



Progression Map

Subject: Art & Design

Nursery	Reception
<p>3 and 4-year-olds will be learning to:</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures</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. Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p>	<p>Children in reception will be learning to:</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>ELG: Creating with Materials</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- 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



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Exploring and Developing Ideas					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use artwork to record ideas, observations and experiences</p> <p>Explain what he/she likes about the work of others</p> <p>Know the names of tools, techniques and elements that he/she uses</p>	<p>Try out different activities and make sensible choices about what to do next</p> <p>Give reasons for his/her preferences when looking at art/craft or design work</p> <p>Select particular techniques to create a chosen product and develop some care and control over materials and their use</p>	<p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work</p> <p>Explain what he/she likes or dislikes about their work.</p>	<p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork</p> <p>Use taught technical skills to adapt and improve his/her work</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine</p>	<p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work</p> <p>Evaluate his/her work against their intended outcome</p>	<p>Refine his/her use of learnt techniques</p> <p>Refine his/her use of learnt techniques</p>



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Artists					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children can: Describe the work of famous, notable artists and designers.</p> <p>Express an opinion on the work of famous, notable artists.</p> <p><u>Suggested Artist Focus:</u> Pablo Picasso, Andy Goldsworthy, Elizabeth Frink, Henry Moore, David Best, Andy Warhol Elyse Dodge Charlotte Voake Nerys Levy</p>	<p>Give reasons for his/her preferences when looking at art/craft or design work</p> <p>Know that different artistic works are made by craftspeople from different cultures and times</p> <p><u>Suggested Artist Focus:</u> John Constable Van Gogh Piet Mondrian Megan Coyle William Morris, Orla Kiely Viviane Schwarz Jane Ray Willy Stower George Seurat</p>	<p>Use inspiration from famous artists to replicate a piece of work.</p> <p>Reflect upon their work that has been inspired by famous, notable artists.</p> <p>Express an opinion on the work of famous, notable artists and refer to the effect that it has had on them, the audience</p> <p>Know about some of the great artists, architects and designers in history and describe their work</p> <p><u>Suggested Artist Focus:</u> Henri Matisse Henri Rousseau Paul Klee Anglo Saxon Artists Elizabeth Zunon Paul Gauguin Jackson Pollock Georgia O'Keeffe</p>	<p>Express an opinion on the work of famous, notable artists and refer to techniques used, and how these produce a desired effect on the audience</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied</p> <p><u>Suggested Artist Focus:</u> The Greeks, The Romans (Mosaics) Zara hadid Sir Christopher Wren Frank Gehry Antoni Gaudi Frieda Karlo Lucian Freud Georges Braque Nerys Levy</p>	<p>Give detailed observations about notable artists', artisans' and designers' work.</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</p> <p><u>Suggested Artist Focus:</u> Leonardo Da Vinci Sean Scully Kurt Schwitters Jmw Turner Claude Monet The Mayans Katsushika Hokusai Albert Bierstadt Jesse Hodgsons Henry Moore Rodin Yayoi Kusama</p>	<p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</p> <p>Explain and justify preferences towards different styles and artists</p> <p><u>Suggested Artist Focus:</u> Fernand Leger Man Ray David Hockney The Egyptians Michael Grab Joaquin Torres Garcia Janine Baldwin Banksy Gustav Klimt Paul Cezanne Roy Lichestein</p>

St Mary's Farnham Royal Church of England Primary School

We aspire to grow as a community through FAITH as a FAMILY. Thriving for all our FUTURES enabling us to FLOURISH



