

Progression Map for: ART

	By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
<b>Drawing</b>	<p>Make a variety of marks with different materials (pencils, chalk, pastels, felt tips, charcoal etc) on a variety of surfaces to draw on.</p> <p>Can hold and use drawing tools with some dexterity and control to represent their observations or memories.</p> <p>Can draw lines of varying thickness</p> <p>Use lines and dots to create pattern and texture</p>	<p>Can draw from observation recording shapes and positioning all marks and features.</p> <p>Can explore tone using different grades of pencil, pastel and chalk</p> <p>Can make sketches from observation adding light/ dark tone, colour and texture.</p> <p>Can use a view finder to select a view and record what is seen within the frame.</p>	<p>Can experiment with the potential of different pencils, exploring their hardness/ softness in creating line, tone and texture.</p> <p>Use different media to achieve a range of light and dark tones- black to white</p> <p>Use a sketchbook to make initial sketches in preparation for painting/prints</p> <p>Make close observational studies – in particular faces exploring how to show light and shadow</p>	<p>Can identify and draw the effect of light.</p> <p>Show an awareness of space when drawing</p> <p>Make quick observational sketches to record movement or action with some accuracy</p> <p>Use scale and proportion more carefully/ apply the rules of simple perspective</p> <p>Draw things from different viewpoints/ combine images to create a new image</p> <p>Can draw with coloured media to represent ideas and objects with increasing fluency and accuracy.</p>	<p>Can depict movement and perspective in drawings more accurately</p> <p>Interpret texture with a wide range of techniques eg hatching, cross-hatching</p> <p>Use charcoal/pastels with confidence to show light and dark shadows and well lit areas</p> <p>Can respond in drawing form to advice from others to rework and improve their design ideas</p> <p>Work in a variety of scales</p>	<p>Select the appropriate media and techniques to achieve a particular outcome</p> <p>Change the position of the light source to create different shadow effects</p> <p>Use a series of drawings in sketchbooks to plan a painting, 3D piece or print</p> <p>Can annotate art work to record ideas and emotions and use this to inform design ideas</p> <p>Use a view finder to record what is in the frame. Develop several such studies as visual evidence for a set purpose</p>
<b>Drawing Vocabulary</b>	Key Vocabulary to demonstrate knowledge and understanding in KS1: line drawing, thick, thin, detail, light, dark, landscape, cityscape, building, pastels, chalks, bold, size, space, pattern and texture.		Key Vocabulary to demonstrate knowledge and understanding in LKS2: continue with KS1 vocabulary, tone, shadow, form, scale, outline, portrait, self-portrait, understand H to B pencil scale.		Key Vocabulary to demonstrate knowledge and understanding in UKS2: continue with KS1 and LKS2 vocabulary, smudge, blend, mark, soft, mural, graffiti, perspective,	

