

Eastfield Primary School Art and Design Progression Map



Progression in Art

<b>Teaching Sequence in Art</b>	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							
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Artists, Designers and Craftspeople to be covered</b>		Jane Hissey – author and illustrator Henri Matisse	Aboriginal Art Paul Klee Georgia O'Keefe	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>Comment on the subject and narrative in an artwork</p> <p>Identify colours in an artwork</p> <p>Discuss the shapes in an artwork and what they are (e.g. circles form the face)</p>	<p>Describe what they think and feel about the work of a chosen artist, craft maker or designer.</p> <p>Able to identify the content or theme of an artwork such as nature, city or people etc.</p> <p>Identify the colours in an artwork and link to colour properties (e.g. primary and secondary).</p> <p>Make connections between an artwork and their own work (subject)</p> <p>Identify colour, line, shape and comment on the appearance of these elements using key language (e.g. curved or arched lines).</p> <p>Generate basic questions about the content of an artwork (e.g. What is the artwork about? What did the artists want to show?)</p>	<p>Recognise the styles of artists, craft makers or designers and use this to inform their own work.</p> <p>Identify colour, line, shape, pattern, space and tone and comment on the appearance of these elements using key language.</p>	<p>Discuss the styles of artists, craft makers or designers and use this to inform their own work.</p> <p>Begin to understand the historical and/or cultural significance of a chosen artist /art form.</p> <p>Identify the colours in an artwork and link to colour families, properties and its impact on mood</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>Identify the colours in an artwork and link to colour families, properties and its impact on mood. Links colour to subject matter or theme.</p> <p>Identify all elements of art within an artwork and comment on the appearance of these elements using key language. Explores the purpose of these elements with reasonable hypotheses (e.g. shapes are spaced apart to convey loneliness).</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>Make connections between an artwork and their own work (subject, colour, style, process or theme – empathises with the process of artwork created by both the artist and themselves).</p> <p>Explains the purpose of the elements of art within an artwork and generates plausible reasons as to why the artist has utilised them in this manner</p> <p>Begins to discuss the significance of artist’s choice of practice. Link to the cultural and social aspects surrounding an artwork</p>	<p>Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work.</p> <p>Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation</p> <p>Identify the purpose of colour in an artwork and link to colour families, properties and its impact on mood. Links colour to subject matter or theme, cultural influences or period in time/art movements</p> <p>Understands the purpose of the artwork and its connections to subject, colour, style, process or theme with detail.</p> <p>Analyses the use of the elements of art within an artwork and generates plausible and evidence based reasons as to why the artist has utilised them in this manner</p>

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Exploring and developing ideas</b>	<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. 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>		
<b>Evaluating own Work</b>	<p>Can comment on whether they like and dislike their own work</p> <p>Can say whether they like and dislike an artwork</p>	<p>Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture.</p> <p>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.</p> <p>Articulate their understanding of the subject or theme of their artwork and link that to the artist in study.</p>	<p>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'.</p> <p>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.</p> <p>Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.</p>	<p>Can discuss how their work may be influenced by that of the artist.</p> <p>Can suggest how successful and apparent these links are.</p> <p>Can describe how their artwork links to the elements of art and explain why they have chosen such elements in their work.</p> <p>Generate suggestions as to how they were successful in their work and propose development points for the future.</p>	<p>Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work.</p> <p>Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop.</p> <p>Annotations reflect their critical evaluations and development of ideas.</p> <p>Reflect on the ways in which their imaginative work has developed from a range of starting points.</p> <p>Judge their artwork against that of the artist in study and other artists working within this movement and ascertain how they have utilised / disregarded certain aspects of the</p>		