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Chronology in Art

(40,000 BC – 4000 BC)	Prehistoric Art		(1780 – 1850)	Romanticism		(1916 – 1950)	Surrealism	
(4,000 BC – AD 400)	Ancient Art		(1848 – 1900)	Realism		(1940s – 1950s)	Abstract Expressionism	
(500 – 1,400 AD)	Medieval Art		(1865 – 1885)	Impressionism		(1950s – 1960s)	Optical Art	
(1400 – 1600)	Renaissance		(1885 – 1910)	Post-Impressionism		(1950s – 1960s)	Pop Art	
(1527 – 1540)	Mannerism		(1890 – 1910)	Art Nouveau		(1960s)	Art Povera	
(1600 – 1750)	Baroque		(1900 – 1935)	Fauvism		(1960s – 1970s)	Minimalism	
(1699 – 1780)	Rococo		(1905 – 1920)	Expressionism		(1960s – 1970s)	Conceptual	
(1750 – 1850)	Neoclassicism		(1907 – 1914)	Cubism		1970's- present	Post Modernism Feminist Neo-Expressionism Street Art Pictures Generation Appropriation Young British Artists (YBA) Digital Art	



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Drawing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.</p> <p>Explore mark-making using a variety of tools</p>	<p>Experiment with tones using pencils, chalk or charcoal</p> <p>Represent things observed, remembered or imagined using colour/tools in two and three dimensions</p> <p>Use key vocabulary to demonstrate knowledge and understanding (portrait, self-portrait, line drawing, detail, landscape, cityscape building, pastels, drawings, line, bold, size, space).</p>	<p>Explore shading, using different media</p> <p>Create simple sketches, using a range of short and long pencil strokes</p> <p>Compare and recreate form of natural and manmade objects</p>	<p>Draws familiar objects with correct proportions</p> <p>Experiment with showing line, tone and texture using different hardness of pencils.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline).</p>	<p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</p> <p>Use a variety of drawing materials and experiment with using these on a variety of surfaces; selecting the most appropriate.</p> <p>Use shading to create texture and form, and begin to experiment with creating perspective.</p>	<p>Begin to develop an awareness of composition, scale and proportion in their work</p> <p>Use simple perspective in their work using a single focal point and horizon</p> <p>Use key vocabulary to demonstrate knowledge and understanding (line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, , portrait,).</p>



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Painting					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Name the primary and secondary colours.</p> <p>Explore mark-making using a variety of tools</p> <p>Create works using their imagination and known experiences.</p>	<p>Name the primary and secondary colours, and how know their mixing results.</p> <p>Experiment with different brushes (including strokes) and other painting tools.</p> <p>Practice using colour and spacing for effect.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (primary, secondary & neutral colours, tints, shades, warm & cool colours, watercolour wash, sweep, dab, brushstroke).</p>	<p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours</p> <p>Use varied brush techniques to create shapes, textures, patterns and lines.</p> <p>Mix colours effectively using the correct terminology & vocabulary (primary, secondary, tint, shade, etc...).</p>	<p>Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes</p> <p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques</p>	<p>Mix colours to express mood, divide foreground from background or demonstrate tones</p> <p>. Use the work of an artist to guide their own experimentation and inspiration. They will also re-create a well-known piece (or an element of it) to practice techniques.</p> <p>Use a range of paints (water colour, acrylic, etc...) to create visually interesting pieces</p>	<p>Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</p> <p>Develop their evaluations (of their own and others' work) to be of increasing quantity and quality; using key vocabulary.</p>



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Sculpting					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use a variety of natural, recycled & manufactured materials for sculpting, for example: foliage, card, straws, etc...</p> <p>Experiment with different materials to design and make products in two and three dimensions</p> <p>Use a variety of techniques to shape, for example: rolling, cutting, pinching.</p> <p>Incorporate known experiences and their imagination into the creation of sculptures and the discussion about different textures (and their effects).</p>	<p>Use a variety of natural, recycled & manufactured materials for sculpting, for example: clay, foliage, plastics, etc...</p> <p>Experiment with basic tools on rigid and flexible materials</p> <p>Represent things observed, remembered or imagined using colour/tools in two and three dimensions</p>	<p>Cut, make and combine shapes to create recognisable forms.</p> <p>Practice using different joining techniques</p> <p>Use the work of an artist to inspire an original sculpture, gain understanding and improve techniques and control</p>	<p>Use clay and other malleable materials to create sculptures; and continue developing their knowledge of joining techniques.</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Begin experimenting, and developing planning, creating and evaluating the skills required to create original sculptures.</p>	<p>Use tools and materials to carve, add shape and add texture and patterns to a sculpture.</p> <p>Develop and refine cutting and joining skills with a variety of tools and materials, for example: wire, coils, slabs and slips.</p> <p>Plan and design a structure; evaluating it upon completion using artistic vocabulary.</p>	<p>independence, plan, design and evaluate a sculpture (and the processes followed to create it) using artistic vocabulary.</p> <p>Incorporate a variety of skills into the creation of a sculpture, for example: joining techniques, materials, tools and textures, etc...</p>