<p><b>Painting</b></p>	<p>Can select different brushes to explore and make marks of different thickness</p> <p>Apply paint with a range of tools</p> <p>Name the primary and secondary colours</p> <p>Can apply paint to make a background using wide brushes or other tools such as sponges</p> <p>Can use colour and painting skills and apply surface techniques to create/suggest a place, time or season.</p>	<p>Can use a range of different tools to investigate mark-making eg different sized brushes, sponges, ends of dowel to create particular effects</p> <p>Can mix and apply colour for purposes to represent real life, ideas and convey mood</p> <p>Explore adding other materials to paint to create different textures eg glue, sand, sawdust.</p> <p>Mix primary colours to make secondary colours</p> <p>Add black or white to alter shades</p>	<p>Make a secondary colour wheel</p> <p>Mix colours effectively using the correct language eg shade, tint, primary and secondary.</p> <p>Apply paint in different ways to create a particular effect/ texture eg dotting, scratching, splashing</p> <p>Choose different types of brushes for specific purposes</p> <p>Plan how paint will be applied to a painting- what area/ colour to begin with</p>	<p>Can recognise how artists use warm and cold colours and apply to their own work</p> <p>Create different colour hues by adding colours other than black or white to lighten or darken.</p> <p>Can create paintings from their own sketches</p>	<p>Can plan to create a particular effects by using their gathered knowledge of various tools and techniques</p> <p>explore the use of colour in texture</p> <p>Use a range of paints eg acrylic, oil, watercolours to create pieces</p> <p>Create a colour wheel to show relationships between primary <b>colours</b>, secondary <b>colours</b> and tertiary <b>colours</b></p>	<p>Can show the effect of light and colour, texture and tone on natural and man made objects</p> <p>Can use sketches from observation to help plan a painting, using studies from different view points</p> <p>Can create a wide colour palette, demonstrating their mixing techniques</p> <p>Use a range of paints eg acrylic, oil, watercolours to create pieces</p>
<p><b>Painting vocabulary</b></p>	<p>Key Vocabulary to demonstrate knowledge ad understanding in KS1: Primary colours, secondary colours, shades, texture, warm colours, cold colours, watercolour wash, dab, bold brushstroke, mix and poster/powder paint</p>	<p>Key Vocabulary to demonstrate knowledge ad understanding in LKS2: continue with KS1 vocabulary, foreground, middle ground, background, sweep, tints, abstract, emotion, neutral colours , blend, tone</p>	<p>Key Vocabulary to demonstrate knowledge ad understanding in UKS2: continue with KS1 and LKS2 vocabulary, absorb, impression, oil paints, acrylic paint and tertiary colours</p>			

Sculpture/ 3D work	<p>Can use a variety of techniques eg rolling, carving, pinching and cutting</p> <p>Create a variety of different textures using different tools</p> <p>Use a wide range of natural, man-made and recycled materials to sculpt/ construct with</p> <p>Replicate patterns and textures in a 3D form</p> <p>Can join objects using different adhesives</p>	<p>Can handle and manipulate rigid and malleable materials eg clay, card and found objects to represent something known eg bodies/ heads and add surface texture</p> <p>Can shape/ construct from direct observation, memory or from their imagination</p> <p>Can control surface experimenting ( create line and patterning) with basic tools</p> <p>Can replicate pattern and texture in the style of a particular artist.</p> <p>Has an awareness of natural and man-made forms</p> <p>Can use clay to create a simple structure, smoothing and joining with care</p>	<p>Can cut, make and combine shapes to create recognisable forms</p> <p>Can add materials to a sculpture to create detail</p> <p>Can scale up a design and work as a group on a collaborative piece</p> <p>Can build in clay a functional form using 2/3 building techniques and surface decoration</p> <p>Can identify and assemble found materials to make a new form using different joining techniques</p>	<p>Can create textured surfaces using variety of tools</p> <p>Can construction a structure in linear or soft media before covering the surface to make a form eg ModRoc or papier mache</p> <p>Can design and make a 3D form as a model for a larger imagined piece</p> <p>Can choose the most effective method to join their construction/sculpture</p> <p>Can respond to sculptures and craft artists to help them adapt and make their own work</p>	<p>Can explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture and/or colour</p> <p>Explore the properties of different media to inform their design</p> <p>Discuss and evaluate their own work and that of other sculptors' work</p> <p>Can recreate 2D images into 3D form looking at one area in particular eg recreate a landscape or figure focusing on form/ surface</p> <p>Develop cutting and joining skills eg using wire, slip</p>	<p>Fully plan, design a sculpture considering all the techniques and knowledge they have acquired</p> <p>Combine different materials to create a 3D sculpture</p> <p>Can use their own study of a 3D work from a variety of genres/ cultures to develop their own response through models, experimentation and design stages</p> <p>Can make imaginative use of their knowledge of tools, techniques and materials to express their own ideas and emotions</p>
Sculpture/ 3D vocabulary	Key Vocabulary to demonstrate knowledge ad understanding in KS1: clay, statue, sculpture, model, work of art, 3D, sculptor, carving, pinching, join, shapes, materials, texture, natural and man-made.		Key Vocabulary to demonstrate knowledge ad understanding in LKS2: continue with KS1 vocabulary, assemble, abstract, architect, edging, combine, trimmings, rigid, slab, coil, mould and form		Key Vocabulary to demonstrate knowledge ad understanding in UKS2: continue with KS1 and LKS2 vocabulary, cast, installation, geometric, brim, buckle, slip and malleable	

