

Art Progression Map

	Nursery	Receptions
	<p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour-mixing</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
	Year 1	Year 2
	Practical skills	
Sketch books	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.</p> <p>Use sketchbooks to:</p> <p>Test out ideas</p> <p>Practice observational drawing</p> <p>Develop experience of primary and secondary colours</p> <p>Explore mark making</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them.</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media.</p> <p>Explore colour and colour mixing.</p> <p>Make visual notes about artists studied.</p>
Drawing	<p>Use a wide range of tools to create different textures, lines and draw lines of different sizes and thickness.</p>	<p>Use a wide range of tools to create different textures, lines and draw lines of different sizes and thickness.</p>

Art Progression Map

	<p>Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines.</p> <p>Show different tones by using coloured pencils.</p> <p>Draw a face and add features from first hand observations</p> <p>Use lines and shapes to form an observational drawing.</p>	<p>Use lines and shapes to form an observational drawing.</p> <p>Use lines of depth to create a 3D drawing.</p>
Painting	<p>Identify primary colours</p> <p>Use thick and thin brushes to create different effects</p> <p>Paint using a range of colour mixing techniques and apply the appropriate shade to their painting.</p> <p>Create different effects with a range of media- paint and pastels.</p>	<p>Create colour wheels and mix primary colours to make secondary.</p> <p>Add white to colours to make tints and black to colours to make tones.</p> <p>To create a gradient using watercolour paint</p>
Textiles/Printing		<p>Press, roll, rub and stamp to make prints.</p> <p>Create a range of prints, understanding the transfer process and the effect of multiple prints.</p> <p>Create a print design displaying a variety of repeating patterns.</p> <p>Use repeating or overlapping shapes.</p> <p>Use objects to create prints (e.g. fruit, vegetables or sponges).</p> <p>Mimic print from the environment (e.g. wallpapers).</p>
3D	<p>Recognise that sculpture is 3D and can be made from different media.</p>	

Art Progression Map

	<p>Use a combination of shapes.</p> <p>Use clay as a material.</p> <p>Manipulate malleable materials to produce a sculpture.</p> <p>Use different joining techniques.</p> <p>Use techniques such as rolling, cutting, moulding and carving.</p> <p>Include lines and texture.</p>	
Collage	<p>Use a combination of materials that are cut, torn and glued.</p> <p>Mix materials to create texture.</p> <p>Sort and arrange materials.</p> <p>Discuss lines, shapes and colours and apply it to a collage.</p> <p>Group materials for a purpose and stick them to a background to create an effect.</p>	
Art theory/key artists		
	<p>Can discuss the style of Picasso and Goldsworthy and be inspired by their work</p> <p>Discuss the work of sculptor Antony Gormley</p> <p>Incorporate key colours and themes from David Hockney's landscapes into their own painting.</p>	<p>Use themes and ideas from the work of Paul Curtis</p> <p>Incorporate themes and colours from the work of Sophie Knight into their own paintings.</p> <p>Discuss the work of Orla Kiely and the inspiration behind her prints.</p>
Purpose/Visual Literacy/Articulation		

Art Progression Map

	<p>Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Discuss how an artist has inspired them and what skills they have learnt.</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Some children may feel able to share their response about classmates work.</p>	<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker and artists and learn to dissect their work to help build understanding.</p> <p>Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work.</p>
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Art Progression Map

KS2	Year 3	Year 4	Year 5	Year 6
Practical skills				
Sketch books	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them.</p> <p>Work in sketchbooks to:</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p> <p>Use sketchbooks to:</p> <p>Practise drawing skills.</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists.</p> <p>Test and experiment with</p>	<p>Use sketchbooks to:</p> <p>Explore mark making.</p> <p>Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved.</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p>Explore ideas relating to design exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc.</p>	<p>Use sketchbooks to:</p> <p>Try out ideas and designs, making amendments and changes as a working process.</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied</p>

