happiness, sadness, fear etc. <p>Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively sharing ideas, resources and skills</p>						
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Evaluating Skills of Judgement and Evaluation	Reception	<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) 	<ul style="list-style-type: none"> Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. 	<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
	Knowledge						
		Autumn	Spring	Summer			
EYFS		Baseline	Artist of the Half-term Vincent Van Gogh	Artist of the Half-Term Andy Warhol			
			LO: To learn about the art of Vincent Van Gogh and use this to inform own ideas.	LO: To learn about the art of Andy Warhol and use this to inform own ideas.			
Year 1		Self-Portraits – Drawing Artist – Pablo Picasso	Colour Mixing – Painting Artist – Wassily Kandinsky	Manipulative Magic – Sculpting Artist – William de Morgan			
		LO: To use tools to explore thick/thin and curved lines. LO: To use colour for a purpose and articulate this. LO: To use a range of materials creatively to design and make products. LO: To use drawing and painting to develop and share their ideas, experiences and imagination. LO: To develop a wide range of art and design techniques in using colour, line, shape, and form. LO: To know about the work of Picasso, describing the differences and similarities between different practices and disciplines, and making links to their own work.	LO: To use colour for a purpose and articulate this. LO: To develop their understanding of primary colours LO: To know how to mix colours to create secondary colours and the different effect of adding more/less of a colour. LO: To select different types of brushes to complete their task. LO: To reflect on their own work and that of others stating likes and suggested improvements. LO: To know about the work of Wassily Kandinsky, describing the differences and similarities between different practices and disciplines, and making links to their own work.	LO: To make purposeful marks in clay. LO: To know what clay is and where it is sourced. LO: To know the different uses of clay. LO: To identify items made from clay. LO: To manipulate clay to achieve a planned effect. LO: To reflect on their own work and that of others stating likes and suggested improvements. LO: To know about the work of William De Morgan, describing the different characteristics of pottery.			
Year 2		Spring Still life – Painting Artist – Morandi	Summer 1 Clay Sculptures – Sculpting Artist – Emma Bridgewater	Summer 2 Portraits – Drawing Artist – Rembrandt			
		LO: To create shades, tints and tones. LO: To use different application tools. LO: To select appropriate tools for application. LO: To understand and use contrast. LO: To evaluate realism and composition. LO: To arrange objects for effect. LO: To sketch a still life object. LO: To use colour for a purpose.	LO: To create a pinch pot for a purpose. LO: To use a mould. LO: To plan and design for a purpose. LO: To explore and develop techniques for clay. LO: To know the process of firing and glazing. LO: To know different types of clay and their uses. LO: To know uses of clay and the appropriateness of different materials for different purposes. LO: To decorate a clay pot.	LO: To draw someone else's face. LO: To use accurate proportions. LO: To understand why portraits were used. LO: To use line and shape accurately. LO: To use shades, tints and tones to create variation in colour. LO: To use colour to create a 3D form. LO: To compare similarities and differences between portraits and self-portraits and different artists studied. LO: To learn about the work of Rembrandt, describing the differences and similarities between different practices and disciplines, and making links to their own work.			
Year 3		Portraits – Collage Artist – Picasso	Wire Sculptures – Sculpting Artist – Alexander Calder	Textiles Artist – Gunta Stolzl			
		LO: To evaluate the work of Picasso and how it links to collage. LO: To investigate the properties of different mediums.	LO: To evaluate the work of Alexander Carter and how it links to sculpture. LO: To explore different types of geometric/wire sculpture and their uses.	LO: To evaluate the work of Gunta Stolzl and how it links to textiles. LO: To investigate the history of weaving.			

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	<p>LO: To manipulate materials by experimenting with tearing, cutting, scrunching and folding for a purpose.</p> <p>LO: To explore different types of adhesives and how to layer materials to create an image.</p> <p>LO: To select materials and tools for effect.</p> <p>LO: To create a collage based on their plans.</p> <p>LO: To evaluate the effectiveness of choices made.</p>	<p>LO: To investigate the properties of wire.</p> <p>LO: To manipulate wire by experimenting with twisting, bending, pressing, rolling and joining.</p> <p>LO: To design a wire sculpture.</p> <p>LO: To show form using wire.</p> <p>LO: To evaluate the effectiveness of choices made.</p>	<p>LO: To manipulate materials by experimenting with weaving paper.</p> <p>LO: To explore different types of weaving, knotting and plaiting.</p> <p>LO: To explore dying fabrics.</p> <p>LO: To create a design for a fence weave in the style of Bauhaus.</p> <p>LO: To create a small-scale artwork using textiles.</p> <p>LO: To evaluate the effectiveness of choices made.</p> <p>LO: To create an artwork as a team.</p>