Collage	<p>Experiment with sorting and combining a variety of different materials that have been cut or torn to create their own arrangement</p> <p>Use a variety of differing backgrounds</p> <p>Can sort and use according to specific qualities eg warm, cold, shiny, rough</p> <p>Can begin to cut shapes with some accuracy</p>	<p>Can select different materials from set resources considering content, shape, surface and texture</p> <p>Can select, sort and modify by cutting, tearing with care before adding other marks and colour to represent an idea</p> <p>Add texture by mixing materials</p> <p>Can use glue/adhesives to place cut and torn shapes onto a surface to convey an idea</p>	<p>Can cut multiple shapes with scissors and arrange/ stick these on a surface for a specific purpose</p> <p>Can select colours and materials to create effect, giving reasons for their choices</p> <p>Can use natural/ town environments as a stimulus for a mixed media work to convey an atmosphere</p>	<p>Can experiment with creating mood, feeling, movement and areas of interest using different media</p> <p>Refine work as they go to ensure greater precision</p> <p>Learn and practise a variety of techniques eg overlapping, tessellation, mosaic</p> <p>Can interpret stories, music, poems and other stimuli and represent these using mixed media elements</p>	<p>Arrange and create accurate patterns</p> <p>Can select and use found materials, along with other art media and adhesives to assemble and represent a surface or thing eg water</p> <p>Can embellish a surface using a variety of techniques eg drawing, painting or printing</p>	<p>Add collage to a painted or printed background to create texture, mood or detail</p> <p>Plan and design a multi-media collage considering each of the material's properties</p> <p>Can select and use cutting tools and adhesives with care to achieve a specific outcome</p> <p>Can embellish decoratively using more layers of found materials to build complexity and represent the qualities of the surface or thing.</p>
Collage Vocabulary	Key Vocabulary to demonstrate knowledge and understanding in KS1: collage, squares, gaps, features, cut, place, arrange		Key Vocabulary to demonstrate knowledge and understanding in LKS2: continue with KS1 vocabulary, texture, mosaic, shape, form, overlapping/ overlaying, tessellation, pattern and effect		Key Vocabulary to demonstrate knowledge and understanding in UKS2: continue with KS1 and LKS2 vocabulary, arrange, fixative, montage, media	

<p><b>Printing</b></p>	<p>Can explore and create patterns and textures with a range of found materials eg sponge, leaves, fruit, ink pads</p> <p>Can take rubbings from a textured surface</p> <p>Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks</p> <p>Can Monoprint by marking onto an ink block or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure block</p>	<p>Can demonstrate a range of techniques eg rolling, pressing, stamping and rubbing</p> <p>Can apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image</p> <p>Can take rubbings from differing textures to understand and inform their own prints</p> <p>Experiment by repeating, overlapping and irregular patterning</p>	<p>Use sketchbooks to record textures and patterns</p> <p>Replicate patterns from observations</p> <p>Make printing blocks eg using coiled string/ cutting into the surface</p> <p>Create tessellating / repeating patterns with precision</p> <p>Explore colour mixing by overlapping coloured prints</p>	<p>Explore man-made and natural patterns when creating print designs</p> <p>Make printing blocks eg using coiled string, cutting into the surface, building onto the surface</p> <p>Can explore colour mixing through printing, using 2 coloured inks on a roller, stencilling or using a pressprint</p>	<p>Can make connections between own work and patterns in local environment eg wallpaper</p> <p>Use sketchbooks to collate ideas for a print design and make a printing block or tile for a specific purpose</p> <p>Create and arrange own abstract repeating patterns accurately</p> <p>Develop techniques in mono, block and simple relief printing</p>	<p>Explore printing techniques used by artists</p> <p>Can design prints for eg fabrics, book covers, wallpaper or wrapping paper</p> <p>Combine 2 or more prints designs</p> <p>Can recreate a scene and detail remembered, observed or imagined through collage relief 'collograph' printing using card and mark making tools to control line, shape, texture and tone</p>
<p><b>Print Vocabulary</b></p>	<p>Key Vocabulary to demonstrate knowledge ad understanding in KS1: colour, shape, printing, printmaking, printing block, rubbing, tile, surface, press, grid and pattern</p>		<p>Key Vocabulary to demonstrate knowledge ad understanding in LKS2: continue with KS1 vocabulary, line, pattern, texture, polystyrene tile, inking roller, relief tile, Monoprint, coil, stencil, tessellation, pressure and overlapping</p>		<p>Key Vocabulary to demonstrate knowledge ad understanding in UKS2: continue with KS1 and LKS2 vocabulary, collograph and abstract</p>	

