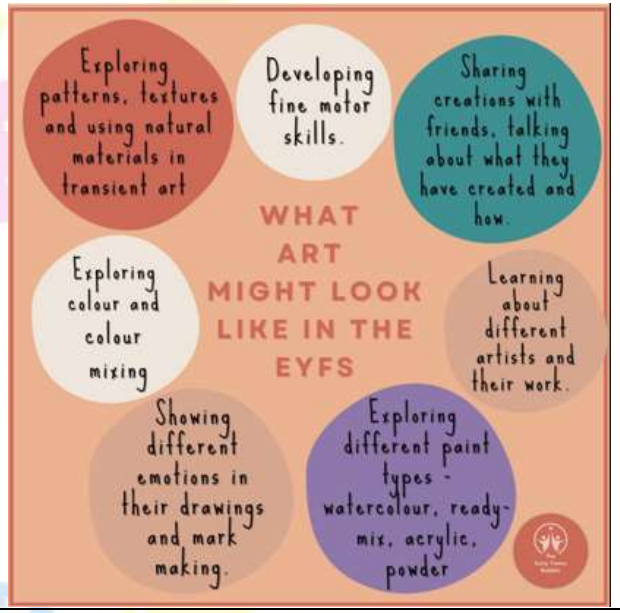
# Art – Progression Map

**EYFS**

The most relevant early years outcomes for art is Expressive Arts and Design. This has 2 strands of: Creating with materials and Being imaginative. The development of children's design and artistic awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials joining them in different ways. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Children need to have experience of reviewing what they have made and thinking about ways to improve on this. A lot of our art work in carried out all year round in our continuous provision both inside and outside.

Children at the expected level of development for the strand creating with materials at the end of F2 (ELG) will:

- Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.




| | F1 | F2 | KS1 | LKS2 | UKS2 |
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| **Cycle A** | **What does my world look like? (family etc.)** UW- (History/ Geography)<br><br>**What do you eat at a special occasion?** UW- (RE, Geography, DT)<br><br>**How can we travel?** | **What do you see when you are out and about?** UW- (History/ Geography)<br><br>**What do people celebrate in our community?** UW- (RE, Geography, DT) | **Which direction would you take?** Geography – local study<br><br>**Could a zebra live in Mapperley?** Geography non-European<br><br>**Who's in the zoo?** Science (Features/ Classification)<br><br>**What's the story behind Nottingham?** History | **Why is the rainforest disappearing?** Geography<br><br>**What was life like in Ancient Egypt?** History<br><br>**Why is the earth so awesome?** (Earthquakes & volcanoes) Geography<br><br>**Who eats who and how?** | **What lies beyond the Earth's atmosphere?** Science<br><br>**Who are the Mayas and what have we learnt from them?** History<br><br>**Where would you want to build a city?** Geography |

# Art – Progression Map

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| | (Vehicles & how things go).<br>UW- (Science)<br><br>**How are animals different?**<br>UW- (Science, Geography)<br><br>**What's happening in the great outdoors?**<br>Nature (habitats, bugs, birds, animals, plants & growing?<br>UW- (Science)<br><br>Where can we go on holiday?<br>UW- (Geography) | **What can you find in the deep, dark woods?**<br>Literacy/ UW-Science<br><br>**What can we find at the bottom of the garden?**<br>UW- Science/ Geography<br><br>**What hatches out of an egg?**<br>UW- Science, History)<br><br>**What is life like in other countries?**<br>UW- (Geography/ History) | **How have seaside holidays changed over time?**<br>History<br><br>**Where do pirates travel?**<br>Geography- oceans/ continents | Science<br><br>**What's the matter?**<br>Geography (Rivers & mountains)<br>Science | **What was life like in Ancient Greece?**<br>History |
| **Cycle B** | **What does my world look like?** (family etc.)<br>UW- (History/ Geography)<br><br>**What days are special to your family?**<br>UW- (RE/ Geography)<br><br>**What happened to Humpty Dumpty?**<br>Literacy/ UW- Science and Music | | **How did the Great Fire change London?**<br>History<br><br>**How can we protect the Arctic?**<br>Geography<br><br>**What do I need to do to stay healthy?**<br>Science<br><br>**What was the impact of Florence Nightingale and Mary Seacole?**<br>History<br><br>**What's growing in our gardens?**<br>Science | **Who lived in Britain first? (Stone Age)**<br>History<br><br>**Why visit Nottingham? (Local area)**<br>Geography<br><br>**Romans – rotten or revolutionary?**<br>History<br><br>**Settlers or invaders? (Vikings & Anglo-Saxons)**<br>History<br><br>**Holidays/ Destinations**<br>Geography | **What does a journey through the human body look like?**<br>Science<br><br>**What did the Victorians do for Great Britain?**<br>History – Local study<br><br>**How did World War II shape the world we live in today?**<br>History – Local study<br><br>**How do you survive in extreme conditions?**<br>Geography |