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		<p>Can comment on the use of colour in their artwork and link this to the work of the artist and colour properties (primary and secondary colours).</p> <p>Can describe their artwork linking to the elements of art and suggest how they have been successful (e.g. I used control when I drew my lines)</p>		<p>Can note clear influences of the artist's work found in their own artwork. Can explain how successful and apparent these links are and give reasons as to why they were used</p>	<p>artist's work.</p> <p>Can explain how and why colour has been used in their artwork and link this to the work of similar artists working in this manner. Discusses the impact of colour on mood and subject matter referencing colour properties including colour families. Can ascertain whether the colour used in their work has greater meaning or is symbolic emotional state at the time).</p> <p>Can explain how and why they have used an artist's influence in their own work. They suggest how they have modified this to make their own work more original. Can explain how successful and apparent these links are and give reasons as to why they were used</p> <p>Can confidently articulate the purpose and rationale behind their artwork with reference to its place in history.</p> <p>Can explain the personal symbolic references of colour within their work</p>
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Sketch Book				Year 3	Year 4	Year 5	Year 6
				<p>Children can use their sketch book to express likes and dislikes about a subject.</p> <p>Can use annotations to write an explanation of their sketch</p> <p>Use sketchbooks to record initial ideas and observations</p> <p>Can use their sketch book to show knowledge and art history that they have learnt</p> <p>Suggest improvements to their work that is in the sketch book</p>	<p>Children can use their sketch book to express personal feelings about various subjects</p> <p>They can outline likes and dislikes of a piece of artwork</p> <p>Children can produce a montage all about themselves</p> <p>Sketch books are used to adapt and improve their original ideas</p> <p>The sketch book should have notes about the purpose of the work</p> <p>Can use their sketch book to show knowledge and art history that they have learnt</p>	<p>Use their sketchbook to show how ideas have developed and improved</p> <p>Use annotations in the sketch book to show what further changes they would make</p> <p>Use their sketch book to show how children have compared and discussed ideas with others</p> <p>Can use their sketch book to show knowledge and art history that they have learnt</p>	<p>The sketch book should have detailed notes about items and pieces of work</p> <p>Children should make explicit reference to methods and skills used in art work they have created or artwork of others</p> <p>Sketch books should contain research on artists and links to how this has impacted upon the work created</p> <p>Children can use their sketch book to reflect on their work (and other children's work) and its meaning and purpose</p> <p>Can use their sketch book to show knowledge and art history that they have learnt</p>

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing Knowledge</b>	<p>Know that different types of pencils or drawing utensils can make different marks on a surface.</p> <p>Know which pieces of equipment are appropriate for drawing or making marks.</p> <p>Can identify components of objects such as human anatomy (eyes, arms etc) and natural forms (leaves and trees) and represent these using appropriate shapes.</p> <p>Know that the more pressure used with a pencil, the darker the tones will be.</p>	<p>Know how to use pencils to create lines of different thickness</p> <p>Know that a pencil grip can change how marks are applied on a surface. E.g. held closely to the tip increased the amount of control you have.</p> <p>Know that when you hold a pencil close to the tip, will increase control and detail.</p> <p>Knows that appropriate simple shapes must be combined and used to create an overall object.</p> <p>Know that pencil marks can be lighter / darker depending on the pressure used to apply marks.</p>	<p>Know how to use charcoal, pencil and pastel</p> <p>Know that holding the pencil close to the point will help control and detail, further towards the end creates loose sketching.</p> <p>Know that they can follow basic contours and outlines of shapes from observation using a guide with their hand or viewfinder.</p> <p>Know that refining lines increases the accuracy of their drawing.</p> <p>Know that tones can be blended together from light, mid to dark using a pencil.</p> <p>Know that a pencil must be used at an angle when applying different tones.</p> <p>Know that directional shading is moving the pencil back and forth using contour lines (a shape's outer line) as a guide.</p> <p>Knows that a gradient is a gradual change from one element to another such as light to dark or from one colour to another.</p>	<p>Know that H pencils are hard and will produce light marks – best for technical drawing.</p> <p>Know that B pencils are soft and will produce darker tones – best used for tonal drawings and shading.</p> <p>Know that cross hatching and hatching can be used to show areas of light and dark. Close and layered lines show darker areas of an object.</p> <p>Know that a horizon line runs horizontally.</p>	<p>Know which pencils they must use based on their properties. E.g. 2B pencil would be appropriate for mid to dark tones.</p> <p>Know that texture can be manipulated via different methods and techniques such as layering, stippling and different types of mark making.</p> <p>To know that perspective allows artists to portray form in their artwork.</p> <p>Know that tone can be used to show implied form within a drawing using dark, mid and light tones to portray a light source.</p>	<p>Know that the horizon line is a horizontal line that runs across the paper or canvas to represent the viewer's eye level, or outline where the sky meets the ground.</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>Understand what the artist is trying to achieve</p> <p>Know that the drawing medium can be used in different ways to inform mood and can be used to reflect the subject matter – E.g. expressive strokes can convey a sense of excitement in a scene where there is a chase.</p> <p>To know that perspective will affect the aesthetic of their artwork – thus creating more or less depth.</p> <p>May choose one of the following.</p> <ul style="list-style-type: none"> <li>• 1-point perspective</li> <li>• 2-point perspective</li> <li>• 3-point perspective</li> <li>• Multi-point perspective</li> </ul> <p>Know that different viewpoints and perspectives affects a shape's appearance. E.g. profile of a face – some features may be unobservable.</p>