<p><b>Textiles</b></p>	<p>Can select, organise and use materials such as threads, cottons, wool, raffia, paper strips and tissue paper to make a simple craft piece</p> <p>Can sort, select and control colour, line, shape and texture to make and control fabric and textile surface from the study of a craft artist</p> <p>Can weave using ready cut strips of various types of paper / material</p> <p>Can decorate textiles with glue to add colour and detail</p>	<p>Can weave in a simple loom using different threads/ materials to create a specific effect/pattern</p> <p>Can create a simple appliqué work, selecting fabrics of their choice</p> <p>Can collect, deconstruct, discuss and use fabrics and cloth to reassemble new work</p> <p>Can surface decorate with beads or buttons using adhesive</p>	<p>Can weave paper and found materials to represent an image eg landscape, pattern or texture</p> <p>Can sort and select materials, giving their reasons, to create a specific effect</p> <p>Can surface decorate with beads or buttons using adhesive and/or stitches</p> <p>Can create a simple appliqué work, selecting fabrics/threads of their choice</p> <p>Use large eyed needles to create a simple running stitch</p>	<p>Can print on fabric using a monoprint block or tile, or as part of a group using a simple stencil</p> <p>Can cut fabrics/ threads with increasing precision of their tools eg scissors</p> <p>Can attach different elements using stitching eg running or cross-stitch</p>	<p>Experiment with a range of media by overlapping and layering in order to create texture and colour</p> <p>Can select and use contrasting colours and textures in stitching and weaving</p> <p>Can control stitching- using various needles to produce more complex patterns with care and accuracy</p> <p>Can show an awareness of the natural environment through careful colour matching and understanding of seasonal colours</p>	<p>Experiment with creating fabrics eg paper or felt</p> <p>Can use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an image or artefact</p> <p>Can dye fabrics and use tie-dye techniques to create and control a fabric image</p> <p>Work collaboratively on a larger scale</p>
<p><b>Textiles vocabulary</b></p>	<p>Key Vocabulary to demonstrate knowledge and understanding in KS1: textiles, fabric, weaving, wool, ribbon, woven, loom, over, under, decoration and thread</p>		<p>Key Vocabulary to demonstrate knowledge and understanding in LKS2: continue with KS1 vocabulary, pattern, stuffing, needle, eye, silk, cross-stitch, running stitch, appliqué and alternate</p>		<p>Key Vocabulary to demonstrate knowledge and understanding in UKS2: continue with KS1 and LKS2 vocabulary, dye, contrasting, tie-dye ( maybe batik, resist, wax), apply and set/fix</p>	