# Art – Progression Map

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| | **What is the weather like around the world?**<br>UW- (Science/ Geography)<br><br>**Who lays an egg?** (life cycles)<br>UW- (Science)<br><br>**Who are your local superheroes?**<br>Community- people who help (Where we live, members of society)<br>UW- (PSHE/ Geography) | | | | |

# Art – Progression Map

| Disciplinary Knowledge (Skills) | F1 | F2 | KS1 | LKS2 | UKS2 |
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| **Drawing** | Make marks using a range of different media.<br><br>Use basic lines and shapes to represent a person.<br><br>Use drawing to represent their ideas.<br><br>Understand that drawing can be used to communicate meaning. | Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.<br><br>Use and begin to control a range of media.<br><br>Draw on different surfaces and coloured paper.<br><br>Produce lines of different thickness and tone using a pencil.<br><br>Start to produce different patterns and textures from observations, imagination and illustrations.<br><br>Know how to draw a person including facial features.<br><br>Know and understand the term observational drawing.<br><br>Talk about their drawings and explain what they like. | **Year 1:**<br>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.<br><br>Begin to control the types of marks made with the range of media.<br><br>Draw on different surfaces with a range of media.<br><br>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.<br><br>**Possible artists: Van Gogh, Seurat**<br><br>**Year 2:**<br>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.<br><br>Draw lines/marks from observations.<br><br>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.<br><br>Understand tone through the use of different grades of pencils (HB, 2B, 4B)<br><br>Experiment with different media to create lines of different length and thickness.<br><br>**Possible artists: Durer, Da Vinci, Cezanne** | **Year 3:**<br>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.<br><br>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.<br><br>Begin to indicate facial expressions in drawings<br><br>Begin to show consideration in the choice of pencil grade they use.<br><br>**Possible artists: Picasso, Hopper, Surrealism etc.**<br><br>**Year 4:**<br>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.<br><br>Draw for a sustained period of time at an appropriate level.<br><br>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.<br><br>Have opportunities to develop further drawings featuring the third dimension and perspective.<br><br>Further develop drawing a range of tones, lines using a pencil.<br><br>Include in their drawing a range of technique for example hatching, cross hatching, smudging, accent lines. | **Year 5:**<br>Work in a sustained and independent way to create a detailed drawing.<br><br>Develop a key element of their work: line, tone, pattern, texture.<br><br>Use different techniques for different purposes i.e. shading, hatching within their own work.<br><br>Start to develop their own style using tonal contrast and mixed media.<br><br>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.<br><br>Begin to develop an awareness of composition, scale and proportion in their drawings.<br><br>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.<br><br>Develop close observation skills using a variety of view finders.<br><br>**Possible artists: Moore sketchbooks, Rossetti, Klee, Calder, Cassatt**<br><br>**Year 6:**<br>Work in a sustained and independent way to develop their own style of drawing.<br><br>This style may be through the development of: line, tone, pattern, texture.<br><br>Draw for a sustained period of time over a number of sessions working on one piece. |

