



Progression Map

Art and Design

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Work of Artists	<ul style="list-style-type: none">Describe orally a picture by a notable artist/designer	<ul style="list-style-type: none">Talk about what they see when looking at images	<ul style="list-style-type: none">Look at and talk about the work of a few notable artists and architects who use different techniques,	<ul style="list-style-type: none">Discuss and describe some works by notable artists and designers and understand the historical and cultural context. Begin to use some art languageConsider some artists' works that can be used as links/ideas for their own work	<ul style="list-style-type: none">Explore the works of some notable artists, and designers and understand the historical and cultural importance.Evaluate by talking, describing and making some comparisons of creative works using some language of art.Begin to consider use of artists' works as a stimulus for own ideas.	<ul style="list-style-type: none">Explore and begin to analyse the work of a range of notable artists and designers and understand the historical and cultural importance,Begin to build an understanding of artist's works and share ideas with peers, using the language of art, to describe similarities and differences.Use work of artists as a stimulus to plan and develop ideas.	<ul style="list-style-type: none">Study the work/style of notable artists, craft makers and designers.Build an understanding of the historical and cultural context.Make visual and some written links with the work of the artists studied offering opinion and begin to explain using art language.Use an artist's ideas to inform, plan and develop own piece of work.	<ul style="list-style-type: none">Evaluate and analyse creative works using the language of art, craft and design.Make visual and some written links with the works of notable/significant artists studied offering opinion and explanation using art language confidently.Use characteristics in artists' works to plan and develop ideas, thus improving their own techniques and skills.

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Explore and Evaluate Ideas	<ul style="list-style-type: none"> • Exploring their own ideas, and using their imagination. • Begin to develop ideas using own experiences, interests and surroundings. • Begin to say what they have made/created (with support) 	<ul style="list-style-type: none"> • Talk about stories • Talk about what they have made 	<ul style="list-style-type: none"> • Share ideas about what art is and where it can be found. • Record some marks • Begin to understand that they can use artists' works to inform their own ideas and imagination and express themselves creatively- create a picture in the style of an artist • Talk about the marks they have made. 	<ul style="list-style-type: none"> • Understand the basic use of sketchbooks and use these to record some ideas. • Share ideas, experiences and imagination. • Look at works of artists to inform ideas. 	<ul style="list-style-type: none"> • Use a sketchbook to record simple observations. • Begin to use artists' works to inspire their ideas, methods and approaches to inform their own work, identifying some techniques that may have been used. 	<ul style="list-style-type: none"> • Use sketch books independently e.g. collecting and using images and information. • Begin to develop some ideas with a clear purpose. • Compare approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it. 	<ul style="list-style-type: none"> • Use sketchbooks to develop ideas over stages, using artists' works, memory or imagination • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> • Use a sketchbook to support the development of design over several stages adapting work to develop it further. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and explain how they might develop it further.

