



## Progression Map for Art and Design

ART & DESIGN SKILLS PROGRESSION							
	EYFS	KS1		KS2			
By the End of the KS pupils learn;	<p><b>Early Learning Goal</b></p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Pupils 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.</p>		<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Pupils learn about the work of great artists, architects and designers in history and discuss</p>			
	EY-Reception	Y1	Y2	Y3	Y4	Y5	Y6
Responding to Art	<ul style="list-style-type: none"> <li>Look at art works and talk about it in terms of what they can see, and whether they like it or not.</li> <li>Look and talk about what they have produced, describing simple techniques and media used.</li> </ul>	<ul style="list-style-type: none"> <li>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</li> <li>Explore 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.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</li> <li>Express thoughts and feelings about a piece of art.</li> <li>Reflect and explain the successes and challenges in a piece of art created.</li> <li>Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore 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</li> <li>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</li> <li>Respond to art from other cultures and other periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</li> <li>Begin to explore a range of great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the art of key artists and begin to place them in key movements or historical events.</li> <li>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</li> <li>Explore a range of great artists, architects and designers in history.</li> <li>Compare the style of different styles and approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</li> <li>Identify artists who have worked in a similar way to their own work.</li> <li>Explore a range of great Artists, architects and designers in history.</li> </ul>



## Progression Map for Art and Design

<p style="text-align: center;">Drawing</p>	<ul style="list-style-type: none"> <li>● Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</li> <li>● Use and begin to control a range of media.</li> <li>● Draw on different surfaces and coloured paper.</li> <li>● Produce lines of different thickness and tone using a pencil.</li> <li>● Start to produce different patterns and textures from observations, imagination and illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>● Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>● Begin to control the types of marks made with the range of media.</li> <li>● Draw on different surfaces with a range of media.</li> <li>● Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</li> <li>● Draw lines/marks from observations.</li> <li>● Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>● Understand tone through the use of different grades of pencils (HB, 2B, 4B)</li> </ul>	<ul style="list-style-type: none"> <li>● Develop intricate patterns/ marks with a variety of media.</li> <li>● Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</li> <li>● Begin to indicate facial expressions in drawings</li> <li>● Begin to show consideration in the choice of pencil grade they use</li> </ul>	<ul style="list-style-type: none"> <li>● Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</li> <li>● Draw for a sustained period of time at an appropriate level.</li> <li>● Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</li> <li>● Have opportunities to develop further drawings featuring the third dimension and perspective.</li> <li>● Further develop drawing a range of tones, lines using a pencil.</li> <li>● Include in their drawing a range of technique and begin to understand why they best suit.</li> <li>● Begin to show awareness of</li> <li>● representing texture through the choice of marks and lines made</li> <li>● Attempt to show reflections in a drawing</li> <li>● Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</li> </ul>	<ul style="list-style-type: none"> <li>● Work in a sustained and independent way to create a detailed drawing.</li> <li>● Develop a key element of their work: line, tone, pattern, texture.</li> <li>● Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>● Start to develop their own style using tonal contrast and mixed media.</li> <li>● Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> <li>● Begin to develop an awareness of composition, scale and proportion in their paintings.</li> <li>● Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</li> <li>● Develop close observation skills using a variety of view finders.</li> </ul>	<ul style="list-style-type: none"> <li>● Work in a sustained and independent way to develop their own style of drawing.</li> <li>● This style may be through the development of: line, tone, pattern, texture.</li> <li>● Draw for a sustained period of time over a number of sessions working on one piece.</li> <li>● Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</li> <li>● Develop their own style using tonal contrast and mixed media</li> <li>● Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> <li>● Develop an awareness of composition, scale and proportion in their paintings.</li> </ul>
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## Progression Map for Art and Design