# Art – Progression Map

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| | | | | Begin to show awareness of representing texture through the choice of marks and lines made.<br><br>Attempt to show reflections in a drawing.<br><br>Know how to investigate light and dark using shading.<br><br>Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.<br><br>**Possible artists: Goya, Sargent, Holbein.** | Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.<br><br>Develop their own style using tonal contrast and mixed media.<br><br>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.<br><br>Develop an awareness of composition, scale and proportion in their drawings.<br><br>**Possible artists: Have opportunity to explore modern and traditional artists using ICT and other resources.** |
| **Vocabulary** | Artist, bumpy, chalk, circle, colours, curved, drawing, feeling, felt tips, hard, line, long, marks, mark making, medium, observational drawing, observe, oil pastel, paint, pattern, pencils, rough, rubbing, self-portrait, short, smooth, soft, squiggly, straight, texture, thick, thin, wavy, wax crayons and zig-zag. | | Line, vertical, horizontal, diagonal, wavy, straight, cross-hatch, optical art, 2D shape, 3D shape, abstract, printing, shade, form, continuous, mark making, observe, dots, circle, lightly, firmly, texture, shadow, charcoal, pastel and chalk.<br><br>Charcoal, mark-making, lines, thick, thin, texture, stippling, hatching, cross hatching, scribbling, blending, sketch, illustrator, illustrations, expression, emotion, storyboard, frame, retell, and concertina | Geometric, organic, shape, line, object, arrangement, light, dark, shading, tone, grip, smooth, blend, even, frottage, rubbing, surface, texture, pressure, tool, tear, cut, botanist, botanical, scientific, magnified, form, scale, composition, abstract, frame, gestural, expressive and viewfinder<br><br>Contrast, observational drawing, shading, shadow, tone, gradient, three dimensional (3D), proportion, symmetry, pattern, composition, precision, mixed media, wax-resist, highlight, collage, combine, parallel, hatching, crosshatching, viewfinder, collaborate, collaboratively and abstract. | Retro-futurism, futuristic, imagery, culture, purpose stimulus, decision, process, technique, repetition, composition, evaluate, revisit and develop. |
| **Painting** | Know paint can be used to capture known experience.<br><br>Recognise and name some of the primary colours.<br><br>Know how to explore colour mixing to create different colours. | Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.<br><br>Recognise and name the primary colours being used.<br><br>Mix and match colours to different artefacts and objects. | **Year 1:**<br>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.<br><br>Explore techniques such as lightening and darkening paint without the use of black or white.<br><br>Begin to show control over the types of marks made. | **Year 3:**<br>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.<br><br>Use light and dark within painting and begin to explore complimentary colours. | **Year 5:**<br>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.<br><br>Mix and match colours to create atmosphere and light effects.<br><br>Mix colour, shades and tones with confidence building on previous knowledge. |

# Art – Progression Map

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| | | Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. | Paint on different surfaces with a range of media.<br><br>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.<br><br>**Possible artists: Klimt, Marc, Klee, Hockney.**<br><br>**Year 2:**<br>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.<br><br>Understand how to make tints using white and tones by adding black to make darker and lighter shades.<br><br>Build confidence in mixing colour shades and tones.<br><br>Understand the colour wheel and colour spectrums.<br><br>Be able to mix all the secondary colours using primary colours confidently.<br><br>Continue to control the types of marks made with the range of media.<br><br>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.<br>**Possible artists: Pollock, Riley, Monet, Aboriginal.** | Use light and dark within painting and begin to explore complimentary colours.<br><br>Mix colour, shades and tones with increasing confidence.<br><br>Become increasingly confident in creating different effects and textures with paint according to what they need for the task.<br><br>Understand how to create a background using a wash.<br><br>**Possible artists/movements: Rothko, Rivera, Indian Miniatures, O'Keefe, Abstract, Expressionism**<br><br>**Year 4:**<br>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects<br><br>Start to develop a painting from a drawing.<br><br>Begin to choose appropriate media to work with.<br><br>Use light and dark within painting and show understanding of complimentary colours.<br><br>Mix colour, shades and tones with increasing confidence.<br><br>Work in the style of a selected artist (not copying).<br>**Possible artists: Hopper, Rembrandt** | Start to develop their own style using tonal contrast and mixed media.<br><br>**Possible artists: Lowry, Matisse, Magritte.**<br><br>**Year 6:**<br>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.<br><br>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.<br><br>Mix colour, shades and tones with confidence building on previous knowledge.<br><br>Understanding which works well in their work and why.<br><br>**Possible artists: Have opportunity to explore modern and traditional arts.** |

