

Art and Design – Progression Map

| National Curriculum /EYFS – Development Matters | | |
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| Development Matters 4-5 Years: Explore, use & refine a variety of artistic effects to express their ideas and feelings. Return to & build on their previous learning, refining ideas & developing their ability to represent them. Create pictures/collages using a range of techniques. Create collaboratively, sharing ideas, resources and skills ELG 16a: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ELG 16b: Share their creations, explaining the process they have used ELG 16c: Make use of props and materials when role playing characters in narratives and stories. | National Curriculum 1. To use a range of materials creatively to design and make products 2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 4. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | |
| Substantive knowledge – knowledge of art movement, artists and artistic disciplines | | |
| Year R | Year 1 | Year 2 |
| <ul style="list-style-type: none">• Recognise that their ideas can be expressed in art work• Create freely to record their ideas• Recognise some key art works and artists | <ul style="list-style-type: none">• Recognise that ideas can be expressed in artwork• Create and explore with an open mind• Use contextual knowledge as a stimulus for creativity• Create original outcomes | <ul style="list-style-type: none">• Use contextual knowledge as a stimulus for creativity, making links between own work and the work of others• Try out different activities and make sensible choices about what to do next• Use sketchbooks to record ideas and experiences• Create original, knowledge informed outcomes |
| Procedural knowledge – visual literacy, generating ideas, creating and evaluating | | |
| Year R | Year 1 | Year 2 |
| Visual Literacy <ul style="list-style-type: none">• Know that art comes in many forms• Know that artists have different styles• Demonstrate preferences for a particular artist or art form | Visual Literacy <ul style="list-style-type: none">• Reflect upon the artists’ work, and share your response verbally (“I liked...”)• Know how to recognise and describe some simple characteristics of different kinds of art, craft and design | Visual Literacy <ul style="list-style-type: none">• Reflect upon the artists’ work, and share your response verbally (“I liked...”)• Understand artists take their inspiration from around them, collecting and transforming• Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times |

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| Generating Ideas <ul style="list-style-type: none">Explore a range of art techniques: drawing, painting, printing, collage, textiles, 3D workUse a range of materials to craft, build and joinShow interest in the work of othersCopy the work of others Creating <ul style="list-style-type: none">Work in a playful, exploratory way | Generating Ideas <ul style="list-style-type: none">Try out a range of materials and processesShow interest in the work of othersKnow the names of some of the tools, techniques and the formal elements (colours, shapes, etc.) that they use Creating <ul style="list-style-type: none">Work in a playful, exploratory way, responding to a simple brief | Generating Ideas <ul style="list-style-type: none">Deliberately choose to use particular techniquesDevelop and exercise some care and control over the range of materials they use - for instance, they do not accept the first mark but seek to refine and improve Creating <ul style="list-style-type: none">Create with a variety of materials to make an outcome which responds to a loose brief. |
| Disciplinary knowledge – artistic skills and techniques in drawing, painting, printing, mixed media and 3D form. Language of art | | |
| Year R | Year 1/2 | |
| Drawing <ul style="list-style-type: none">Experiment with a range of drawing implements to explore lines (e.g. pencils, crayons, pastels, charcoal, chalk, wax pastelsExperiment with line - patterns, dots, and colourObserve and draw from real-life using lines and patternsDraw freely and with pleasure Painting <ul style="list-style-type: none">To begin to understand that painting is different to drawing; painting is about covering space and use of colour. Experiment with different paint, brushes and brush sizesName colours; begin to mix primary colours to make others.Begin to paint 'in the style of' key artists Printing <ul style="list-style-type: none">Know that we can make several copies of the same picture; experiment with the relief methodDesign and build repeated patterns Mixed media <ul style="list-style-type: none">Begin to explore different textiles; undertake some simple textile weaving and | Drawing <ul style="list-style-type: none">Use and layer a variety of media – pencils, rubbers, crayons, pastels, felts, charcoal, chalkExperiment with line, shape, pattern and colourObserve and draw landscapes, patterns and anatomyUse a sketchbook to gather and develop ideas Painting <ul style="list-style-type: none">Use different paint, brush sizes and shapes; experiment with tools and techniques – e.g. layering, scraping through, sponge brushesName colours, mix and match colours to objects; begin to experiment with black and white to make shades and tintsBegin to work on different scales; begin to represent a time, season, place or mood using colour and painting techniquesUse a sketchbook to gather and develop ideas Printing <ul style="list-style-type: none">Experiment with printing techniques - e.g. monoprint, block, relief, rubbings, carbon printingDesign and build repeated patternsUse a sketchbook for practising skills and recording knowledge Mixed media <ul style="list-style-type: none">Begin to use and explore different techniques – e.g. embroidery, applique, fabric crayons | |

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| <p>decoration</p> <ul style="list-style-type: none">• Begin to experiment with a range of tools and joins – e.g. cut, and glue material• Make collages using different media – e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea <p>3D form</p> <ul style="list-style-type: none">• Manipulate and explore using modelling materials – rolling, kneading, pressing, pinching• Construct three dimensional shapes by <i>assembling and fixing items (junk modelling)</i> using man-made and natural materials | <ul style="list-style-type: none">• Begin to experiment with different joining techniques – e.g. thread a needle, cut, glue, trim material, stitch and knot• Make collages using different media – e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea• Use a sketchbook for practising skills and recording knowledge <p>3D form</p> <ul style="list-style-type: none">• Manipulate and explore shape and form of clay using basic techniques – e.g. rolling, kneading and shaping; construct a simple form such as a pinch pot or coil pot• Construct with recycled, natural and man-made materials• Use a sketchbook for practising skills and planning a design | |
| Long Term Overview Year A | | |
| Self portraits (pencil, pastels, watercolour) | Artist study - African art Silhouettes hot colours (paint mixing) | Artist study – Henri Roussou Leaf drawing (line and form) Collage (mixed media) |
| Artist study – Charles R Knight Line drawing Clay - dinosaurs | Sea creature drawings (mixed media) | Seascape monoprinting Shell drawing (line, shade) |
| Long Term Overview Year B | | |
| Artist study – William Morris, LS Lowry, Charles Rennie Macintosh Printing (including digital) Drawing buildings (line, form and shape) | Royal portraits Cityscapes Making stamps (oil pastels, pens) | Artist study – Paul Cezanne, Archimboldo, Carl Warner Still life drawing (pencil, watercolour) |
| Artist study – Kandinsky Poppy pictures (pastel, paint) | Colour mixing hot colours (paint) Clay – penguins/polar bears | Artist study – Peter Thorpe Fantasy landscapes (mixed media) |