<b>Photography/ Digital</b>	<p>Can hold and use camera to select and capture an image</p> <p>Can identify and recognise examples of photograph as an art form</p> <p>Can open and use an art program, selecting simple tools to make lines, shapes and pour colours</p> <p>Can control size of marks, select colours and use predefined shapes, motifs and stamps in the art program</p>	<p>Can select photos for a theme, creative purpose or to provide ideas for their own work- focus on the content, colour or composition</p> <p>Can control the focus by either moving closer to their composition or change the zoom settings</p> <p>Can copy and paste areas of the image, save and print the image</p>	<p>Can use the camera to take a specific photo or set of photos</p> <p>Can modify an image on a computer to achieve the best quality of print or a specific area of the image</p> <p>Can zoom to best frame an image and photograph from dynamic viewpoints eg aerial</p> <p>Can use a painting program to make an image corresponding to their work in other art media</p> <p>Can use a video camera to capture and make a simple film recording to tell a story or sequence of events</p>	<p>Can collect and record images to be used in researching other artworks</p> <p>Can change the camera settings eg flash, to best capture an image</p> <p>Can show an awareness of mood, emotion when evaluating own or photographs of others</p> <p>Can create a motif in a paint programme in lines and shapes, then copy and paste to create a simple repeating pattern</p> <p>Use digital cameras and combine a photo with a drawing in a paint program</p>	<p>Can plan, take and digitally process photographs for a creative purpose</p> <p>Can take and assemble a sequence of photos to make a flick book for example to give the impression of movement</p> <p>Can collaborate and use video/camera and an editing software to produce a film and edit a short sequence of narrative film</p> <p>Can use a digital camera to capture objects to be cut and pasted into another image to create a digital collage</p>	<p>Can plan, take photographs to provide content to cut and paste, superimpose into other photographic images</p> <p>Can create simple images on photographic paper by placing shapes and materials on paper and fixing</p> <p>Can animate a simple sequence of drawings/ photos to make a presentation with sound</p> <p>Can use a paint programme to develop virtual designs for a painting, print or 3D work</p>
<b>Photo/ digital vocabulary</b>	<p>Key Vocabulary to demonstrate knowledge ad understanding in KS1: photograph, image, motif, zoom, cut, paste, stamp, camera, digital and capture</p>		<p>Key Vocabulary to demonstrate knowledge ad understanding in LKS2: continue with KS1 vocabulary, video/film, record, sequence, viewpoint, hue, filter, crop, brightness, contrast, aerial, modify and flash</p>		<p>Key Vocabulary to demonstrate knowledge ad understanding in UKS2: continue with KS1 and LKS2 vocabulary, saturation, negative, editing, virtual, animation, superimpose and narrative</p>	

<b>Work of other Artists</b>	<p>Can look and describe what they see, think and feel when looking at the work of famous, notable artists and designers</p> <p>Can express an opinion on the work/image studies</p> <p>Can use their inspiration from artists and designers to create their own work and compare</p>	<p>Use inspiration from artists to replicate a piece of work</p> <p>Reflect upon and refine their work inspired by a famous artist and the development of their own art skills</p> <p>Can identify different art forms and suggest reasons for the artist's intention or the meaning of the art work</p> <p>Express an opinion on the artist's work and refer to techniques used and effect created</p>	<p>Give detailed observations about artists' work</p> <p>Can compare and contrast artists</p> <p>Research into artists' lives</p> <p>Express an opinion on an artist's work giving detailed reasons for their views/thoughts and referring to specific effects and techniques</p>
<b>Suggested Artists</b>	<p>Suggested artists:          Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miro, Jackson Pollock, Robert Delaney, Wassily Kandinsky, Piet Mondrian, Vincent Van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild, Leonardo da Vinci, Picasso, Arcimboldo,</p>	<p>Suggested artists:          Georgia O'Keefe, Anselm Kiefer, Salvador Dali, Paula Rego, George Seurat, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, John Constable, Thomas Cole, Henri Matisse, Paul Cezanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Carl Warner, Michael Brennd-wood, Renior, Rembrandt, Johannes Vermeer, Gaudi</p>	<p>Suggested artists:          Bridget Riley, Henri Rousseau, India Flint, Alexander Calder, David Hockney, Man Ray, Fernand Leger, William Morris, Alfred Wallis, Hokusai, Frida Kahlo, Joanquin Torres-Garcia, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Paez Vilaro, John Singer, Sargent, Frank Lloyd Wright, Jean-Michel Basquiat, Mary Cassatt, Gustav Klimt, Andy Warhol, Roy Lichtenstein</p>