

Art Progression Map

INTENT							
To ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art and become confident to express themselves and further enhance their personal, social and emotional development. SKETCH BOOKS will be used as a space to think creatively, critically and with imagination. Sketchbooks are used as a space where children can freely express, create, develop and learn, often with limited guidance from the teacher. The sketchbook should be at the centre of their creativity.							
Key Learning Progression							
	EYFS	KEY STAGE ONE		KEY STAGE 2			
	OAK	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		3D	Painting	3D sculpture	Collage	Painting	Printing
		Digital Media	Printing	Printing	Textiles	Collage	Digital Media
		Collage	Textiles	Digital Media	Painting	Textiles	3D
Skills Progression							
Drawing	Enjoys making marks on a variety of papers. Spontaneously expressive using lines and curves. Use lines to represent objects seen or imagined.	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media.	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media when drawing and representing shape	Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.	Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Experiments with line and tone and shade.	Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work.	Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work. Begin to use perspective.
Painting	Use and select simple tools competently and appropriately. They create simple representations of familiar objects using appropriate colours. Develop language of colour (secondary colours) and mix colours to make new colours. Mix powder paints correctly. Hold a paint brush correctly and use with control.		Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties. Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. Create textured paint by adding sand, plaster.		Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades.	Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Colour - Mix and match colours to create atmosphere and light effects. Be able to identify and work with complementary and contrasting colours.	
3D	Begin to manipulate clay in a variety of ways, e.g. rolling, pressing, pinching, flattening. Explore printing with clay – pressing objects in to create different textures. Begin to experiment with, construct and join recycled, natural and manmade.	Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media. Manipulate malleable materials for a purpose, e.g. pot, tile. Understand the safety and basic care of materials and tools. Experiment with constructing and joining recycled, natural and manmade materials. Use		Plan, design and make models from observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material. Use papier mache to create a simple 3D object.			Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay including slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media.

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	materials. Explore shape and form. Press objects into clay Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; Talk about what they have made.	simple 2-D shapes to create a 3-D form. Change the surface of a malleable material e.g. build a textured tile .					
Collage	Create a simple collage by using a variety of materials and textures Use fabrics to weave to create a pattern. Use a variety of materials and textures to combine to create a piece of art by cutting, tearing and gluing. Use the process of going under and over to create a weaving pattern Know words to describe textures	Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers. Work on different scales. Colour Collect, sort, name match colours appropriate for an image. Shape Create and arrange shapes appropriately. Texture Create, select and use textured paper for an image.			Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary.	Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures etc. when designing and making pieces of work. Use collage as a means of extending work from initial ideas.	
Printing	Combine different printing materials and explore printing in the same colour of different shades, contrasting colours, mono tones etc Develop simple patterns by printing with objects using range of materials. Use parts of the body, fruits, materials to print Use natural materials to experiment with pressing and leaving patterns		Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono –printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print. Design more repetitive patterns. Colour - Experiment with overprinting motifs and colour. Texture - Make rubbings to collect textures and patterns.	Create printing blocks using a relief or impressed method. Create repeating patterns. Print with two colour overlays			Create printing blocks by simplifying an initial journal idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media e.g. pens, colour pens and paints.
Digital Media	Experiment with using digital cameras to take photos and digital media apps on the iPad	Explore ideas using digital sources i.e. internet, CD-ROMs. Record visual information using digital cameras, video recorders. Use a simple graphics package to create images and effects with: - lines by changing the size of brushes in response to ideas; - shapes using eraser, shape		Record and collect visual information using digital cameras and video recorders. Present recorded visual images using software. Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision.			Record, collect and store visual information using digital cameras etc. Present recorded visual images using software e.g. Photostory, Powerpoint. Use a graphics package to create and manipulate new images. Be able to Import an image (scanned, retrieved, taken) into a graphics package. Understand that a digital image is

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		and fill tools; and - colours and texture using simple filters to manipulate and create images. Use basic selection and cropping tools.		Change the type of brush to an appropriate style. Create shapes by making selections to cut, duplicate and repeat. Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose.			created by layering. Create layered images from original ideas.
Textiles	Create a simple collage by using a variety of materials and textures Use fabrics to weave to create a pattern. Use a variety of materials and textures to combine to create a piece of art by cutting, tearing and gluing. Use the process of going under and over to create a weaving pattern Know words to describe textures		Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc. Create cords and plaits for decoration. Colour - Apply colour with printing, dipping, fabric crayons. § Create and use dyes i.e. onion skins, tea, coffee. Create texture using fabrics by weaving materials i.e. grass through twigs		Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Experiment with paste resist.	Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.	

