

Progression Map for Art and Design

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- 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.

Art and Design							
		Drawing	Painting	Sculpture	Craft and Design	Knowledge	Artist Study/ Historical and cultural development
EYFS	N	self portraits Still life Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.	Poster paints Safely use and explore a variety of materials, tools and techniques, experimenting with colour and design	salt dough Safely use and explore a variety of materials, tools and techniques, experimenting with design, texture, form and function;	leaf printing Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	Knowing primary colours and how to make secondary colours (basic)	
	R	Living things (animals and plants) Landscapes Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. -Explore the natural world around them, making observations and drawing pictures of animals and plants;	Poster paints Safely use and explore a variety of materials, tools and techniques, experimenting with colour and design	Safely use and explore a variety of materials, tools and techniques, experimenting with design, texture, form and function;	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	Knowing primary colours and how to make secondary colours (basic)	

KS1	Y1	<p>Still life Portraits</p> <ul style="list-style-type: none"> -communicate something about themselves in their drawing -create moods in their drawings -draw using pencil and crayons -draw lines of different shapes and thickness, using 2 different grades of pencil 	<p>Acrylic paints</p> <ul style="list-style-type: none"> -communicate something about themselves in their painting -create moods in their paintings -they choose to use thick and thin brushes as appropriate -they paint a picture of something they can see -they name the primary and secondary colours 	<p>salt dough</p> <ul style="list-style-type: none"> - they add texture by using tools - they make different kinds of shapes - cut, roll and coil materials such as clay, dough or plasticine. 	<ul style="list-style-type: none"> - cut and tear paper and card for their collages - gather and sort the materials they will need -they sort threads and fabrics -they group fabrics and threads by colour and texture - they weave with fabric and thread 	<ul style="list-style-type: none"> -they describe what they can see and like in the work of another artist - they ask sensible questions about a piece of art 	<p>Artist spotlight: Paul Cézanne (food) still life</p> <p>Artist spotlight: Thomas Gainsborough (portraits)</p> <p>Artist focus: Willikam H Johnson</p> <p>Artist spotlight: The Mesopotamians (ancient art) portrait sculpture</p>
	Y2	<p>Landscapes Living things (animals and plants)</p> <ul style="list-style-type: none"> they use three different grades of pencil in their drawing (4B, 8B, HB) -they use charcoal, pencil and pastels -they create different tones using light and dark -they show patterns and texture in their drawings -they use a viewfinder to focus on a specific part of an artefact before drawing it -keep notes in their sketch books as to how they have changed their work -set out their ideas, using 'annotation' in their sketch books -demonstrate their ideas through photographs and in their sketch books 	<p>Water colours</p> <ul style="list-style-type: none"> -mix paint to create all the secondary colours -mix and match colours, predict outcomes -mix their own brown -make tints by adding white -make tones by adding black 	<ul style="list-style-type: none"> - make a pot - join two finger pots together -add line and shape to their work 	<ul style="list-style-type: none"> -join fabric using glue - sew fabrics together -create part of a class patchwork -create individual and group collages -use different kinds of materials on their collage and explain why they have chosen them - use repeated patterns in their collage 	<ul style="list-style-type: none"> - link colours to natural and man-made objects -say how other artists have used colour, pattern and shape -create a piece of work in response to another artist's work 	<p>Artist spotlight: Claude Monet (impressionism) landscapes with people in.</p> <p>Artist spotlight: Henri Rousseau (animals and landscapes)</p> <p>Artist spotlight: J.M.W. Turner (landscapes, weather)</p> <p>Artist spotlight: John Constable (landscapes) people and animals in also.</p> <p>Artist spotlight: Georges Seurat (landscapes with people)</p> <p>Artist spotlight: Ivan Aivazovsky (the sea) landscapes</p>

LKS2	Y3	<p>Still life Portraits <u>Charcoal and chalk pastels</u> -they show facial expressions in their drawings -use their sketches to produce a final piece of work -write an explanation of their sketch in notes -use different grades of pencil shade, to show different tones and texture -use their sketch books to express feelings about a subject and to describe likes and dislikes -make notes in their sketch books about techniques used by artists -suggest improvements to their work by keeping notes in their sketch books</p>	<p>Water colour -predict with accuracy the colours that they mix -know where each of the primary and secondary colours sits on the colour wheel -create a background using a wash -use a range of brushes to create different effects</p>	<p>Clay -add onto their work to create texture and shape -work with life size materials</p>	<p>-create pop-ups -work with life size materials -work with life size materials -join fabric together to form a quilt using padding -use sewing to add detail to a piece of work -add texture to a piece of work -cut very accurately -experiment using different colours -use mosaic -use montage</p>	<p>-compare the work of different artists -explore work from other cultures -explore work from other periods of time -they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work</p>	<p>Abstract art –Artist spotlight: Wassily Kandinsky feelings and music Artist spotlight: Hans Holbein the Younger (royalty) portrait Artist spotlight: Charles Ethan Porter (still life) Artist spotlight: Edvard Munch (symbolism) portrait Artist spotlight: Leonardo da Vinci (renaissance) portraits Artist spotlight: Tamara de Lempicka (art deco) portraits Artist spotlight: Peter Paul Rubens (myths and legends) portraits</p>
	Y4	<p>Landscapes Living things (animals and plants) -begin to show facial expressions and body language in their sketches -identify and draw simple objects, and use marks and lines to produce texture -they organise line, tone, shape and colour to</p>	<p>Acrylics -create all the colours they need -create mood in their paintings -successfully use shading to create mood and feeling</p>	<p>-they begin to sculpt clay and other mouldable materials -experiment with and combine materials and processes to design and make 3D form</p>	<p>-use early textile and sewing skills as part of a project -experiment with and combine materials and processes to design and make 3D form -</p>	<p>-experiment with different styles which artists have used -explain art from other periods of history</p>	<p>Rosa Bonheur (animals) Artist Spotlight: Nick Mackman (clay sculptures of animals). Artist spotlight: Mark Allante (vibrant animal paintings)</p>