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<b>Drawing Skill</b>	<p>Can hold drawing medium (pencil, chalk etc) with increasing control, using a consistent grip. (full grip of three fingered grip.</p> <p>Can create lines and shapes that more clearly reference a given shape or concept.</p> <p>Using drawing apparatus, they can create basic shapes that represent objects.</p> <p>Can begin to represent different textures of an object using pencils, chalk and charcoal.</p> <p>Can create lines that consist of differing weights (thick and thin) by changing the apparatus or pressure.</p> <p>Begin to experiment with different tones</p>	<p>Hold the pencil close to the point for control and detail.</p> <p>Apply lines that follow basic contours and outlines of shapes from observation.</p> <p>Can begin to apply different tones (dark, mid and light) by utilising a change in pressure.</p>	<p>Hold the pencil further towards the end for loose sketching.</p> <p>Sketching is more fluid and expressive when using a grip suitable for purpose.</p> <p>Lines and contours are clearly identifiable as observed objects.</p> <p>Can apply different tones (dark, mid and light) by utilising a change in pressure. Begin to blend tones or gradients using appropriate pressure.</p> <p>Can begin to follow the contour lines of a shape when shading (directional shading).</p> <p>Can choose a position of the pencil based on purpose. E.g. angled to apply tone.</p> <p>Draw lines of different sizes and thickness.</p> <p>Show pattern and texture by adding dots and lines.</p> <p>Show different tones by using coloured pencils.</p>	<p>Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Use shading to show light and shadow.</p> <p>The application of tone shows a clear contrast between dark, mid and light.</p> <p>Composition is considered with regards to placement of the object.</p> <p>Cross hatching shows areas of dark and light areas of an object.</p> <p>Lines that are closer together and layered show darker areas.</p>	<p>Use hatching and cross hatching to show tone and texture.</p> <p>Know how to make marks and lines to show texture.</p> <p>Draw objects that are correctly sized in comparison to others within an artwork (portray distance). Create objects in the foreground that appear larger than those in the back and midground.</p> <p>When drawing, elements of the same object are draw using an accurate proportion</p> <p>Identify areas of shadow and light and blend tones accurately to create soft gradients.</p> <p>Composition allows for a balanced drawing.</p> <p>Can blend tones using a soft and smooth gradient. Tones are blended with little visual appearance of intervals.</p>	<p>Use a choice of techniques to depict movement, perspective, shadows and reflection</p> <p>Clearly marks areas of light and shadow in an observational drawing. Light and shadow is captured in the correct areas with knowledge of light source.</p> <p>Shapes and lines are refined accurately when appropriate to the artwork. (Some marks may not need refining as they are more abstract). Shows a range of techniques to create texture</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Experiment with media to create emotion in art</p> <p>Use a full range of pencils, charcoals and pastels when creating art</p> <p>A more expressive range of drawing apparatus can be chosen and applied based on their properties, purpose or outcome. E.g. drawing with string or natural objects.</p> <p>Can draw an object from different viewpoints using knowledge of perspective</p> <p>Uses directional shading with confidence to create form in a drawing.</p> <p>Independently applies a range of techniques to create texture e.g. use of an eraser, stippling, cross -hatching, surface etc.</p> <p>Can create contrast within an artwork with clear control showing a smooth gradient where appropriate.</p>
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## Eastfield Primary School Art and Design Progression Map



