



Art & Design Progression Map

GENERATING IDEAS • SKILLS OF DESIGNING AND DEVELOPING IDEAS

1. Researching and developing ideas
2. Sketchbook thread, recording and experimenting

MAKING • SKILLS OF MAKING ART, CRAFT & DESIGN

3. Exploring and developing skills and techniques
4. Applying and using technical skills and acquiring mastery

EVALUATING • SKILLS OF JUDGMENT AND EVALUATION

5. Making judgments

KNOWLEDGE & UNDERSTANDING • KNOWLEDGE OF PROCESS AND CONTEXT

6. Knowledge of art, cultural context etc.
7. Knowledge of media, processes, techniques etc.

GENERATING IDEAS • SKILLS OF DESIGNING AND DEVELOPING IDEAS

1. Researching and developing ideas

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
To work purposefully, responding to colours, shapes, materials etc.	To recognise that ideas can be expressed in art work.	To try out different activities and make sensible choices about what to do next.	To gather and review information, references and resources related to their ideas and intentions.	To select and use relevant resources and references to develop their ideas.	To engage in open ended research and exploration in the process of initiating and developing their own personal ideas.	To independently develop a range of ideas which show curiosity, imagination and originality

2. Sketchbook thread, recording and experimenting

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
To create simple representations of people and other things.	To experiment with an open mind (<i>for instance, they enthusiastically try out and use all materials that are presented to them</i>).	To use drawing to record ideas and experiences.	To use a sketchbook for different purposes, including recording observations, planning and shaping ideas.	To use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome (<i>i.e. sketchbooks show different versions of an idea and how research has led to improvements in the proposed outcome</i>).	To confidently use sketchbooks for a variety of purposes, including: recording observations; developing ideas; testing materials; planning and recording information.	To systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches (<i>i.e. sketchbooks show, in advance, how work will be produced and how the qualities of materials will be used</i>).

MAKING • SKILLS OF MAKING ART, CRAFT & DESIGN

3. Exploring and developing skills and techniques

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
To work spontaneously and enjoy the act of making/creating.	To try out a range of materials and processes and recognise that they have different qualities.	To deliberately choose to use particular techniques for a given purpose.	To develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.	To investigate the nature and qualities of different materials and processes systematically.	To confidently investigate and exploit the potential of new and unfamiliar materials (<i>for instance, try out several different ways of using tools and materials that are new to them</i>).	To independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques.

4. Applying and using technical skills in acquiring mastery

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
To sustain concentration and control when experimenting with tools and materials.	To use materials purposefully to achieve particular characteristics.	To develop and exercise some care and control over the range of materials they use (<i>for instance, they do not accept the first mark, but seek to refine and improve</i>).	To select - and use appropriately - a variety of materials and techniques in order to create their own work.	To apply technical skills they are learning to improve the quality of their work (<i>for instance, in painting they select and use different brushes for different purposes</i>).	To use their acquired technical expertise to create work which effectively reflects their ideas and intentions.	To independently select and effectively use relevant processes in order to create successful and finished work.

EVALUATING • SKILLS OF JUDGMENT AND EVALUATION

5. Making judgments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
To recognise and describe key features of their own and others' work.	To show interest in and describe what they think about the work of others.	When looking at creative work, to express clear preferences and give some reasons for these <i>(for instance, be able to say, "I like that because . . .")</i> .	To take the time to reflect upon what they like and dislike about their work in order to improve it <i>(i.e. they think carefully before explaining what they like and what they will do next)</i> .	To regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.	To regularly analyse and reflect on their progress, taking account of what they hoped to achieve.	To provide a reasoned evaluation of both their own and professionals' work, which takes account of the starting points, intentions and context behind the work.

KNOWLEDGE & UNDERSTANDING • KNOWLEDGE OF PROCESS AND CONTEXT

6. Knowledge of art, cultural context, etc.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
To know that art, design and craft is made by artists exhibiting care and skill and is valued for its qualities.	To know how to recognise and describe some simple characteristics of different kinds of art, craft and design.	To know that different forms of creative works are made by artists, craftspeople and designers from all cultures and times.	To know about and describe the work of some artists, craftspeople, architects and designers.	To know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.	To research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.	To know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers or architects, and the different historical, cultural and social contexts in which they worked.

