

Eastfield Primary School Art and Design Progression Map



Progression in Art								
Teaching Sequence in Art	study of an artist							
	critically evaluating the artists' work to inform own art work;							
	experimenting and investigating with different techniques and media;							
	creating own artwork, applying new techniques, skills and media to own art work;							
	critically evaluating their own artwork;							
	Improving work after evaluation.							
Reflection and re-cap of knowledge and skills remembered and understood								
Chronology in Art	(40,000 BC – 4000 BC) (4,000 BC – AD 400) (500 – 1,400 AD) (1400 – 1600) (1527 – 1540) (1600 – 1750) (1699 – 1780) (1750 – 1850)	Prehistoric Art Ancient Art Medieval Art Renaissance Mannerism Baroque Rococo Neoclassicism	(1780 – 1850) (1848 – 1900) (1865 – 1885) (1885 – 1910) (1890 – 1910) (1900 – 1935) (1905 – 1920) (1907 – 1914)	Romanticism Realism Impressionism Post-Impressionism Art Nouveau Fauvism Expressionism Cubism	(1916 – 1950) (1940s – 1950s) (1950s – 1960s) (1950s – 1960s) (1960s) (1960s – 1970s) (1960s – 1970s)	Surrealism Contemporary aboriginal art Abstract Expressionism Optical Art Pop Art Minimalism Conceptual	(1970 – present)	Post Modernism Feminist Neo-Expressionism Street Art Pictures Generation Appropriation Young British Artists (YBA) Digital Art Illustrators Animators
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Artists, Designers and Craftspeople to be covered		Jane Hissey – author and illustrator	Aboriginal Art Henri Matisse Paul Klee	Francis Torond John Miers Auguste Edouart Roman Mosaic patterns Stone-Age Pottery	Van Gogh Walt Disney Dr Seuss Tim Burton	Nick Coupland Aztec Patterns Jackson Pollock	Henry Moore Van Gogh Antoni Gaudi	

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Knowledge of artists and designers	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
	<p>Give simple opinions about the work of a chosen artist, craft maker or designer</p>	<p>Describe what they think and feel about the work of a chosen artist, craft maker or designer. Begin to talk about the style of a chosen artist, craft maker or designer.</p>	<p>Recognise the styles of artists, craft makers or designers and use this to inform their own work. Talk about the similarities and differences between different artists, craft makers or designers</p>	<p>Discuss the styles of artists, craft makers or designers and use this to inform their own work. Begin to understand the historical and/or cultural significance of a chosen artist /art form.</p>	<p>Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work. Understand the historical and / or cultural significance of the work of a chosen artist / art form.</p>	<p>Critically analyse the styles of artists, craft makers or designers and use this to inform their own work. Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.</p>	<p>Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work. Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation</p>			
<p>Vocabulary – Observing the work of an artist</p>	<p>Different Similar Artist</p>	<p>Differences Similarities Background Compare Observation</p>	<p>Foreground Annotate develop</p>	<p>Creative process Plan Design Make Adapt Sources Variation Plain Busy Rough</p>	<p>Smooth Swirling Uneven Colourful Bright Dark Realistic Unrealistic Simple Boring</p>	<p>Fine Dull Patterned Crowded Flat Natural Opaque Translucent Focus</p>	<p>Comparison Contrast Media Study Experiences Imagination Properties Reflecting Distance</p>	<p>Symbolic Subtle Complex Complimentary Contrasting</p>	<p>Purpose Manipulate Dry media Wet media Digital media Independent Research Range Sources</p>	<p>Test Atmosphere Representation Engaging Consistent Inconsistent Delicate Flowing Vibrant</p>

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Represent own ideas and feelings through art</p>	<p>Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences.</p> <p>Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials.</p> <p>Beginning to work creatively e.g. with a range of media on different scales.</p>	<p>Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences.</p> <p>Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials.</p> <p>Show confidence in working creatively e.g. with a range of media on different scales.</p>	<p>Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences.</p> <p>Begin to record their thoughts and experiences in a sketch book.</p> <p>Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed.</p> <p>Show confidence and independence when working creatively e.g. with a range of media on different scales</p>		<p>Investigate different starting points for their work, and choose which idea to develop further.</p> <p>Record their thoughts and experiences in a sketch book, and begin to annotate these.</p> <p>Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art.</p> <p>Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette.</p>	

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Evaluating own Work		Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. Talk about the features they like in their own work and in the work of others. Talk about what they might change in their own work.	Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'. Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'. Adapt and make changes to their work and the tools they use as it develops. Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.	Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work. Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.	Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work. Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop. Annotations reflect their critical evaluations and development of ideas. Reflect on the ways in which their imaginative work has developed from a range of starting points.
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Hold a pencil effectively to draw Demonstrates the ability to control a pencil on paper	Uses line to represent an object. Colour (own work) neatly following the lines. Know how to use pencils to create lines of different thickness	Draw lines of different sizes and thickness. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. Choose and use 3 different grades of	Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Know how to use sketches to produce a final piece of art	Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Use hatching and cross hatching to show tone and texture.	Use a choice of techniques to depict movement, perspective, shadows and reflection Use lines to represent movement. Research the work of an artist and use their work to	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Experiment with media to create emotion in art