<p style="text-align: center;">Painting</p>	<ul style="list-style-type: none"> <li>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</li> <li>Recognise and name the primary colours being used.</li> <li>Mix and match colours to different artefacts and objects.</li> <li>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</li> <li>Explore techniques such as lightening and darkening paint without the use of black or white.</li> <li>Begin to show control over the types of marks made.</li> <li>Paint on different surfaces with a range of media.</li> <li>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</li> <li>Understand how to make tints using white and tones by adding black to make darker and lighter shades.</li> <li>Build confidence in mixing colour shades and tones.</li> <li>Understand the colour wheel and colour spectrums.</li> <li>Be able to mix all the secondary colours using primary colours confidently.</li> <li>Continue to control the types of marks made with the range of media.</li> <li>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</li> <li>Become increasingly confident in creating different effects and textures with paint according to what they need for the task.</li> <li>Understand how to create a background using a wash</li> </ul>	<ul style="list-style-type: none"> <li>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>Start to develop a painting from a drawing.</li> <li>Begin to choose appropriate media to work with.</li> <li>Use light and dark within painting and show understanding of complimentary colours.</li> <li>Mix colour, shades and tones with increasing confidence.</li> <li>Work in the style of a selected</li> </ul>	<ul style="list-style-type: none"> <li>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>Mix and match colours to create atmosphere and light effects.</li> <li>Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>Start to develop their own style using tonal contrast and mixed media.</li> </ul>	<ul style="list-style-type: none"> <li>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</li> <li>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>Understanding which works well in their work and why.</li> </ul>
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## Progression Map for Art and Design