	based on the pressure used.					Composition allows for a balanced artwork. E.g. the focal point may not be centred but is in the foreground to highlight its importance.	Composition is well considered with a clear understanding of how to highlight multiple foci within an artwork. E.g. The focus points may all be in the foreground yet in different locations within the artwork.
<b>Drawing Materials</b>	HB Pencil	HB Pencil Pencil Crayon	HB Pencil Charcoal Pastels Pencil Crayon	2H 6B Pencil	HB B-6B Pencil	Fine Liner Pen	HB B-6B Pencil Charcoal Oil Pastels Pastels



## Eastfield Primary School Art and Design Progression Map



<p><b>Painting Knowledge</b></p>	<p>Explores what happens when they mix colours. Know that paintbrushes can make marks on a surface when combined with paint using brush strokes.</p> <p>Know that a brush stroke is a mark made by a paintbrush.</p> <p>Know which pieces of equipment are appropriate for painting.</p> <p>Can identify components of objects such as human anatomy (eyes, arms etc) and natural forms (leaves and trees) and represent these using appropriate shapes.</p> <p>Know that when paint is mixed, it will change its colour.</p>	<p>Know the names of the primary colours and secondary colours</p> <p>Knows that a paintbrush grip can change how marks are applied on a surface Know that if the paintbrush is held more tightly, improved control will be achieved.</p> <p>Knows that appropriate simple shapes must be combined and used to create an overall object.</p>	<p>Know how to create brown Create colour wheels</p> <p>Know how to create a piece of art in response to another artist</p> <p>Know that holding the paintbrush close to the point will help control and detail, further towards the end creates loose brush strokes.</p> <p>Know that they can follow basic contours and outlines of shapes from observation using a guide with their hand or viewfinder.</p> <p>Know that red, blue and yellow are primary colours and orange, green and purple are secondary colours. Knows that blue, green and purple belong to the cool colour family. Red, orange and yellow belong to the warm colour family.</p>	<p>Know how to use a range of brushes to create different effects.</p> <p>Know how to compare the work of different artists</p> <p>Know that paintbrushes can differ in appearance and purpose: - Flat brush – aren't as versatile as round brushes but they're useful for blending and creating washes. - Rounded brush – are the most versatile and widely used brushes. Their shape makes them suitable for small details and delicate lines.</p> <p>Know that when using a paintbrush at a shallow angle increases surface area which can be used for colour washes.</p> <p>Know that a horizon line runs horizontally.</p> <p>Know that paints have different properties and can be more suited for certain projects, for example: - Watercolour = translucent, soft images. - Oil paint = thick and textured</p>	<p>Explain some features of post-expressionist art</p> <p>Know how Van Gogh developed his technique.</p> <p>Know that paintbrushes can differ in appearance and purpose and can reflect a certain style of painting:</p> <p>Know which paintbrushes they must use based on their properties.</p> <p>Directional brush strokes can be used to portray form.</p> <p>Know that texture can be manipulated via different methods and techniques such as layering, differing brush strokes or varying equipment such as a sponge or palette knife.</p> <p>Know which marks are symbolic in their artwork and why based on their aesthetic.</p>	<p>Know that sketched paint strokes are used to map concepts on a surface. A loose grip can also suggest movement in an artwork.</p> <p>Know that texture can be applied to a surface prior to painting via the use of gesso, grout, sand etc to enhance the mood of an artwork.</p> <p>To know that 3D objects have a tactile texture and when this is captured in a painting it is called an implied texture.</p> <p>Know that objects can be affected by many light sources and can create many shadows (dark) and highlights (light).</p>	<p>Explain the style of art used and how it has been influenced by a famous artist</p> <p>Know that an artist's technique of applying paint directly affects the aesthetic of an artwork. An expressive method of applying paint will create a sense of movement or an abstract work.</p> <p>Know that the paintbrush can be used in different ways to inform mood and can be used to reflect the subject matter – E.g. expressive strokes can convey a sense of excitement.</p> <p>Can use knowledge of mixing colours to create comparable values to show an influence of an artist, style or movement.</p> <p>Can correctly select appropriate brushes to blend colours on a surface - must be soft bristles.</p>
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## Eastfield Primary School Art and Design Progression Map