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<ul style="list-style-type: none"> • Begin to hold and use drawing tools to mark make. • Enjoys making marks, signs and symbols on different surfaces. • Use appropriate tools. 	<ul style="list-style-type: none"> • Can hold and use drawing tools to mark make. • Develop mark making, signs and symbols • Work freely and spontaneously, expressively using marks, lines and curves. • Develop identifying shapes and drawing some shapes eg. Shapes on flowers or leaves 	<ul style="list-style-type: none"> • Can hold and use drawing tools such as pencils, crayons and fine liners with some control and dexterity to investigate marks. • Use a viewfinder to select a view or shapes and visual clues in an image, and then record what is selected. • Begin to use a variety of drawing techniques such as scribbling dark and light lines and hatching. 	<p>Can draw carefully in line recording shapes and placing marks/features with care and some control.</p> <ul style="list-style-type: none"> • Select a view or visual shapes in an image and record, making quick line and shape drawings, adding some light and dark tones using a variety of techniques such as hatching, scribbling dark and light lines. • Experiment layering different media e.g. pencil, crayon and felt tips. 	<ul style="list-style-type: none"> • Experiment with different grades of pencils. • Use different media to achieve different variants of line, texture, tone, colour, shape and pattern. • Begin to record observations using a range of tones. • Can use and manipulate a range of drawing tools with increasing dexterity and control, applying teacher guidance. • Develop more control mark-making • Begin to select different materials, considering shape, tone and texture. 	<ul style="list-style-type: none"> • Explore relationships between line and tone, pattern and shape, line and texture. • Make quick studies from observation, making informed choices when drawing, making marks with control and some fluency. • Develop control over a variety of drawing tools and materials, using them selectively and purposefully 	<ul style="list-style-type: none"> • Select, use and manipulate a range of drawing tools, using them with control and dexterity. • Draw accurately from observation conveying tonal qualities well, showing good understanding of light and dark tones on form. • Use controlled marks to convey textures. 	<ul style="list-style-type: none"> • Record shapes with accuracy, showing consideration of proportion, shape and angle. • Convey a range of tonal qualities, showing an appropriate technique when conveying form, shadow, and perspective. • Control mark-making/shading, creating smooth transitions between tonal qualities. • Choose and combine different drawing materials as appropriate to task and purpose. • Express ideas with accuracy.

- Explore a range of colours.
- Name some colours
- Match some colours to name
- Explore colours and mark making using a range of tools, techniques, surfaces.
- Identify that different tools can be used to apply paint e.g fingers, brushes, cotton buds.
- Freely make marks and talk about marks they have made

- Explore a range of colours.
- Name some colours eg. primary colours
- Explore colours and mark making using a range of tools, techniques e.g finger painting, brushes, cotton buds
- Identify that different tools can be used to apply paint e.g sponges, matchsticks
- Freely make marks using variety of different tools and talk about marks made.
- Experiment with making colours lighter and darker using white and black.
- Apply skills learnt to create an imaginary scene e.g imaginary garden

- Name and carefully mix primary colours
- Know that colours can be changed and talk about why that has happened.
- Experimenting when mixing different consistencies of paint e.g. thick and thin paint, textures
- Use and name a variety of tools and techniques ie. brush sizes
- Make a variety of controlled marks using different brushes

- Mix some colours.
- Name and mix primary colours, exploring some double primary colours to create different some shades.
- Describe and name the shades eg lighter darker
- Use a range of different brushes.
- Understand the process of thinning and thickening paint, using appropriate vocabulary.
- Develop the skill to make own choices about tools
- Use appropriate language to describe colours and textures.

- Develop further control of brushes for a specific purpose.
- Make own choices over painting tools to achieve a desired effect including marks to convey textures and tones.
- Name and mix primary colours, exploring double /triple primary colours to create different shades.
- Understand about warm and cool colours.
- Understand that colours can affect moods
- Mix and apply colours to convey /communicate emotions eg. sad angry

- Develop more understanding of paint and painting techniques, with the opportunity to experiment through trial and error e.g. splashing, dots, stippling to develop textures
- Can mix and use primary and secondary colours with the addition of black, white and other hues.
- Can create a painting from designs and research, in order to communicate an idea.

- Further develop skills in colour mixing, applying paint, selecting tools/materials to make different marks e.g. washes, brush strokes, painting techniques.
- Investigate mark making using thick brushes, sponges, or rollers for different effects
- Investigate experiment and mix colour to convey mood or emotion e.g. calm
- Confidently mix and apply tertiary colours.
- Can use studies recorded from observation or other artists to plan and realise paintings.
- represent objects, observed, mixing and applying colour and selecting

- Continue to experiment and develop confidence mixing and applying colours, hues, brushes and other materials to create effects e.g. spreading paint across a surface.
- Use studies from observations and, or other artists, to help plan a painting e.g. a place, a time or a season, landscape.
- Explore the effect of light, colour tone and texture on objects