<p style="text-align: center;">3-D</p>	<ul style="list-style-type: none"> <li>● Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration.</li> <li>● Cut shapes using scissors and other modelling tools.</li> <li>● Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.</li> <li>● Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</li> <li>● Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</li> <li>● Impress and apply simple decoration techniques, including painting.</li> <li>● Use tools and equipment safely and in the correct way.</li> </ul>	<ul style="list-style-type: none"> <li>● Use equipment and media with increasing confidence.</li> <li>● Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...</li> <li>● Explore carving as a form of 3D art.</li> </ul>	<ul style="list-style-type: none"> <li>● Use equipment and media with confidence.</li> <li>● Begin to show an awareness of objects having a third dimension and perspective.</li> <li>● Learn to secure work to continue at a later date.</li> <li>● Join two parts successfully.</li> <li>● Construct a simple base for extending and modelling other shapes.</li> <li>● Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</li> <li>● Produce more intricate surface patterns/ textures and use them when appropriate.</li> <li>● Produce larger ware using pinch/ slab/ coil techniques.</li> <li>● Continue to explore carving as a form of 3D art.</li> <li>● Use language appropriate to skill and technique.</li> </ul>	<ul style="list-style-type: none"> <li>● Work in a safe, organised way, caring for equipment.</li> <li>● Secure work to continue at a later date.</li> <li>● Make a slip to join to pieces of clay.</li> <li>● Decorate, coil, and produce marquettes confidently when necessarily.</li> <li>● Model over an armature: e.g. newspaper frame for modroc.</li> <li>● Use recycled, natural and man-made materials to create sculptures.</li> <li>● Adapt work as and when necessary and explain why.</li> <li>● Gain more confidence in carving as a form of 3D art.</li> <li>● Use language appropriate to skill and technique.</li> <li>● Demonstrate awareness in environmental sculpture and found object art.</li> <li>● Show awareness of the effect of time upon sculptures..</li> </ul>	<ul style="list-style-type: none"> <li>● Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</li> <li>● Show experience in combining pinch, slabbing and coiling to produce end pieces.</li> <li>● Develop understanding of different ways of finishing work: glaze, paint, polish</li> <li>● Gain experience in model ling over an armature: newspaper frame for mod-roc.</li> <li>● Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</li> <li>● Show increasing confidence to carve a simple form.</li> <li>● Use language appropriate to skill and technique</li> </ul>	<ul style="list-style-type: none"> <li>● Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</li> <li>● Model and develop work through a combination of pinch, slab, and coil.</li> <li>● Work around armatures or over constructed foundations.</li> <li>● Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</li> <li>● Demonstrate experience in relief and freestanding work using a range of media.</li> <li>● Recognise sculptural forms in the environment: Furniture, buildings. Confidently carve a simple form.</li> <li>● Solve problems as they occur.</li> <li>● Use language appropriate to skill and technique.</li> </ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Printing</p>	<ul style="list-style-type: none"> <li>● Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects.</li> <li>● Develop simple patterns by using objects.</li> <li>● Enjoy using stencils to create a picture.</li> </ul>	<ul style="list-style-type: none"> <li>● Explore printin gsimple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>● Experience impressed printing: e.g. printing from objects.</li> <li>● Use equipment and media correctly and be able to produce a clean printed image.</li> <li>● Explore printing in relief :e.g. String and card.</li> <li>● Begin to identify forms of printing: Books, posters pictures, fabrics.</li> <li>● Use printmaking to create a repeating pattern.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>● Demonstrate experience at impressed printing: drawing into ink, printing from objects.</li> <li>● Use equipment and media correctly and be able to produce a clean printed image.</li> <li>● Make simple marks on rollers and printing palettes</li> <li>● Take simple prints i.e. mono - printing.</li> <li>● Experiment with over printing motifs and colour.</li> </ul>	<ul style="list-style-type: none"> <li>● Print simple pictures using different printing techniques.</li> <li>● Continue to explore both mono- printing and relief printing.</li> <li>● Demonstrate experience in 3 colour printing.</li> <li>● Demonstrate experience in combining prints taken from different objects to produce an end piece.</li> </ul>	<ul style="list-style-type: none"> <li>● Increase awareness of mono and relief printing.</li> <li>● Demonstrate experience in fabric printing.</li> <li>● Expand experience in 3 colour printing.</li> <li>● Continue to experience in combining prints taken from different objects to produce an end piece.</li> <li>● Create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>● Use tools in a safe way. Continue to gain experience in overlaying colours.</li> <li>● Start to overlay prints with other media.</li> <li>● Use print as a starting point to embroidery. Show experience in a range of mono print techniques.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate experience in a range of printmaking techniques.</li> <li>● Describe techniques and processes.</li> <li>● Adapt their work according to their views and describe how they might develop it further.</li> <li>● Develop their own style using tonal contrast and mixed media.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Texture, Pattern, colour, line and tone</p>	<ul style="list-style-type: none"> <li>● Enjoy playing with and using a variety of textiles and fabric.</li> <li>● Decorate a piece of fabric. Show experience in simple stitch work.</li> <li>● Show experience in simple weaving: paper, twigs.</li> <li>● Show experience in fabric collage: layering fabric.</li> <li>● Use appropriate language to describe colours, media, equipment and textures.</li> </ul>	<ul style="list-style-type: none"> <li>● Investigate textures by describing, naming, rubbing, copying.</li> <li>● Produce an expanding range of patterns and textures.</li> <li>● Begin to understand how colours can link to moods and feelings in art.</li> <li>● Use printmaking to create a repeating pattern.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate experience in surface patterns/ textures and use them when appropriate.</li> <li>● Investigate textures and produce an expanding range of patterns.</li> <li>● Use line and tone in different media to consider shape, shade, pattern and texture.</li> <li>● Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)</li> <li>● Express links between colour and emotion.</li> </ul>	<ul style="list-style-type: none"> <li>● Create textures and patterns with a wide range of drawing implements.</li> <li>● Create textures and patterns with a wide range of drawing implements.</li> <li>● Create art works from natural materials to show an awareness of different viewpoints of the same object.</li> </ul>	<ul style="list-style-type: none"> <li>● Experiment with different grades of pencil and other implements to achieve variations in tone.</li> <li>● Use complimentary and contrasting colours for effect</li> </ul>	<ul style="list-style-type: none"> <li>● Include tones, tints, light and shade becoming increasingly subtle as skills and understanding of techniques develops.</li> </ul>	<ul style="list-style-type: none"> <li>● Consider the use of colour for mood and atmosphere.</li> </ul>



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Art Through Technology		<ul style="list-style-type: none"><li>• Take a self-portrait or a photograph.</li><li>• Use a simple computer paint program to create a picture</li></ul>	<ul style="list-style-type: none"><li>• Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it</li></ul>	<ul style="list-style-type: none"><li>• Use printed images taken with a digital camera and combine them with other media to produce art work</li><li>• Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet)</li><li>• Take photographs and explain their creative vision</li></ul>	<ul style="list-style-type: none"><li>• Create a piece of art which includes integrating a digital image they have taken.</li><li>• Take a photo from an unusual or thought-provoking viewpoint</li></ul>	<ul style="list-style-type: none"><li>• Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning.</li><li>• Compose a photo with thought for textural qualities, light and shade.</li></ul>	<ul style="list-style-type: none"><li>• Have opportunity to explore modern and traditional artists using ICT and other resources.</li><li>• Combine a selection of images using digital technology considering colour, size and rotation.</li></ul>
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