		<p>represent figures and forms in movement</p> <ul style="list-style-type: none"> -show reflections -explain why they have chosen specific materials to draw with -use their sketch books to express their feelings about various subjects and outline likes and dislikes -produce a montage all about themselves -use their sketch books to adapt and improve their original ideas -keep notes about the purpose of their work in their sketch books 					<p>Artist spotlight: L.S. Lowry (work) landscapes and people.</p> <p>Artist spotlight: Camille Pissarro (cityscapes)</p> <p>Artist spotlight: Robert McCall (space, feelings and cities)</p> <p>Artist spotlight: Pierre-Auguste Renoir (focuses on people in landscapes)</p>
UKS2	Y5	<p>Portraits</p> <p>Still Life</p> <ul style="list-style-type: none"> -identify and draw simple objects, and use marks and lines to produce texture -successfully use shading to create mood and feeling -organise line, tone, shape and colour to represent figures and forms in movement -show reflections -explain why they have chosen specific materials to draw with -keep notes in their sketch books as to how they might develop their work further 	<p>Water colour</p> <ul style="list-style-type: none"> -create all the colours they need -create mood in their paintings -express their emotions accurately through their painting and sketches 	<p>Clay</p> <ul style="list-style-type: none"> -experiment with and combine materials and processes to design and make 3D form -sculpt clay and other mouldable materials 	<ul style="list-style-type: none"> -use textile and sewing skills as part of a project, e.g. hanging, textile book, etc -including running stitch, cross stitch, backstitch, appliqué and/or embroidery 	<ul style="list-style-type: none"> -experiment with different styles that artists have used -learn about the work of others by looking at artists' work in books, the internet, visits to galleries and other sources of information 	<p>Artist spotlight: Piet Mondrian (abstract fashion) textiles</p> <p>Artist spotlight: El Greco (religious art) portrait and still life.</p> <p>Artist spotlight: Gustave Courbet (realism) portraits</p> <p>Artist spotlight: Andy Warhol (pop art) portraits</p> <p>Artist Spotlight: Dinga McCannon (mixed fiber art – portraits)</p>

	-use their sketch books to compare and discuss ideas with others					Artist spotlight: Albrecht Dürer (anatomy) portrait and sculpture Artist spotlight: Paul Cézanne (food) still life
Y6	<p>Landscapes</p> <p>Living things (animals and plants)</p> <p>-their sketches communicate emotions and a sense of self with accuracy and imagination</p> <p>-explain why they have combined different tools to create their drawings</p> <p>-explain why they have chosen specific drawing techniques</p> <p>-sketch books contain detailed notes and quotes explaining about items</p> <p>-they compare their methods to those of others and keep notes in their sketch books</p> <p>-combine graphics and text based research of commercial design, e.g. magazines etc., to influence the layout of their sketch books</p> <p>-adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books</p>	<p>Mixed media (water colour and acrylic)</p> <p>-overprint using different colours</p> <p>-they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods</p>	<p>-create models on a range of scales</p> <p>-create work which is open to interpretation by the audience</p> <p>-include both visual and tactile elements in their work</p>	<p>-justify the materials they have chosen</p> <p>-combine pattern, tone and shape</p>	<p>-make a record about the styles and qualities in their work</p> <p>-say what their work is influenced by</p> <p>-they include technical aspects in their work, e.g. architectural design</p>	<p>Artist spotlight: Zaha Hadid (architecture – either use with sculpting and possibly with Pissarro)</p> <p>Artist spotlight: Salvador Dalí</p> <p>Artist Spotlight: Dianne Sutherland</p> <p>Artist Spotlight: William Turner</p> <p>Artist Spotlight: Ivan Aivazovsky</p>

Monet, Van Gough, Representational artists, Dotty artist, Pop art, religious art,