IMPACT (End Points)

Art and design learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills, and feel confident to express their idea in their sketch books and develop their creativity.

By the end of the year, children will:	EYFS	KEY STAGE ONE		KEY STAGE TWO			
	Oak	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Each child should explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences Begin to talk about their ideas and the choices they have made. Children review how they have used what they have learnt about media and materials in original	Each child should know: How to recognise and describe some simple characteristics of different kinds of art, craft and design. The names of tools, techniques and formal elements Each child should be given the opportunity to: Discover that art is subjective (we all have our own legitimate understanding) Begin to feel	Each child should: Know how to recognise and describe some simple characteristics of different kinds of art, craft and design. Know the names of tools, techniques and formal elements. Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. Begin to feel confident to express a preference in..... Understand	Each child should: Know the names of tools, techniques and formal elements. Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities Be able to talk about the materials, techniques and processes	Each child should: Know the names of tools, techniques and formal elements. Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various	Each child should: • Know the names of tools, techniques and formal elements (in pink above and below) • Research and discuss ideas and approaches of range of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities • Be able to	Each child should: • Know the names of tools, techniques and formal elements (in pink above and below) • Be happy to describe, interpret and explain the work, ideas and working practices of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including Each child should be given the opportunity to: • Discover that art is subjective (we all have our own legitimate understanding) • Experience the connection between brain, hand and eye • Understand ideas can come through hands-on exploration •



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	ways, thinking about uses and purposes. Review how they have represented their own ideas, thoughts and feelings through art	confident to express a preference in... Understand ideas can come through hands-on exploration Begin to build knowledge of what different materials and techniques can offer the creative individual Work at different scales, alone and in groups	ideas can come through hands-on exploration. Begin	they have used, using an appropriate vocabulary. Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with. Each child should be given the opportunity to: Discover that art is subjective. Understand ideas can come through hands-on exploration. Develop their knowledge of what different materials and techniques can offer the creative individual. Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge) Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others work.	ethnicities. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with Each child should be given the opportunity to: Discover that art is subjective. Understand ideas can come through hands-on exploration. Develop their knowledge of what different materials and techniques can offer the creative individual. Work at different scales, alone and in groups • Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge) Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others	talk about the materials, techniques and processes they have used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with Each child should be given the opportunity to: • Discover that art is subjective (we all have our own legitimate understanding) • Experience the connection between brain, hand and eye • Understand ideas can come through hands-on exploration • Develop their knowledge of what different materials and techniques can offer the creative individual • Work at different scales, alone and in groups • Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others.	Develop their knowledge of what different materials and techniques can offer the creative individual • Work at different scales, alone and in groups • Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey artists who are contemporary, female, and from various ethnicities • Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others
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Level Expected at the End of EYFS	
Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Expressive Arts and Design (Being Imaginative) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories
Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations

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<p>Pupils should be taught:</p> <ol style="list-style-type: none"> 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. 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>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; 2. to create sketch books to record their observations and use them to review and revisit ideas; 3. 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]; 4. about great artists, architects and designers in history.
<p>The national curriculum for art and design aims to ensure that all pupils by the end of year 6:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences; • become proficient in drawing, painting, sculpture and other art, craft and design techniques; • evaluate and analyse creative works using the language of art, craft and design; know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	

Sketchbooks

Yr 1	Introduce “sketchbook” as being a place to record individual response to the world. Understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting). Develop a “sketchbook habit”. Begin to feel a sense of ownership about the sketchbook.
Yr 2	Develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. Sketchbooks to be used to show process- generation of design, make, evaluation. Also to be used for imagination at other times. Begin to feel a sense of ownership about the sketchbook. Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing notes...
Yr 3	Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around...
Yr 4	Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...
Yr 5	Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration. Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood. Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...
Yr 6	Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration. Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood. Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...

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	Key Assessment Questions
Yr 1	<p>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p> <ul style="list-style-type: none"> • Tell me about what you are making • What might you do next? • Tell me about what you have made <p>Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"</p>
Yr 2	<p>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p> <ul style="list-style-type: none"> • Tell me about that you are making • What might you do next? • Which materials might you use? • What have you discovered? • Tell me about what you have made • What would you like to explore more of? <p>Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"</p>
Yr 3	<p>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p> <ul style="list-style-type: none"> • Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of? <p>Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"</p>
Yr 4	<p>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p> <ul style="list-style-type: none"> • Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of? <p>Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"</p>
Yr 5	<p>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p> <ul style="list-style-type: none"> • Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of? • What is the potential of what you have done? What could you do next? <p>Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"</p>
Yr 6	<p>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p> <ul style="list-style-type: none"> • Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of? • What is the potential of what you have done? What could you do next? <p>Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"</p>



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