	<p>Choose colours to be used in an artwork.</p> <p>Know that some colours can be "light" or "bright" or "dark".</p>	<p>Knows that when adding a darker colour such as purple makes its colour or value darker. This is known as shade. Colours can also be be tinted with other colours</p> <p>Knows that a gradient is a gradual change from one element to another such as light to dark or from one colour to another</p> <p>When using colours (light, mid and dark) a gradient is created.</p> <p>Know that tones can be blended together from light, mid to dark using a paintbrush.</p>	<p>Begin to suggest why certain paints are more appropriate for a project. E.g. Watercolour for still life as requires less equipment and can be utilised quickly. It also dries quickly.</p> <p>Knows that blue, green and purple belong to the cool colour family and create a sad, calming or cold feeling. Red, yellow and orange belong to the warm colour family and create a feeling of anger, warm or energy.</p> <p>Knows that colours can be blended using a gradient.</p>	<p>Can choose certain paints for purpose</p> <p>Using knowledge of shade and tint, knows how to mix variations of dark, mid and light of a certain colour and know that to blend them softly, they must use minimal pressure back and forth using an appropriate brush.</p> <p>Know that tone can be used to show implied form within a painting using dark, mid and light tones to portray a light source.</p>	<p>Know that tone can affect the mood of an artwork. Dark = melancholy</p>
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## Eastfield Primary School Art and Design Progression Map



<b>Painting Skill</b>	<p>Can hold painting medium (paintbrush, sponge brush etc) with increasing control, using a consistent full grip or three - fingered grip .</p> <p>Can create lines and shapes that more clearly reference a given shape or concept. Using painting apparatus, they can create basic shapes that represent objects from observation or imagination.</p> <p>Can begin to represent textures of an object using different brush strokes. E.g. sharp strokes for hair.</p> <p>Can create lines that consist of differing weights (thick and thin) by changing the position of the paintbrush or</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>Hold the paintbrush close to the tip for control and detail. Hold the paintbrush further towards the end for loose mark making.</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>Lines and contours are clearly identifiable as observed objects.</p> <p>Begin to blend tones or gradients using appropriate pressure when using a paintbrush. (Light pressure blends paint)</p> <p>Can begin to apply paint to a surface referencing the strokes of the artist in study.</p>	<p>The application of tone shows a clear contrast between dark, mid and light.</p> <p>The blending of tones is attempted with some intervals of contrast.</p> <p>Colours are blended with some visual appearance of intervals.</p> <p>Paint application on a surface shows a clear process that resembles that of the artist in study.</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>Use sketchbooks to create facial expressions</p> <p>Experiment with the styles used by other artists</p> <p>When painting, elements of the same object are drawn using an accurate proportion e.g. the facial features.</p> <p>Identify areas of shadow and light and blend tones accurately to create soft gradients.</p> <p>Follow the contours of a shape using</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>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>Shapes and lines are refined accurately when appropriate to the artwork. (Some brush strokes may not need refining as</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 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>Uses directional brush strokes with confidence to create form in a painting.</p> <p>Clearly shows areas of light and shadow in an observational painting based on one or several light sources.</p>
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## Eastfield Primary School Art and Design Progression Map



	<p>selecting appropriate apparatus.</p> <p>Experiments with different colours based on knowledge of mixing.</p>				<p>directional brush strokes to show its form with consideration of light source.</p> <p>Composition is considered with regards to placement of the object with an understanding of how to highlight the focal point.</p> <p>Can blend colours using a soft and smooth gradient.</p>	<p>they are more abstract).</p> <p>Composition allows for a balanced artwork. E.g. the focal point may not be centred but is in the foreground to highlight its importance.</p> <p>Blend colours softly with no apparent definition between values.</p>	<p>Composition is well considered with a clear understanding of how to highlight multiple foci within an artwork. E.g. The focus points may all be in the foreground yet in different locations within the artwork.</p>
<b>Painting Materials</b>	Poster Paint Watercolour Paint	Poster Paint	Poster Paint Watercolour Paint	Watercolour Paint	Acrylic Paint	Poster Paint	Acrylic Paint