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							appropriate brushes/ tools	
Printing	<ul style="list-style-type: none"> • With support, make marks in print with a variety of objects, including natural and made objects e.g. hands. 	<ul style="list-style-type: none"> • Print with a range of materials, e.g. cork, sponge, fruits and vegetables. • Begin to take rubbings from texture (e.g.; using natural and made objects such as leaves and coins). • Explore how to repeat a pattern. 	<ul style="list-style-type: none"> • Take rubbings from texture (rubbing over natural and made materials) 	<ul style="list-style-type: none"> • Design patterns of increasing complexity and repetition. • Use technique of wax relief e.g. mini • beast 	<ul style="list-style-type: none"> • Describe examples of printed patterns in the environment e.g. curtains wallpapers 	<ul style="list-style-type: none"> • Talk about and describe processes used to produce a print • Research ideas to plan and design a pattern/ motif. • Explore methods of printing e.g. polystyrene impress method printing, carving shapes 	<ul style="list-style-type: none"> • Explain techniques and processes in relief printing. • Research and develop building up drawings to refine design. • Create a printing block with string • Recreate images planned through relief printing using card, string with control. 	<ul style="list-style-type: none"> • Make connections between own work and patterns in the environment e.g. curtains or wallpaper e.g. William Morris • Plan, design and cut stencils, recreating a scene or using patterns/ symbols. • Develop techniques in printing e.g. 'collograph' printing using neoprene. • Experiment with overprinting using printing inks, a roller and a stencil. • Design prints

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	<ul style="list-style-type: none"> • Fold, crumple, tear and overlap papers. • Select different materials, from the teacher's resources, considering shape and texture. 	<ul style="list-style-type: none"> • Fold, crumple, tear papers. • Create images from a variety of media e.g. fabric, magazines including natural materials (leaves, acorns, conkers) • Develop cutting and sticking skills. • Select with some thought, different materials from the teachers' resources 	<p>Colour</p> <ul style="list-style-type: none"> • Collect, sort, name and match some colours appropriate for an image <p>Shape</p> <p>Create and arrange shapes appropriately</p> <p>Texture</p> <ul style="list-style-type: none"> • Select with thought, different materials, considering shape and texture. • Sort and use according to some specific qualities, e.g. colours, jagged, shiny, smooth. • Select, sort and modify by, cutting, or tearing with care to represent an idea onto a background. 	<p>Colour</p> <ul style="list-style-type: none"> • Collect, sort, name match colours appropriate for an image <p>Shape</p> <ul style="list-style-type: none"> • Create and arrange shapes a wider range of appropriately <p>Texture</p> <ul style="list-style-type: none"> • Use adhesive to place cut and torn shapes /textured papers onto a surface to convey an idea • Engage in more complex activities e.g. control surface of decoration of materials with clear intentions. 	<ul style="list-style-type: none"> • Improve skills of overlapping and overlaying to convey an idea/image WW2 Blitz • Select and arrange materials for a striking effect. • Cut multiple shapes with scissors and arrange/stick these onto a surface for a purpose • Experiment with creating mood/ feeling in piece of work. 	<ul style="list-style-type: none"> • Improve and refine skills of even placing /overlapping cutting • Interpret images/ and represent these using mixed media elements. • Make a representational image that have been selected e.g. mosaic 	<ul style="list-style-type: none"> • Select and use cutting tools and adhesives with care to achieve a specific outcome. • Embellish a surface using a variety of techniques and materials • Add collage to a painted, printed or drawn background • Use collage as a means of extending and embellishing work from initial ideas 	<ul style="list-style-type: none"> • Use the qualities of materials to apply and enhance ideas. • Comment on artworks with a fluent grasp of visual language. • Embellish with confidence and control, using more layers of materials to represent the qualities of a surface or thing. Eg William Morris designs