# Art – Progression Map

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| **Vocabulary** | Light, dark, bright, dull, colourful, primary colours, mixing create, cut, dab, design, dot, flick, glide, glistening, glossy, landscape, permanent, rip, shiny, silky, slimy, slippery, smooth, splat, splatter, squelchy, stick, sticky, sweep, swirl, swish, tear, temporary, transient art. | | Blend, bright, primary colours, secondary colours, warm, vibrant, deep, blend, bright, tone, shading, pointillism, colour wash.<br><br>Hue, shade, primary colour, secondary colour, pattern, mix, blend, print, shape, kaleidoscope, texture, space, thick. | Abstract, natural, bold, delicate, detailed, colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, watery intense, strong, opaque, translucent, wash, tint, shade, representational swirling, stippled, transparent, opaque, foreground, background, middle ground and horizon.<br><br>Portrait, landscape, shadow, tint, shade, texture, contrasting, vivid, muted, formal, patterned, abstract, detailed, figurative, three dimensional (3D), grid, technique, mark-making, composition, dabbing paint, stippling paint, paint wash, pointillism | Background, continuous line drawing, portrait, self-portrait, paint wash, collage, texture, composition, transfer, printmaking, monoprint, mixed media, multimedia, justify, research, evaluate, represent, atmosphere, art medium<br><br>Artist, compositions, evaluation, medium, mixed media, technique, translate, analyse, meaning, narrative, interpret, justify, inference, respond, abstract, convey, compose, thought-provoking |
| **Sculpture and 3-D** | Know how to explore and select materials, expressing their own ideas.<br><br>Know how to make snips in paper using scissors.<br><br>Know how to select one handed tools for different purposes. | Enjoy using a variety of malleable media such as clay, papier-mache, salt dough. Impress and apply simple decoration.<br><br>Cut shapes using scissors and other modelling tools.<br><br>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.<br><br>Know how to select, cut, assemble, tear, stick and collage different materials. | **Year 1:**<br>Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.<br><br>Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.<br><br>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.<br><br>Impress and apply simple decoration techniques, including painting.<br><br>Use tools and equipment safely and in the correct way.<br><br>**Possible artists: Moore, African, Native American.**<br><br>**Year 2:**<br>Use equipment and media with increasing confidence.<br><br>Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc…<br><br>Explore carving as a form of 3D art. | **Year 3:**<br>Use equipment and media with confidence.<br><br>Begin to show an awareness of objects having a third dimension and perspective.<br><br>Learn to secure work to continue at a later date.<br><br>Join two parts successfully.<br><br>Construct a simple base for extending and modelling other shapes.<br><br>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.<br><br>Produce more intricate surface patterns/ textures and use them when appropriate.<br><br>Produce larger ware using pinch/ slab/ coil techniques.<br><br>Continue to explore carving as a form of 3D art.<br><br>Use language appropriate to skill and technique. | **Year 5:**<br>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.<br><br>Show experience in combining pinch, slabbing and coiling to produce end pieces.<br><br>Develop understanding of different ways of finishing work: glaze, paint, polish<br><br>Gain experience in modelling over an armature: newspaper frame for modroc.<br><br>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.<br><br>Show increasing confidence to carve a simple form.<br><br>Use language appropriate to skill and technique.<br><br>**Possible Artists: Frink, Balla, Andre**<br><br>Year 6:<br>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. |

# Art – Progression Map

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| | | | **Possible artists: Hepworth, Arp, Nevelson, Gabo** | **Possible artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India (Flip-flop art).**<br><br>**Year 4:**<br>Work in a safe, organised way, caring for equipment.<br><br>Secure work to continue at a later date.<br><br>Make a slip to join to pieces of clay.<br><br>Decorate, coil, and produce marquettes confidently when necessarily.<br><br>Model over an armature: newspaper frame for modroc.<br><br>Use recycled, natural and man- made materials to create sculptures.<br><br>Adapt work as and when necessary and explain why.<br><br>Gain more confidence in carving as a form of 3D art.<br><br>Use language appropriate to skill and technique.<br><br>Demonstrate awareness in environmental sculpture and found object art.<br><br>Show awareness of the effect of time upon sculptures.<br>**Possible artists: Egyptian Artefacts, Christo** | Model and develop work through a combination of pinch, slab, and coil.<br><br>Work around armatures or over constructed foundations.<br><br>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.<br><br>Demonstrate experience in relief and freestanding work using a range of media.<br><br>Recognise sculptural forms in the environment: Furniture, buildings.<br><br>Confidently carve a simple form<br><br>Solve problems as they occur.<br><br>Use language appropriate to skill and technique.<br><br>**Possible artists: Have opportunity to explore modern and traditional arts** |
| **Vocabulary** | 3D art, bend, clay, chop, collage, cut, evaluate, flatten, fold, join, pinch, plan, poke, pull, push, reflect, roll, sculpture, silky, slimy, slippery, smooth, squash, squelchy, sticky, stretch, twist and wet. | | Sculpture, artist, three dimensional (3D), cylinder, curve, loop, tube, concertina, overlap, spiral, zig-zag, carving, mosaic and imagine.<br><br>Roll, smooth, flatten, shape, cut, pinch pot, thumb pot, ceramic, glaze, score, slip, surface, join, sculpture, sculptor, plaster, negative space, in relief, detail and impressing | Visualisation, ceramics, two-dimensional (2D), three-dimensional (3D), organic shape, sculpture, tone, form, carving, model, hollow, figurative, abstract, texture, surface, join, template, secure, mesh, found objects and weaving | Realistic, proportion, surface, texture balance, scale, relationship, transform, movement, composition, structure, construct, flexible, pliable, hollow, solid, surface, slip, attachment and relief.<br><br>Mixed media, features, evaluate, analyse, location, scale, scaled down, special effects, three dimensional, atmosphere, props, |