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			<p>pencil</p> <p>Know how to use charcoal, pencil and pastel</p> <p>Know how to use a viewfinder to focus on a specific area</p>	<p>Know how to use different grades of pencil to show tones and textures</p>	<p>Know how to make marks and lines to show texture.</p> <p>Use photographs to help create reflections</p>	<p>replicate a style</p> <p>Experiment by using marks and lines to create texture</p>	<p>Know how to use shading to create mood and feeling</p> <p>Know how to organize line and tone, shape and colour to represent figures and forms in movement.</p> <p>Use a full range of pencils, charcoals and pastels when creating art</p> <p>Understand what the artist is trying to achieve</p>
Painting	<p>Explores what happens when they mix colours.</p>	<p>Use a variety of tools to spread paint</p> <p>Experiments with and uses suitable colours to represent object being painted</p> <p>Know the names of the primary colours and secondary colours</p>	<p>Use thick and thin brushes.</p> <p>Mix primary colours to make all secondary colours. Add white to colours to make tints and black to colours to make tones.</p> <p>Know how to create brown Create colour</p>	<p>Creates pattern using different tools and colours</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Know how to use a range of brushes to create different effects.</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively.</p> <p>Experiment with creating mood with colour.</p>	<p>Represents things observed, remembered or imagined using colour</p> <p>Introduces different types of brushes for specific purposes</p> <p>Explores the effect on paint of adding water, glue, sand or sawdust</p>	<p>Sketch (lightly) before painting to combine line and colour.</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</p>

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			<p>wheels</p> <p>Know how to create a piece of art in response to another artist</p>	<p>Know how to compare the work of different artists</p>	<p>Use sketchbooks to create facial expressions</p> <p>Experiment with the styles used by other artists</p> <p>Explain some features of post-expressionist art Know how Van Gogh developed his technique.</p>	<p>Creates different effects by using a variety of tools and techniques such as dots, scratches and splashes</p> <p>Know how to use images found and created ; altering them where necessary</p> <p>Experiment with colour to create mood.</p>	<p>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>Explain the style of art used and how it has been influenced by a famous artist</p>
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<p>Collage</p>	<p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p>		<p>Selects and sorts, cuts, tears and stiches</p> <p>Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials according to specific qualities.</p> <p>Mix materials to</p>		<p>Develops skills of overlapping and overlaying</p> <p>Select and arrange materials for a striking effect.</p> <p>Ensure work is precise.</p> <p>Use coiling, overlapping, tessellation, mosaic</p>		
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			create texture		and montage.		
3D	Constructs with a purpose in mind, using a variety of resources.	Recreates 2D images in a 3D piece Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding, coiling and carving.		Use clay and other mouldable materials. Add materials to provide interesting detail. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement.			
Printmaking			Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges).	Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string		Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work	

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			<p>Press, roll, rub and stamp to make prints.</p> <p>Suggest how artists have used shape and colour</p>	<p>glued to a block).</p> <p>Make precise repeating patterns.</p> <p>Recognise when art is from different cultures</p> <p>Recognise when art is from different historical periods.</p>			
Textiles		Join materials using glue and/or a stitch.			<p>Shape and stitch materials.</p> <p>Use basic cross stitch and back stitch.</p> <p>Colour fabric.</p> <p>Quilt, pad and gather fabric.</p>		
Vocabulary	<p>Draw · Pattern · Repeating</p> <p>· Thick · Thin</p> <p>· Line · Shape</p> <p>· Colour</p> <p>Model · Collage</p> <p>· Textiles</p> <p>· Rolling</p> <p>· Kneading</p> <p>· Shaping</p>	<p>Shade</p> <p>· Change Brush size</p> <p>· Paint (poster, powder, watercolour)</p> <p>Sculpture</p> <p>· Manipulate</p> <p>· Shaping</p> <p>· Form</p>	<p>Sketchbook · Layer · Smudge · Blend</p> <p>· Tone</p> <p>· Object</p> <p>· Single · Group</p> <p>· Pattern</p> <p>Shade · Tone</p> <p>· Acrylic paint</p> <p>· Water colour paint</p>	<p>· Scale</p> <p>· Symmetry</p> <p>· Refine · Alter</p> <p>· Visual · Sources · Texture</p> <p>Colour-scheme</p> <p>· Colour spectrum</p> <p>· Tertiary colours · Blocking</p> <p>· Colour washing</p>	<p>Tint · Tone · Hue</p> <p>Carving · Surface</p> <p>· Tactile</p> <p>Tapestry</p> <p>Coiling</p> <p>Quilling</p> <p>Strip</p> <p>Acrylic</p> <p>Grades of pencil</p> <p>· Thickened paint</p>	<p>Colour match</p> <p>· Colour mix</p> <p>· Warm colours</p> <p>· Cold colours</p> <p>· Complementary colours</p> <p>· Contrasting colours</p> <p>· Poly bricks</p> <p>· Relief · Resist</p>	<p>Harmony · Composition · Mood · Abstract</p>

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	<ul style="list-style-type: none"> · Texture · Construct · Join · Natural · Man-made 		<ul style="list-style-type: none"> · Poster paint · Brush mark · Layering · Printing (block) 	<ul style="list-style-type: none"> · Water resistant · Pattern · Shape · Printing · Transparent · Slabs · Coils · Mould · Artefact · Objects · Scraping · Scales (small, large) 	<ul style="list-style-type: none"> · Properties · Application · Opacity · Figure · Portrait 	<ul style="list-style-type: none"> · Layers · Repetition · Inks · Overlay 	
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