Year 4	<p>Autumn 1 Printing Artist – William Morris</p> <p>LO: To understand printed designs and the process of block printing.</p> <p>LO: To create own printing blocks.</p> <p>LO: To plan and select appropriate colours for a layered design.</p> <p>LO: To demonstrate how tools they have chosen to work with should be used effectively and with safety.</p> <p>LO: To reflect on ways to improve their application skills when printing.</p> <p>LO: To know key facts about the Arts & Crafts movement and the key artist, William Morris.</p>	<p>Autumn 2 Painting Artist - Monet</p> <p>LO: To create shades, tints and tones.</p> <p>LO: To use brush strokes with intent.</p> <p>LO: To select appropriate tools for application.</p> <p>LO: To understand and use contrast, colour and shading.</p> <p>LO: To evaluate impressionism and composition.</p> <p>LO: To use colour for a purpose.</p> <p>LO: To name Impressionist artists and describe their style.</p> <p>LO: To use new techniques for painting.</p> <p>LO: To understand the difference between watercolour and acrylic and explain why acrylics are being used.</p> <p>LO: To explain the impact of using different papers.</p> <p>LO: To create impressionist landscapes.</p>	<p>Spring Textiles Artist – Vivienne Westwood</p> <p>LO: To evaluate the work of Vivienne Westwood and how it links to textiles.</p> <p>LO: To manipulate materials by experimenting with attaching new fabrics and embroidery.</p> <p>LO: To explore different ways of decorating fabrics through stitching.</p> <p>LO: To name different stitches.</p> <p>LO: To use different stitches for decoration.</p> <p>LO: To attach embellishments to textiles using stitching.</p> <p>LO: To create pattern using stitches.</p>
Year 5	<p>Digital Collage – Collage Artist – David Hockney</p> <p>LO: To evaluate the digital collage work of David Hockney.</p> <p>LO: To investigate the history of using photographs to make collages.</p> <p>LO: To apply knowledge of landscape to create a digital collage.</p> <p>LO: To explore different types of collage including newspapers, magazines, tissue paper and felt.</p> <p>LO: To take photographs of a landscape.</p> <p>LO: To make decisions based on composition, colour and shape, to use photographs to make a digital collage of a landscape.</p>	<p>Spring 1 Sculpting Artist – Antoni Gaudi</p> <p>LO: To evaluate the work of Gaudi.</p> <p>LO: To investigate the different modelling techniques that can be used to sculpt clay.</p> <p>LO: To apply knowledge of Gaudi’s style to own work through design ideas, shape and form.</p> <p>LO: To use a range of modelling techniques and decorative detail using paint, mark-making, clay modelling and embellishment.</p> <p>LO: To make decisions based on form, line and shape, to create a sculpture.</p>	<p>Spring 2 Illustration – Drawing Artist - Axel Scheffler</p> <p>LO: To evaluate the illustrations of a range of illustrators: Quentin Blake, Beatrix Potter, Axel Sheffler, Roy Lichtenstein.</p> <p>LO: To investigate the styles of different illustrators and the techniques they use.</p> <p>LO: To apply drawing skills to create illustrations.</p> <p>LO: To explore the role of illustrations.</p> <p>LO: To use mark making and shading to create illustrations.</p> <p>LO: To make decisions based on composition, line, tone, colour and form, to create own style of illustrations.</p>
Year 6	<p>Relief Printing – Printing Artist – Andy Warhol</p> <p>LO: To create a self-portrait to create a Block Print inspired by an artist (Andy Warhol) demonstrating a range of colour techniques.</p> <p>LO: To demonstrate an understanding of the history of relief printing and the impact on mass production of products.</p> <p>LO: To revisit repeating patterns of an increasingly intricate nature.</p> <p>LO: To develop and create their own block for printing.</p> <p>LO: To experiment with a choice of colour to investigate contrasts.</p>	<p>Animation – Sculpture Artist – Nick Park</p> <p>LO: To evaluate the work of Nick Park and the Aardman Studios.</p> <p>LO: To explore different types of animation.</p> <p>LO: To investigate how to create a Claymation model around an armature (wire frame).</p> <p>LO: To create a stop-motion animation using a 2D object.</p> <p>LO: To create a storyboard for an animation.</p> <p>LO: To design and make a 3D character to animate.</p> <p>LO: To create an animation in a team.</p> <p>LO: To evaluate the effectiveness of choices made.</p>	<p>Ultimate Selfie – Digital Media Artist – Annie Leibovitz</p> <p>LO: To evaluate the photographic portrait work of Annie Leibovitz.</p> <p>LO: To investigate the history of using photography and portraits.</p> <p>LO: To investigate portraits over time – from painting of the realism period, Picasso’s cubist portraits and current artists work.</p> <p>LO: To apply knowledge of portraits to create a photographic self-portrait conveying emotion or individual characteristics.</p> <p>LO: To explore different ways of representing emotion and personality using portrait photography.</p>

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	LO: To use the correct Artistic Vocabulary to describe Andy Warhol's printing and reproduction style and influence.						LO: To identify the difference between portraits and landscapes and how the composition differs. LO: To take well composed portraits. LO: To make decisions based on composition, colour and tone, to create a self-portrait that meets a purpose.	
By the end of the year, children should be able to...								
Knowledge and understanding Acquiring and applying knowledge to inform progress	<ul style="list-style-type: none"> Talk about how art is made by artists using care and skill and is valued by its qualities. Explain what they are doing. 	<ul style="list-style-type: none"> To recognise and describe some simple characteristics of different kinds of art, craft and design. Name some of the tools, techniques and the formal elements (colours, shapes, etc.) that they use. 	<ul style="list-style-type: none"> Explain different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Discuss 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"> Talk about and describe the work of some artists, craftspeople, architects and designers. Talk 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"> Talk 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. Talk 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"> Explain the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Describe the processes they are using and how they hope to achieve high quality outcomes. 	<ul style="list-style-type: none"> 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. Describe the processes they are using and how they hope to achieve high quality outcomes 	