# Art – Progression Map

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| | | | | | proportion, shape, form, influence, experience and elements. |
| **Printmaking** | Print with large blocks, sponges, leaves and body parts. | Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects.<br><br>Develop simple patterns by using objects.<br><br>Enjoy using stencils to create a picture. | **Year 1:**<br>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.<br><br>Experience impressed printing: e.g. printing from objects.<br><br>Use equipment and media correctly and be able to produce a clean printed image.<br><br>Explore printing in relief: e.g. String and card.<br><br>Begin to identify forms of printing: Books, posters pictures, fabrics.<br><br>Use printmaking to create a repeating pattern.<br><br>**Possible artists: Warhol, Hokusai**<br><br>**Year 2:**<br>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.<br><br>Demonstrate experience at impressed printing: drawing into ink, printing from objects.<br><br>Use equipment and media correctly and be able to produce a clean printed image.<br><br>Make simple marks on rollers and printing palettes<br><br>Take simple prints i.e. mono - printing. | **Year 3:**<br>Print simple pictures using different printing techniques.<br><br>Continue to explore both monoprinting and relief printing.<br><br>Demonstrate experience in 3 colour printing.<br><br>Demonstrate experience in combining prints taken from different objects to produce an end piece.<br><br>**Possible artists: Morris, Labelling**<br><br>**Year 4:**<br>Increase awareness of mono and relief printing.<br><br>Demonstrate experience in fabric printing.<br><br>Expand experience in 3 colour printing.<br><br>Continue to experience in combining prints taken from different objects to produce an end piece.<br><br>Create repeating patterns.<br><br>**Possible artists: Rothenstein, Kunisada** | **Year 5:**<br>Use tools in a safe way. Continue to gain experience in overlaying colours.<br><br>Start to overlay prints with other media.<br><br>Use print as a starting point to embroidery. Show experience in a range of mono print techniques.<br><br>**Possible artists: Advertising, Bawde**<br><br>**Year 6:**<br>Demonstrate experience in a range of printmaking techniques.<br><br>Describe techniques and processes.<br><br>Adapt their work according to their views and describe how they might develop it further.<br><br>Develop their own style using tonal contrast and mixed media.<br><br>**Possible artists: Have opportunity to explore modern and traditional arts.** |