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<p><b>Collage</b></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 create texture</p> <p>Arrange and glue materials to different backgrounds.</p>		<p>Combine shapes and overlapping paper to create depth and texture Ensure work is precise.</p> <p>Use <b>coiling and overlapping</b>.</p> <p>Combine quilled shapes to create a scene</p> <p>Make a composition using shapes</p>		<p>Use ceramic mosaic materials and techniques.</p> <p>Combine colour and pattern to get desired effect/design.</p>
<p><b>3D</b></p>	<p>Constructs with a purpose in mind, using a variety of resources.</p>	<p>Recreates 2D images in a 3D piece</p> <p>Use a combination of shapes.</p> <p>Use card as materials.</p> <p>Experiment with constructing and joining recycled, natural and manmade materials.</p>		<p>Use clay and other mouldable materials. Add materials to provide interesting detail.</p> <p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>Create surface patterns and textures in a malleable material.</p>			

Eastfield Primary School Art and Design Progression Map



<p><b>Printmaking</b></p>	<p>Explore printmaking using different parts of the body e.g. fingers, hands, feet.</p> <p>Explore simple repeat patterns using found objects.</p>		<p>Use repeating or overlapping shapes.</p> <p>Mimic print from the environment (e.g. wallpapers or artists' work).</p> <p>Use objects to create prints (e.g. fruit, vegetables, corks or sponges).</p> <p>Press, roll, rub and stamp to make prints.</p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono-printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.</p> <p>Build repeating patterns and recognise pattern in the environment.</p> <p>Experiment with overprinting motifs and colour.</p> <p>Make rubbings to collect textures and patterns.</p>	<p>Use layers of two or more colours.</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Make printing blocks (e.g. from coiled string glued to a block).</p> <p>Make precise repeating patterns.</p> <p>Recognise when art is from different cultures</p>		<p>Create a monoprint using the range of skills and techniques learned and making own compositional choices including:</p> <ul style="list-style-type: none"> <li>○ Positive and negative spaces</li> <li>○ Using the appropriate carving tool for the area they are carving</li> <li>○ Carve shapes and line with precision</li> <li>○ Use tools safely</li> </ul> <p>Build up layers of colours.</p> <p>Create printing blocks by simplifying an initial sketch book idea.</p> <p>Use relief method.</p>	
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Eastfield Primary School Art and Design Progression Map



<p><b>Textiles</b></p>		<p>Join materials using glue and/or a stitch. (running)</p> <p>How to thread a needle</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Create cords and plaits for decoration.</p>			<p>Shape and stitch materials.</p> <p>Use running stitch, blanket stitch, oversew stitch, cross stitch</p> <p>Develop skills in stitching, cutting and joining</p>		<p>Use textile and sewing skills as part of a project (including running stitch, cross stitch, back stitch, blanket stitch, oversew stitch</p> <p>Use fabrics to create 3D structures Use different grades of threads and needles</p>
<p><b>Vocabulary</b></p>	<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>· Texture</p> <p>· Construct</p> <p>· Join</p> <p>· Natural</p> <p>· Man-made</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>· Poster paint</p> <p>· Brush mark</p> <p>· Layering</p> <p>· Printing (block)</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>· Water resistant · Pattern · Shape</p> <p>· Printing</p> <p>· Transparent</p> <p>Slabs · Coils</p> <p>· Mould</p> <p>· Artefact</p> <p>· Objects</p> <p>· Scraping</p> <p>· Scales (small, large)</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>· Properties</p> <p>· Application</p> <p>· Opacity</p> <p>· Figure</p> <p>Portrait</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>· Layers</p> <p>· Repetition · Inks</p> <p>· Overlay</p>	<p>Harmony · Composition · Mood · Abstract</p>