7. Knowledge of media, processes, techniques, etc.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
To know how to explain what they are doing.	To know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.	To be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (<i>i.e. they know the names of the tools and colours they use</i>).	To be able to explain how to use some of the tools and techniques they have chosen to work with.	To know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.	To know how to describe the processes they are using and how they hope to achieve high quality outcomes.	To know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.

DRAWING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Learning to hold pencil effectively using three-finger (tripod) grip.</p> <p>'Take a line for a walk' exercise (Paul Klee).</p> <p>Begin to use other graphic tools: <i>chalk, crayon, pen, etc.</i></p> <p>Draw on different surfaces and produce pencil lines of different thickness.</p> <p>Create area of tone using pencil.</p> <p>Create self-portrait in pencil.</p>	<p>Control pencil with confidence. [3]</p> <p>Draw familiar objects from different viewpoints.</p> <p>Use line, tone and shade to represent things seen, remembered or imagined.</p> <p>Produce a growing range of patterns and textures with a single pencil.</p> <p>Develop a range of tones using a single pencil.</p> <p>Explore shading, using different media.</p>	<p>Begin to produce an expanding range of pattern and texture to replicate those in the real world.</p> <p>Work from direct observation and imagination.</p> <p>Use a sketchbook and develop an understanding of media potential.</p> <p>Use a range of drawing media in different ways: <i>cross-hatching, hatching, stippling, scumbling, blending, etc.</i></p> <p>Accurately fill shape using coloured pencil, pastel, etc.</p> <p>Begin to talk about their own work.</p> <p>Look at and discuss the work of famous artists shown in class.</p>	<p>Experiment with line, tone and shade.</p> <p>Effectively use a range of materials to produce line, tone and shade.</p> <p>Control pencil with detail, accuracy and increased confidence.</p> <p>Produce a growing range of pattern and texture.</p> <p>Develop confidence when working from imagination and observation.</p> <p>Use sketchbook to explore and record experiments with different media.</p>	<p>Use sketchbook to plan and develop ideas.</p> <p>Solidly infill shapes with colour pencil and produce a range of tones with different media.</p> <p>Express different feelings or moods through drawing.</p> <p>Develop a range of tones using a single pencil.</p> <p>Select media and technique which is appropriate to task in order to achieve specific outcome.</p> <p>Using appropriate language to discuss their own work and the work of famous artists shown in class.</p>	<p>Produce a range of pattern and texture with a single pencil to replicate those in the real world.</p> <p>Work from both direct observation and imagination.</p> <p>Use a sketch book to develop knowledge of media potential and record results.</p> <p>Use a range of drawing media in different ways: <i>cross-hatching, hatching, stippling, scumbling, blending, etc.</i></p> <p>Fill solid shapes to show experience in using soft pastels and oil pastels to create a range of tones.</p> <p>Practice working in different ways and</p>	<p>Looks at and discusses their own work and that of other famous artists shown in class.</p> <p>Processes, adapts and changes ideas to achieve final piece.</p> <p>Develop own style using elements of exploration and experiment from sketchbooks.</p> <p>Create drawing with large range of tonal contrast.</p> <p>Use drawing as part of mixed-media work.</p> <p>Research necessary information to help improve and inform their work.</p> <p>Demonstrate and effectively combine two or more elements (<i>line, tone, pattern, texture, etc.</i>)</p>