# Art – Progression Map

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| | | | Experiment with overprinting motifs and colour.<br><br>**Possible artists: Hiroshige, Escher** | | |
| **Vocabulary** | Print, repeat, patterns, rubbings, texture and shapes | | Print, rubbing, smudge, image, reverse, shapes surface, pressure, decoration and cloth.<br><br>Image, reverse, shapes, surface, pressure decoration, cloth, repeat, rotate, mono-print two-tone print. | Imprint, impression, mould, mono-print background, surface, absorb, stencil, negative image and positive image.<br><br>Linear, register, block, manipulate, repeat, continuous and cylinder. | Monotype, relief, printing, plate, inking up, water-based, oil-based, overlap, etching, engraving indentation and pressure.<br><br>Aesthetic, pattern, motif, Victorian, Islamic, rotation, reflection, symmetrical and repetition. |
| **Texture, pattern, colour, line and tone** | Show an interest in and describe the texture of things.<br><br>Thread objects onto strings and wools.<br><br>Experiment with weaving techniques with paper, wools and fabrics. | Enjoy playing with and using a variety of textiles and fabric.<br><br>Decorate a piece of fabric. Show experience in simple stitch work.<br><br>Show experience in simple weaving: paper, twigs.<br><br>Show experience in fabric collage: layering fabric.<br><br>Use appropriate language to describe colours, media, equipment and textures. | **Year 1:**<br>Investigate textures by describing, naming, rubbing, copying.<br><br>Produce an expanding range of patterns and textures.<br><br>Begin to understand how colours can link to moods and feelings in art.<br><br>Use printmaking to create a repeating pattern.<br><br>**Year 2:**<br>Demonstrate experience in surface patterns/ textures and use them when appropriate.<br><br>Investigate textures and produce an expanding range of patterns.<br><br>Use line and tone in different media to consider shape, shade, pattern and texture.<br><br>Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells).<br><br>Express links between colour and emotion. | **Year 3:**<br>Create textures and patterns with a wide range of drawing implements.<br><br>Create textures and patterns with a wide range of drawing implements.<br><br>Create art works from natural materials to show an awareness of different viewpoints of the same object.<br><br>**Year 4:**<br>Experiment with different grades of pencil and other implements to achieve variations in tone.<br><br>Use complimentary and contrasting colours for effect. | **Year 5:**<br>Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops.<br><br>**Year 6:**<br>Consider the use of colour for mood and atmosphere. |

# Art – Progression Map

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| **Vocabulary** | Cutting, weave, bend, crease, create, cut, design, flange, fix, fold, glue, handle, join, paper clip, pattern, pinch, plan, pull, push, rip, roll, scissors, scrunch, slot, snip, split pin, straight line, string, strip, sturdy, tape, thread, tie, wave, wobbly, wrap and zig-zag | | Fabric, colour, pattern, shape, texture, sew, weave, mixed media, collage, layers, combine opinion fur, silk, tweed, satin and net.<br><br>Hessian, scraps , wool, yarn, mixed media, weave, collage, imaginary, inspired, landmarks, shape, texture, pattern, felt, fibre, viewfinder, abstract, composition, mosaic, overlap, gallery, curator, design, design brief and evaluate | Natural, synthetic, bunching, threading, stitching, embroidery, cross stitch and running stitch.<br>Daub, stamp, emblem, motif, ornamentation, geometric, stylised and abstract. | Manipulation, smocking, ruching, batik, embellish, accentuate, enhance, detract, practicality and aesthetic. |
| **Collage** | Beginning to be interested in and describe the texture.<br><br>Experiment to create different textures.<br><br>Use glue spatulas and glue sticks with support. | To become familiar with a range of different collage materials.<br><br>Create simple collages, layering different materials and fabrics.<br><br>To develop a basic vocabulary to describe the qualities of different materials.<br><br>To investigate different ways materials can be applied and make a simple, experimental collage. | **Year 1:**<br>To develop cutting, tearing and layering paper to create different effects.<br><br>To explore a variety collage material and make a randomly textured collage, building on previous experimental experience. Create and arrange shapes appropriately.<br><br>To develop language to explain the ideas of arrangements and use of materials.<br><br>**Year 2:**<br>To develop cutting, tearing and layering paper to create different effects, arrange and glue materials to different backgrounds.<br><br>To explore a variety collage material and make a randomly textured collage, building on previous experimental experience. Create and arrange shapes appropriately.<br><br>To develop language to explain the ideas of arrangements and use of materials. | **Year 3:**<br>To explore collage materials in different ways to achieve different effects, exploring texture.<br><br>To explore other ways of developing cutting, tearing, folding, scrunching. To incorporate other mediums such as paint, drawing and prints.<br><br>To adapt their ideas and explaining their choices with an appropriate vocabulary.<br><br>**Year 4:**<br>To experiment other ways of arranging collage and techniques.<br><br>To explore other ways of developing cutting, tearing, folding, scrunching.<br><br>To incorporate other mediums such as paint, drawing and prints.<br><br>To adapt their ideas and explaining their choices with an appropriate vocabulary. | **Year 5:**<br>To extend the use of collage materials revisiting texture, pattern and shape.<br><br>To use fabrics and other mediums to create a 2D or 3D structure.<br><br>To incorporate other mediums such as paint, drawing and prints.<br><br>To adapt their ideas and explaining their choices with an appropriate vocabulary.<br><br>**Year 6:**<br>To extend the use of collage materials revisiting texture, pattern and shape.<br><br>To use fabrics and other mediums to create a 2D or 3D structure.<br><br>To incorporate other mediums such as paint, drawing and prints.<br><br>To adapt their ideas and explaining their choices with an appropriate vocabulary. |
| **Vocabulary** | Cutting, shapes, sticking, glue, layer and texture. | | Cutting, shapes, sticking, texture, rough, soft, crunch, smooth, hard, overlap and bumpy. | Cutting, shapes, sticking, texture, rough, soft, crunch, smooth, hard, delicate, overlap, bumpy and uneven. | Cutting, shapes, sticking, texture, rough, soft, crunch, smooth, hard, delicate, overlap, bumpy, uneven, positive, negative, foreground , middle ground and Background |

