

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;						
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>	Van Gogh	Axel Scheffler Jane Hissey – author and illustrator Henri Matisse	Aboriginal Art Paul Klee Georgia O'Keefe	Mrs Beetham John Miers Roman Mosaic patterns Leonardo Da Vinci	Pablo Picasso Quilling artists	Nick Coupland Pablo Picasso Jackson Pollock	Henry Moore Van Gogh

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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>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>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.</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>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>

## Eastfield Primary School Art and Design Progression Map



	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. Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. 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. Begin to record their thoughts and experiences in a sketch book. Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed. 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. Record their thoughts and experiences in a sketch book, and begin to annotate these. Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art. Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette.</p>		

Eastfield Primary School Art and Design Progression Map



<p><b>Evaluating own Work</b></p>	<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>Discuss how their work may be influenced by that of the artist.</p> <p>Suggest how successful and apparent these links are.</p> <p>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>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 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>
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Eastfield Primary School Art and Design Progression Map



Sketch Book				Year 3	Year 4	Year 5	Year 6
				<p>Use their sketch book to express likes and dislikes about a subject. Use annotations to write an explanation of their sketch Use sketchbooks to record initial ideas and observations Use their sketch book to show knowledge and art history that they have learnt Suggest improvements to their work that is in the sketch book</p>	<p>Use their sketch book to express personal feelings about various subjects They can outline likes and dislikes of a piece of artwork Use a sketch book to adapt and improve their original ideas 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 Use annotations in the sketch book to show what further changes they would make Use their sketch book to show how children have compared and discussed ideas with others Use their sketch book to show knowledge and art history that they have learnt</p>	<p>Use a sketch book to make detailed notes about items and pieces of work and make explicit reference to methods and skills used in artwork they have created or artwork of others Use a sketch book to document research on artists and links to how this has impacted upon the work created Use their sketch book to reflect on their work (and other children's work) and its meaning and purpose Use their sketch book to show knowledge and art history that they have learnt</p>

Eastfield Primary School Art and Design Progression Map



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</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</p>	<p>Draw lines of different thicknesses.</p> <p>Draw a line to create a shape.</p> <p>Can begin to apply different tones (dark, mid and light) by utilising a change in pressure.</p> <p>Combine drawn shapes to create an overall object</p>	<p>Draw lines and contours that 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>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 different grades of pencil to show tones and textures.</p> <p>Use shading to represent light and dark tones. The heavier the line and the more lines, the darker the shading.</p> <p>Use shading to show light and shadow.</p> <p>Composition is considered with regards to placement of the object.</p> <p>Use cross hatching to show areas of dark and light areas of an object. Use lines that are closer together and layered to 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.</p>	<p>Use line to create shadow</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). S</p> <p>Shows a range of techniques to create texture</p> <p>Make accurate compositional choices to ensure 30% is the main focus. E.g. the focal point may not be centred but is in the foreground to highlight its importance.</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>Can create contrast within an artwork with clear control showing a smooth gradient where appropriate.</p>

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	different tones based on the pressure used.				Tones are blended with little visual appearance of intervals.  Draw 3d shapes in 2d		
<b>Drawing Materials</b>	HB Pencil	HB Pencil Pencil Crayon	HB Pencil Charcoal Pastels Pencil Crayon	2H 4B Pencil	HB B-6B Pencil	Fine Liner Pen	HB B-6B Pencil Charcoal Oil Pastels Pastels

## Eastfield Primary School Art and Design Progression Map



<b>Painting</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>Paint thick and thin lines using different brushes.</p> <p>Paint with primary and secondary colours</p> <p>Paint within the outline of a shape</p> <p>Combine simple shapes to create an overall object.</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>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>Use paint to create tone to show a clear contrast between dark, mid and light.</p> <p>Blend tones evenly with some intervals of contrast.</p> <p>Paint application on a surface shows a clear process that resembles that of the artist in study.</p> <p>Use thick and thin brushes to produce shapes and add detail</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Experiment with creating mood with colour.</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 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</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>Use brushstrokes and shape to depict movement. (curves and swirls)</p> <p>Use tints and tones to create depth and suggest movement</p> <p>Use short brushstrokes rather than dots to suggest movement</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>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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	selecting appropriate apparatus.  Experiments with different colours based on knowledge of mixing.				to highlight the focal point.	they are more abstract).  Blend colours softly with no apparent definition between values.	
<b>Painting Materials</b>	Poster Paint Watercolour Paint	Poster Paint	Poster Paint Watercolour Paint	Watercolour Paint	Acrylic Paint	Poster Paint	Acrylic Paint

<b>Collage</b>	Understands that different media can be combined to create new effects.  Manipulates materials to achieve a planned effect.	Selects and sorts, cuts, tears  Use a combination of materials that are cut, torn and glued.  Mix materials to create texture  Arrange and glue materials			<ul style="list-style-type: none"> <li>• Make a loose coil and a tight coil</li> <li>• Make a teardrop and eye shape</li> <li>• Make an S-curve</li> <li>• Make a heart shape</li> <li>• Make a triangle and a square</li> <li>• Combine quilled shapes to create a scene</li> <li>• Combine quilled shapes and overlapping paper to create depth and texture Ensure work is precise.</li> </ul>		Use ceramic mosaic materials and techniques.  Combine colour and pattern to get desired effect/design.  Mix textures (rough and smooth, plain and patterned).  Combine visual and tactile qualities.
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<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>Build repeating patterns and recognise pattern in the environment.</p>	<p>Use layers of two or more colours.</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Make a motif and a repeating pattern using a print stick</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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<p><b>Vocabulary</b></p>	<p>Draw · Pattern · Repeating · Thick · Thin · Line · Shape · Colour Model · Collage · Textiles · Rolling · Kneading · Shaping · Texture · Construct · Join · Natural · Man-made</p>	<p>Shade · Change Brush size · Paint (poster, powder, watercolour) Sculpture · Manipulate · Shaping · Form</p>	<p>Sketchbook · Layer · Smudge · Blend · Tone · Object · Single · Group · Pattern Shade · Tone · Acrylic paint · Water colour paint · Poster paint · Brush mark · Layering · Printing (block)</p>	<p>· Scale · Symmetry · Refine · Alter · Visual · Sources · Texture Colour-scheme · Colour spectrum · Tertiary colours · Blocking · Colour washing · Water resistant · Pattern · Shape · Printing · Transparent Slabs · Coils · Mould · Artefact · Objects · Scraping · Scales (small, large)</p>	<p>Tint · Tone · Hue Carving · Surface · Tactile Tapestry Coiling Quilling Strip Acrylic Grades of pencil · Thickened paint · Properties · Application · Opacity · Figure Portrait</p>	<p>Colour match · Colour mix · Warm colours · Cold colours · Complementary colours · Contrasting colours · Poly bricks · Relief · Resist · Layers · Repetition · Inks · Overlay</p>	<p>Harmony · Composition · Mood · Abstract</p>
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