					<p>on different colour and shaped paper.</p> <p>Uses terms and language appropriate to the method and media.</p>	<p>Colour mixing with coloured pencils to produce a wide tonal range.</p> <p>Use the language and terms that are appropriate to the skill, method and technique.</p> <p>Discuss drawing as a means of expression and recognise other approaches to drawing by different visual cultures and societies around the world.</p>
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PAINTING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Explore different ways to apply paint: <i>brush, sponge, fingers, twigs, etc.</i></p> <p>Create a self-portrait, mixing colours to represent self.</p> <p>Explain how a piece of art makes them feel: <i>mood and emotion.</i></p> <p>Look and talk about their own artwork, describing technique and media used.</p> <p>Mix colour to match objects.</p> <p>Recognise and name primary colours.</p>	<p>Work with paint of different flow and consistency.</p> <p>Create images of things observed, remembered or imagined using colour.</p> <p>Begin to use and develop knowledge of different brushes and recognise how they affect the brushstroke.</p> <p>Use media correctly to achieve desired result.</p> <p>Mix a growing range of secondary colours and begin to predict the resulting colours.</p> <p>Begin to explore the relationship between colour, mood and feelings.</p>	<p>Use of colour and brushstroke to express mood.</p> <p>Explore colour matching and try to replicate the colours of objects around them.</p> <p>Explore the use of a sketch book to record ideas.</p> <p>Understand how different brushes create a range of brushstrokes.</p> <p>Use language and terms appropriate to task and media used.</p> <p>Develop working in different ways on a range of paper types.</p> <p>Look at and discuss their own work and the work of famous artists shown in class.</p>	<p>Explore the effect on paint of adding other materials: <i>sand, glue, sawdust, etc.</i></p> <p>Use primary and secondary colours with the addition of black, white and grey: <i>tints, tones, shade.</i></p> <p>Organise their own desk area to create an effective working space and learn to clear away efficiently.</p> <p>Identify and use the appropriate media and equipment with increased confidence.</p> <p>Develop ability to match colour and predict the results of colour mixing with increasing accuracy.</p>	<p>Use a sketchbook to store information on colour mixing, brush strokes, etc.</p> <p>Increased knowledge of the colour wheel: <i>primary, secondary, tertiary colours.</i></p> <p>Lighten and darken by the addition of black, white or grey.</p> <p>Use various brushes to produce range of distinct brushstrokes appropriate for work.</p> <p>Produce imaginative work by combining ideas and techniques effectively.</p> <p>Work from direct observation and identify effective approach to subject.</p> <p>Create different paint effects by using a variety of tools and techniques: <i>drips, scratches, splashes, dots, smears, etc.</i></p>	<p>Use a range of different colours, techniques and tools to express mood</p> <p>Investigate shapes, symbols, and forms to build a composition</p> <p>Organise their working area for the specific technique being used: <i>includes setting out and clearing away efficiently.</i></p> <p>Mix and match colour accurately while using sketchbook to support work, record colours and plan ideas.</p> <p>Demonstrate working knowledge and understanding of complementary colours, including hues, tones, tints and shades.</p> <p>Replicate and introduce patterns, colours and textures from the real world into their work.</p> <p>Show confidence when working either from</p>	<p>Use a sketchbook to regularly record and store information as appropriate.</p> <p>Introduce basic two-point perspective in their paintings and compositions.</p> <p>Begin to develop an individual style.</p> <p>Use mixed-media experiments in work: <i>collage, fabric, card, biro, coloured pencil, etc.</i></p> <p>Begin to study natural objects through close observation for still-life.</p> <p>Demonstrate an understanding of the relationship between various colours and how to use those colours effectively.</p> <p>Able to discuss and evaluate their own work and the work of famous artists shown in class.</p>

				<p>Uses language and terms appropriate to method.</p> <p>Discuss their own work and compare the styles of famous artists shown in class.</p>	<p>direct observation or from imagination.</p> <p>Understand and identify different kinds of paint and their uses.</p> <p>Use language and terms appropriate to style and techniques used.</p>	<p>Know a number of key artists and begin to place them into art movements with some historical awareness.</p> <p>Discuss painting as a means of expression and identify other approaches to painting used by different visual cultures and societies around the world.</p>
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3D ARTWORK