# Art – Progression Map

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| **Responding to Art** | Talk about their artwork, explaining what they have created. | Look and talk about what they have produced, describing simple techniques and media used. | **Year 1:**<br>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.<br><br>Explore 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.<br><br>**Year 2:**<br>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.<br><br>Express thoughts and feelings about a piece of art.<br><br>Reflect and explain the successes and challenges in a piece of art created.<br><br>Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further. | **Year 3:**<br>Continue to explore 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.<br><br>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.<br><br>Respond to art from other cultures and other periods of time.<br><br>**Year 4:**<br>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.<br><br>Begin to explore a range of great artists, architects and designers in history. | **Year 5:**<br>Recognise the art of key artists and begin to place them in key movements or historical events.<br><br>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.<br><br>Explore a range of great artists, architects and designers in history.<br><br>Compare the style of different styles and approaches.<br><br>**Year 6:**<br>Discuss and review own and others work, expressing thoughts and feelings explaining their views.<br><br>Identify artists who have worked in a similar way to their own work.<br><br>Explore a range of great Artists, architects and designers in history. |
| **Vocabulary** | Observation, different, similar, compare and artist. | | Differences, similarities, background, techniques, describe, comparison and feelings.<br><br>Foreground, annotate, develop, reflect, emotions and develop. | Creative process, plan, design, make, adapt, sources, variation, plain, busy, rough, smooth, swirling, uneven, colourful, bright, dark and realistic.<br><br>Fine, patterned, natural, opaque, translucent and focus. | Comparison, contrast, media, study, experiences, imagination, properties, reflecting, distance, symbolic, subtle, complex, complimentary, contrasting, purpose. Manipulate and independent research.<br><br>Atmosphere, representation, engaging, consistent, inconsistent, delicate, flowing and vibrant. |

# Art – Progression Map

| Substantive Knowledge (Facts) | F1<br>Refer to Development Matters Birth to 3yrs | F2 | KS1 | LKS2 | UKS2 |
|---|---|---|---|---|---|
| **Study of great artists, architects, craft makers & designers** | Know what an artist is.<br><br>Know how to create a piece of artwork. | Know how to explore and discuss artwork from the past and present.<br><br>Know how to create a representation of famous artwork.<br><br>Talk about the work of other artist and how that work makes them feel. | Know how to describe what can be seen and give an opinion about the work of an artist, craft maker and / or designer.<br><br>Know how artists, craft makers and/or designers have used colour, pattern and shape.<br><br>Know how to describe similarities and differences between their own work and that of an artist, craft maker and / or designer.<br><br>Know how to create a piece of art in response to the work of another artist, craft maker and / or designer. | Know and identify the techniques used by different artists, architects and / or designers.<br><br>Know and experiment with the styles used by other artists, architects and / or designers.<br><br>Know how to compare the work of different artists, architects and / or designers.<br><br>Know how different artists, designers and / or architects developed their specific style.<br><br>Know when art is from different historical periods.<br><br>Know how art provides a viewpoint about the past.<br><br>Know when art is from different cultures.<br><br>Give opinions and feedback about the work of others. | Know how to research the work of an artist, architect and / or designer and use their work to replicate a style.<br><br>Know and explain how their own artwork has been influenced by a famous artist, architect and or designer.<br><br>Know why art can be very abstract and interpret what message the artist, architect and or designer is trying to convey.<br><br>Know why artists, designers and / or architects are / were considered influential.<br><br>Know reasons why artists, architects and designers make decisions based on cultural influence. |