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3D Design	<ul style="list-style-type: none"> • Begin to join things together • Use various construction material • Begin to be interested in the texture of things 	<ul style="list-style-type: none"> • Construct with a purpose in mind using a variety of 3D materials. Manipulate materials to achieve an effect. • Use materials including scissors, cardboard, bubble wrap, hole punches to create 3D model 	<ul style="list-style-type: none"> • Begin to develop a technical and descriptive vocabulary to talk about properties of sculpture eg Andy Goldsworthy • Experiment with, and join natural materials. • Explore shape and form. • Work safely with materials and tools 	<ul style="list-style-type: none"> • Experiment with constructing and joining recycled, natural and manmade materials • Work safely with materials and tools 3D habitat 	<ul style="list-style-type: none"> • Show an awareness of texture and form • Use materials such as gum strip tape and tissue paper to create effect e.g. a 3D relief eg Cave Art • Use and work safely with materials and tools 	<ul style="list-style-type: none"> • Plan, design and make models from observation or imagination. • Develop skills in joining, extending and modelling clay, experimenting with tools. • Create a clay relief • Use and work safely with materials and tools 	<ul style="list-style-type: none"> • Can use clay to create a functional form e.g. a coil pot, smoothing and joining with care. • Create surface patterns and textures in a malleable material • Use and work safely with materials and tools 	<ul style="list-style-type: none"> • Experiment with constructing and joining materials to create a 3D form e.g. gum strip and glue • Work safely with materials and tools • Say what their work was influenced by. • Talk about techniques used.

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Digital Media / photography	<ul style="list-style-type: none"> Identify and recognise examples of photography as a visual tool and an art form. 	<ul style="list-style-type: none"> Identify and recognise examples of photography as an art form. Take photo of own work using ipad with support 	<ul style="list-style-type: none"> Open and use an art digital programme, paint 3D Select simple tools to make lines, shapes and colours. (cross curricular ICT) 	<p>Select photographs for a theme, creative purpose to provide ideas for own work.</p>	<ul style="list-style-type: none"> Select photographs for a theme, creative purpose to provide ideas for own work 	<ul style="list-style-type: none"> Select photographs for a theme, creative purpose to provide ideas for own work Collect images from the internet to use as inspiration. Modify and image, crop, cut, copy and paste images to create a digital artwork. PIXLR Use effects on programme in a meaningful way. 	<ul style="list-style-type: none"> Collect and select images from the internet to use as a source to inspire and develop ideas. Use a digital art programme '3D Paint' with control to create and modify an image that corresponds to their work in another media. Use 'I draw' software (cross curricular ICT) 	<ul style="list-style-type: none"> Collect images from the internet and photographs to use as inspiration. Select photographs for a theme, creative purpose to provide ideas for own work <p>Alter photographic images through collage, jigsaws, positive and negative shapes.</p>

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Textiles	<ul style="list-style-type: none"> • With support choose fabrics/threads based on colour, and shape • With support apply shapes with glue • Apply decoration with support using beads, buttons, feathers etc. 	<ul style="list-style-type: none"> • Choose fabrics/threads based on colour and shape. • With some support Stick /apply shapes with glue. • Apply decoration with some support using beads, buttons, feathers etc. 	<ul style="list-style-type: none"> • Developing more awareness of colours, textures and shapes. • Handle and apply different materials eg. grass, • Use materials with some control 	<ul style="list-style-type: none"> • Is aware of colour texture and shape • Apply materials e.g. raffia and sequins with some control e.g Indian Art 	<ul style="list-style-type: none"> • Use a variety of techniques e.g. paper weaving progressions from one to two/three colours to represent a pattern 	<ul style="list-style-type: none"> • Talk about the historical importance of textiles-their function and designs e.g. Aztec designs • Discuss similarities to contemporary designs 	<ul style="list-style-type: none"> • Talk about and understand the historical importance of textiles-their function and designs e.g. look at Ancient Greek artefacts showing • Look at patterns and used and make links with contemporary designs. 	<ul style="list-style-type: none"> • Talk about the historical importance of textiles-their function and designs e.g. William Morris • Create a card loom • Select and use contrasting colours in weaving using a needle • Begin to produce a more complex pattern in weaving, showing an awareness of the natural environment through colour matching and understanding of seasonal colours.