Art Progression Map

	<p>Develop mark making skills.</p>	<p>materials.</p> <p>Brainstorm pattern, colour, line and shape.</p> <p>Reflect.</p>		
Drawing	<p>Use different hardness of pencils to show line, tone and texture.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture.</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.</p>	<p>Create an abstract drawing of either an animal or person.</p> <p>Experiment with pencil control to create different lines.</p> <p>Create symmetry using shape and line in a drawing.</p>	<p>Draw 3D buildings to scale and in proportion.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Use lines to represent movement.</p> <p>Use shading to show space and perspective in a sketch.</p> <p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p>	<p>Sketch (lightly) before adding other media to combine line and colour.</p> <p>Sketch and plan out a city landscape using one vanishing point</p> <p>Independently select the appropriate pencil to use to create the desired hardness of line, texture and tone.</p>

Art Progression Map

Painting	<p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Experiment with creating mood with colour.</p> <p>Use shading to show space and perspective in a sketch.</p> <p>mix/match a range of primary and secondary colours develop an awareness of how paintings are created.</p> <p>Apply watercolour paint to create an abstract landscape.</p> <p>Shows a developing understanding of perspective when painting landscapes.</p> <p>Use a number of brush techniques using thick and thin brushes to produce</p>		<p>Mix/match a range of primary and secondary colours.</p> <p>Develop an awareness of how paintings are created.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>Build up layers of colours.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p>	<p>To make independent choices about which previously acquired painting skills to use to explore and recreate artists work.</p> <p>Use and apply skills learned in previous year groups to create individual art pieces.</p>
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Art Progression Map

	<p>shapes, textures, patterns and lines.</p> <p>Use other materials, such as fingers, to apply paint on a page.</p> <p>Mix colours effectively.</p>			
Textiles/Printing		<p>Make precise repeating patterns.</p> <p>Make printing blocks (e.g. from coiled string glued to a block).</p> <p>Replicate patterns observed in natural or built environments.</p>		<p>Create a design for a block print</p> <p>Combine previously learned techniques to create pieces.</p> <p>Create a design for a lino and collagraph printing block.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>Build up layers of colours.</p> <p>Create an accurate pattern, showing fine detail.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p>

Art Progression Map

<p>3D</p>		<p>Use mouldable materials.</p> <p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>Use a range of joining techniques to add structure</p> <p>Create 3d objects from 2d materials.</p> <p>Use a range of ceramic tools to create 'pull- outs' and 'add-ons' to the sculpture. Use tools to apply patterns and textures to the clay.</p> <p>Use tools to apply patterns and textures to the clay.</p>	<p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form.</p> <p>Mix textures (rough and smooth, plain and patterned).</p>	
<p>Collage</p>	<p>Include texture that conveys feelings, expression or movement.</p> <p>Add materials to provide interesting detail.</p>		<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <p>Cut shapes from paper (free hand) and use as elements with which to collage.</p> <p>Make a creative response to an original artwork.</p>	

Art Progression Map

	<p>Select and arrange materials for a striking effect.</p> <p>Use coiling, overlapping, tessellation, mosaic and montage.</p> <p>Use layers of two or more colours.</p>		<p>Explore positive and negative shapes, line, colour and composition.</p>	
Art theory				
	<p>Research the work of Sarah Sedwick</p> <p>Investigate the painting style of Monet</p>	<p>Compare the work of great doodle artists in history.</p> <p>Understand the influences of William Morris and replicate these in their own work.</p>	<p>Explore the architecture of Christopher Wren.</p> <p>Explore the artwork of Henri Rousseau and emulate his skills and techniques in their own work.</p>	<p>Research Lowry and his motivations for drawing industrial landscapes.</p> <p>Take inspiration from historical Maya artwork, recognising the cultural significance of the pieces and their purpose during the Maya era.</p> <p>Compare and contrast the work of Frank Green and John Culshaw.</p> <p>Explore and interpret the abstract photography of Edward Weston.</p>
Purpose/Visual Literacy/Articulation				
	<p>To understand that visual artists look to other art forms for inspiration.</p>	<p>Look at the work of illustrators and graphic artists, painters and sculptors.</p>	<p>Look at the work of designers, artists and architects.</p> <p>Understand the processes, intentions and outcomes of different artists, using visual</p>	<p>Look at the work of designers, artists, art activists, photographers, installation artists and craftspeople.</p>

Art Progression Map

	<p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</p>	<p>Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.</p>	<p>notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films</p>	<p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 6 Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider</p>
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