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Collage					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines</p> <p>Sort and arrange materials based on their colours, features, textures, etc...</p>	<p>Make textured collages from a variety of media and by folding, crumpling and tearing materials</p> <p>Select colours and materials to create effect.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (collage, gaps, features, cut, place, arrange).</p>	<p>He/she is able to create a collage using overlapping and layering</p> <p>Select colours and materials to create effect; giving reasons for their choices.</p>	<p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques</p> <p>Refine work as they go to ensure precision.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (texture, shape, form, pattern, mosaic).</p>	<p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures</p> <p>Experiment with using layers and overlays to create new colours/textures</p> <p>Plan and design a collage; evaluating it upon completion using artistic vocabulary.</p>	<p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</p> <p>Use a range of mixed media in their collages.</p> <p>With increasing independence, plan, design and evaluate a collage (and the processes followed to create it) using artistic vocabulary.</p>



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Textiles					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sort, cut and shape fabrics and experiment with ways of joining them</p> <p>Decorate textiles using glue to add colour and detail.</p>	<p>Develop techniques to join fabrics and apply decorations such as a running or over stitch</p> <p>Decorate textiles using glue and simple stitching to add colour and detail.</p>	<p>Add detail to work using different types of stitch, including cross-stitch</p> <p>Use a variety of techniques, for example: printing, dyeing, weaving and stitching to create different effects.</p> <p>Develop skills in stitching and cutting.</p>	<p>Print on fabrics using tie-dyes or batik</p> <p>Use a variety of techniques, for example: printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration).</p>	<p>Experiment with a range of media by overlapping and layering to create texture and colour.</p> <p>Add decoration to create effect. Develop use of the skills and techniques learnt in LKS2 – stitching, cutting, joining, printing, dyeing and weaving.</p> <p>Create a design to be applied to a chosen material, and practice using the techniques required to produce it, or sections of it.</p>	<p>Experiment with a range of media by overlapping and layering in order to create texture, effect and colour.</p> <p>With increasing independence, plan and produce a design to be applied to a chosen material before evaluating it (including the processes used to create it) using artistic vocabulary.</p>



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Printing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use a variety of materials to print, for example: sponges, fruit, veg, blocks, etc...</p> <p>Make marks in print using found objects and basic tools and use these to create repeating patterns</p>	<p>Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings</p> <p>Use key vocabulary to demonstrate knowledge and understanding (colour, shape, printing, printmaking, relief printing, objects, roll, press, stamp, rub).</p>	<p>Create printing blocks using relief or impressed techniques</p> <p>Make simple printing blocks out of a variety of materials.</p>	<p>Use a variety of techniques e.g. marbling, silkscreen and cold water paste</p> <p>Replicate patterns from observations.</p> <p>Make printing blocks out of a variety of materials with increasing accuracy.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (line, pattern, texture, colour, block printing, ink, polystyrene, printing tiles, inking rollers).</p>	<p>Design and create more intricate printing blocks / tiles than those of LKS2.</p> <p>Create and arrange accurate patterns in their own prints.</p> <p>Demonstrate an understanding into how the shape and texture of a printing material effects the end result.</p> <p>Recognise that some materials and colours transfer with more ease when printing.</p>	<p>Create intricate printing patterns by simplifying and modifying sketchbook designs</p> <p>Use key vocabulary to demonstrate knowledge and understanding (mono, relief, pattern, shape, tile, colour, arrange, collograph).</p>