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Use junk modelling to create simple 3D object.</p> <p>Use malleable media: <i>clay, papier mâché, salt dough.</i></p> <p>Cut simple shapes using scissors or other basic modelling tools.</p> <p>Discuss what their 3D object represents.</p> <p>Find words to describe materials, equipment, colours and textures.</p>	<p>Explore surface texture using soft clay.</p> <p>Combine and create basic 3D objects using a variety of tools and materials.</p> <p>Explore how to turn a simple 2D image into a 3D artwork (e.g. from teddy bear illustration to 3D teddy bear artwork).</p> <p>Understand how to use equipment in a safe and correct manner.</p> <p>Work to build simple 3D shapes and forms either from direct observation or from imagination.</p>	<p>Explore how to join different types of material together.</p> <p>Develop skill using a range of decorative techniques: applied, impression, paint, etc.</p> <p>Attempt different techniques, e.g. pinch, roll, coil to produce an end piece.</p> <p>Develop experience in using simple tools for shaping soft clay, mark making, etc.</p> <p>Construct 3D object with found materials (junk modelling).</p> <p>Replicate patterns and textures in 3D form.</p> <p>Look at and discuss their own 3D work and the work of famous sculptors shown in class.</p>	<p>Demonstrate an awareness of texture, form and shape by recreating a 2D image in 3D form.</p> <p>Begin to look at colour and pattern in 3D structures and include these ideas into their own work.</p> <p>Use the equipment and media with increased confidence.</p> <p>Learn to shape, form and model different malleable materials.</p> <p>Construct 3D objects from either direct observation or imagination.</p>	<p>Show confidence and experience in the process of creating in 3D: <i>mosaic, clay pot, wire sculpture, etc.</i></p> <p>Plan 3D concepts in sketchbook and make informed choices about media and materials.</p> <p>Develop experience and skill in creating surface pattern and texture onto different materials.</p> <p>Work safely and understand the need to organise working area and clear away effectively.</p> <p>Discuss their own work and the work of famous sculptors shown in class.</p>	<p>Explore personal ideas and how they can be used as a starting point for 3D work.</p> <p>Recreate photograph in both 2D and 3D to explore differences.</p> <p>Create and use a sketchbook to plan and develop 3D ideas.</p> <p>Shape, form and model both soft and rigid materials and can join them with appropriate method.</p> <p>Produce increasingly complex 2D patterns and textures on 3D surface.</p> <p>Work directly from observation or imagination with confidence.</p> <p>Uses language and terms appropriate to skill and technique.</p>	<p>Show understanding of the properties of material being used.</p> <p>Experiment with a variety of materials and create mixed media sculpture.</p> <p>Exhibit awareness of form, shape and space in the 3D world around them.</p> <p>Work safely and diligently to organise the working area and can clear away with appropriate care.</p> <p>Use sketchbook to inform, plan and develop 3D idea from concept to completion.</p> <p>Aware of the effect of time and weather upon 3D objects in the environment.</p> <p>Recognise and identify 3D sculptural forms in their own environment: <i>art,</i></p>

					<p>Look closely at 3D artefacts produced by other cultures and develop a personal response.</p>	<p><i>architecture, trees, plants, machines, furniture, etc.</i></p> <p>Identify 3D art and artefacts from different global cultures.</p> <p>Compare / contrast the styles and aims of the makers of 3D artwork in different visual cultures and societies around the world.</p>
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PRINTING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Print simple one-colour repeat pattern using everyday objects.</p> <p>Use cut shapes, stencil or templates to create a printed image.</p> <p>Create impression print using simple materials: <i>cardboard, cork, bottle tops, sponge, etc.</i></p>	<p>Produce one-colour monoprint using a selection of paper and card.</p> <p>Explore images and recreate texture using wallpaper, string, polystyrene etc.</p> <p>Look at colour mixing through the printing process by using two or more colours.</p> <p>Create a geometric repeat pattern using simple, everyday household object using two or more colours.</p>	<p>Make image using impressed printing method of object with surface detail.</p> <p>Use equipment and media with care, to produce crisp, clean printed images.</p> <p>Uses appropriate language and terms to describe process, tools, media, etc.</p> <p>Look at and talk about their own work and talk about prints made by other famous artists shown in class.</p> <p>Begin to identify the different forms printing: <i>picture books, posters, wallpaper, fabrics, etc.</i></p>	<p>Use printing to create an image representing the natural environment.</p> <p>Make a connection between their own print work and the printed images and patterns in their environment: <i>books, advertising, clothing, wallpaper, etc.</i></p> <p>Use the printing equipment and different media with increased confidence.</p> <p>Can create complex repeat patterns and print two or more colour overlays.</p>	<p>Compare own prints and pattern-making with prints by well-known artists as studied in class.</p> <p>Gain understanding of skills for relief and impression printing processes.</p> <p>Use a sketchbook for recording textures and patterns for later use.</p> <p>Uses language and terms appropriate to printing techniques and methods.</p> <p>Discusses their own work and that of other artists and can begin to identify other global printing cultures and styles.</p>	<p>Recreate intricate images through relief printing using cut card and paper method.</p> <p>Build up composite image using two or more layers with individual areas of image printed using different techniques.</p> <p>Works with growing confidence with print tools and media.</p> <p>Modify and adapt a print work while the piece progresses.</p> <p>Create a two colour work that combines individual prints to produce a final piece.</p> <p>Experiment and plan printing ideas in sketchbook.</p> <p>Create both pictorial and pattern prints with care and attention to detail.</p>	<p>Create complex print overlaying three or more colours.</p> <p>Produce detailed relief print.</p> <p>Create screenprint, learning the process and sequence.</p> <p>Develop ideas from sketchbook into final print work showing experimentation.</p> <p>Overworks print with other media: <i>paint, chalk, pastel, colour pencils, etc.</i></p> <p>Discusses and evaluates own print work.</p> <p>Awareness of printed matter in the world around them and the types and styles of printing that is used in other cultures and societies around the world.</p>

TEXTILES

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Show understanding of simple weaving process, i.e. under, over, under, over.</p> <p>Produce simple weave using paper or leaves.</p>	<p>Weave using simple paper strips while progressing from one to two or more colours.</p> <p>Able to identify the appropriate types of material for weaving.</p> <p>Create simple repeat print to use on fabric.</p>	<p>Develop skills in the processes of fabric decoration: <i>batik, tie-dye, printing, etc.</i></p> <p>Use paper and fabric to create a woven collage</p> <p>Use appropriate language and terms to describe texture, media, colour and equipment used in textile processes.</p> <p>Begin to identify and describe different forms of textiles: <i>clothing, fabrics, furnishings, nets, cords, etc.</i></p>	<p>Sew, making a series of simple stitches to join two pieces of fabric.</p> <p>Able to learn simple stitching technique and the use of needle and thread.</p> <p>Use a long needle to make straight stitches.</p> <p>Use of contrasting colours in stitching and weaving to create visual interest.</p>	<p>Develops ideas in a sketchbook.</p> <p>Uses a range of different threads, strings, materials with purpose and increasing skill.</p> <p>Use language and terms appropriate to the world of textiles and fabrics.</p> <p>Discuss types and uses of textiles in the school, in their own homes and in public spaces.</p> <p>Discuss and compare their own textile work and the work of other artists and fashion designers discussed in class.</p>	<p>Dye fabric using batik method.</p> <p>Develop awareness and understanding of the environment by learning about natural fibres and vegetable dyes.</p> <p>Use plaiting, pinning, stapling, stitching techniques.</p> <p>Develop ideas from observational work by using sketchbook.</p> <p>Create fabric-based collage work.</p> <p>Develop awareness of different types of natural and synthetic fabrics and how they are manufactured.</p> <p>Identify, compare and discuss fabrics produced in other countries and their cultural significance.</p>	<p>Develop awareness of different purposes of textiles and their construction: natural or synthetic.</p> <p>Combine several techniques to produce single textile piece: <i>batik, embroidery, sewing, weaving, etc.</i></p> <p>Plan design using ideas developed in sketchbook.</p> <p>Produce a two colour batik fabric piece.</p> <p>Identify textile use in everyday life: <i>carpet, clothing, furnishing, protective, etc.</i></p> <p>Discuss their own personal textile piece and compare it with textiles produced for different cultures and societies around the world.</p>

COLLAGE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Experiment handling a variety of materials.</p> <p>Make simple rubbings: <i>coin, woodgrain, leaves, carpet, etc.</i></p> <p>Learn the tools of the art room: <i>pencils, pens, paints, scissors, erasers, paintbrushes, etc.</i></p>	<p>Learn the basic skills required for collage: <i>cutting, tearing, gluing, layering, composition overlapping, etc.</i></p>	<p>Develop awareness of contrasts in scale, texture and colour.</p> <p>Experiment with composing a collage to create mood, movement, feeling and areas of interest.</p>	<p>Develop the style of your work focusing on the world around you or by using ideas from imagination.</p> <p>Select materials to match ideas.</p>	<p>Use collage to tell a story, to illustrate a favourite poem or to replicate a favourite image (photograph, painting or memory).</p>	<p>Embellish the collage and work over the surface with other techniques, including drawing, painting and printing.</p>	<p>Develop skills further, using advanced ideas and techniques like stitching and appliqué.</p> <p>Discuss their own collage work and compare it with other well-known artists who used collage technique.</p>