William Byrd
PRIMARY SCHOOL

ART PROGRESSION MAP

Each map shows how artistic skills will be developed under the three areas shown below:

Planning and Communicating	Exploring and Developing ideas	Evaluating and Developing work

It also shows how this will be taught across each of the following mediums:

Digital Media	Painting	Printing	Drawing	Collage	sculpture/3D

Finally, the key artists being studied are also shown

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ART PROGRESSION MAP
RECEPTION

Planning and Communicating		Exploring and Developing Ideas		Evaluating and Developing Work	
Follow verbal instructions. Talk about what they have created.		Record and explore ideas from firsthand experiences. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. Discuss their work as it progresses.		Review what they and others have done and say what they think and feel about it and explain why. Describe their work of ideas.	
Pablo Picasso	**Piete Mondrian**	**V. V. Gogh**	**Angie Lewin**	**V. V. Gogh**	**William Morris**
Multimedia	Multimedia	Multimedia	Multimedia	Multimedia	Multimedia
Print with a range of hard and soft materials e.g corks, pen barrels, sponge. Build repeating patterns and recognise pattern in the environment Press, roll, rub and stamp to make prints. Design more repetitive patterns. <u>Texture</u> Make rubbings to collect textures and patterns. <u>Lines and Marks</u> Create simple representations of events, people and objects.	Hold and use a paintbrush effectively, using a forward and backwards fluid motion. Choose colours for a particular purpose. Create different textures by mixing materials. <u>Colour</u> Explore what happens when they mix colours. <u>Shape</u> Observe and draw shapes from observations.	Print with a range of hard and soft materials e.g corks, pen barrels, sponge. Build repeating patterns and recognise pattern in the environment Press, roll, rub and stamp to make prints. Design more repetitive patterns. <u>Texture</u> Make rubbings to collect textures and patterns.	Experiment with a variety of media: Pencils, crayons, felt tips, chalk. Hold utensil effectively. Work on different scales <u>Lines and Marks</u> Create simple representations of events, people and objects. <u>Shape</u> Observe and draw shapes from observations. <u>Texture</u> Investigate textures by describing, naming, rubbing, copying.	Use scissors effectively, cutting straight lines and shapes. Use glue effectively to join materials Create images from a variety of media e.g photocopies, materials, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds. <u>Shape</u> Create and arrange shapes appropriately. <u>Texture</u> Create, select and use textured paper for an image.	Manipulate materials to achieve planned effect e.g clay, plasticine, playdough Use tools to manipulate materials <u>Lines and Marks</u> Create simple representations of events, people and objects.

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ART PROGRESSION MAP
YEAR 1

Planning and Communicating	Exploring and Developing Ideas	Evaluating and Developing Work
Follow verbal instructions. Talk about what they have created.	Review what they and others have done and say what they think and feel about it and explain why. Describe their work of ideas.	Review what they and others have done and say what they think and feel about it and explain why. Describe their work of ideas.
Frieda Kahlo	**Barbara Hepworth**	**Claude Monet**
Drawing	Sketching	Sketching and Drawing
Sort and group materials for different purposes e.g colour, texture. Work on different scales. Colour Collect, sort, name and match colours appropriate for an image. Texture Create, select and use textured paper for an image.	Sort and group materials for different purposes e.g colour, texture. Work on different scales. Lines and marks Name, match and draw lines/marks from observations.	Control the types of marks made with the range of media. Lines and Marks Name, match and draw lines/marks from observations. Shape Observe and draw shapes from observations.
Collage	Sculpture	Painting
Sort and group materials for different purposes e.g colour, texture. Work on different scales. Colour Collect, sort, name and match colours appropriate for an image. Texture Create, select and use textured paper for an image.	Manipulate malleable materials in a variety of ways including rolling, kneading, cutting and carving. Explore sculpture with a range of malleable media, e.g. Plaster of paris, building foam. Understand the safety and basic care of materials and tools. Texture Change the surface of a malleable material e.g. textured sculpture Colour Identify primary colours by names. Add colour, design, or pattern to the sculpture.	Use a variety of tools and techniques including thick and thin brushes and types. Mix and match colours to artefacts and objects . Colour Identify primary colours by names. Use water colours and create tones by adding water

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ART PROGRESSION MAP
YEAR 2

Planning and Communicating	Exploring and Developing Ideas	Evaluating and Developing Work
Use pictures and words to convey what they want to design/ paint/ create.	Record and explore ideas from first hand observations. Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. Talk about their work as they develop and identify good and bad points. Use drawings to record ideas as they are developed. Add notes to drawings to help explanations.	Review what they and others have done and say what they think and feel about it and explain why. Identify what they might change in their current work or develop in future work.
Paul Cezanne	John Ruskin	Georgia O'Keefe
Sketching	Drawing	Drawing
Experiment with a pencil. Control the types of marks made with the pencil. <u>Lines and Marks</u> Draw and sketch with pencil. <u>Shape</u> Draw shapes in between objects. Invent new shapes. <u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.	Experiment with a variety of media: rubbers, pastels, charcoal, ballpoints. Control the types of marks made with the range of media. <u>Lines and Marks</u> Draw on different surfaces with a range of media. <u>Shape</u> Draw shapes in between objects. Invent new shapes. <u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. Show pattern and texture by adding dots and lines.	Experiment with a variety of media: rubbers, pastels, charcoal, ballpoints. Control the types of marks made with the range of media. <u>Lines and Marks</u> Draw on different surfaces with a range of media. <u>Shape</u> Draw shapes in between objects. Invent new shapes. <u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. Show pattern and texture by adding dots and lines.
Painting	Painting	Sculpturing
Work on different scales. Name different types of paint and their properties. (poster paint, water colours, powder) <u>Texture</u> Create textures paint by adding sand, plaster etc. <u>Colour</u> Mix primary colours to make secondary colours. (Create colour wheels)	Work on different scales. Name different types of paint and their properties. (poster paint, water colours, powder) Use watercolour paint to produce washes for backgrounds then add detail. <u>Tone</u> Add tonal value to the painting to create depth and contrast in a painting.	Manipulate malleable materials in a variety of ways including rolling, kneading, cutting and carving. 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. <u>Texture</u> Change the surface of a malleable material e.g build a textured tile. <u>Colour</u> Add colours to the finished sculpture

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ART PROGRESSION MAP
YEAR 3

Planning and Communicating	Exploring and Developing Ideas	Evaluating and Developing Work
Investigate similar works of art to the one to be made to give starting points for a design or idea. Draw/sketch to help analyse and understand how drawings are made.	Select and record from first hand observations, experience and imagination, and explore ideas for different purposes. Explore the roles and purpose of artists, craftspeople and designers working in different times and cultures. Refine ideas as they progress Add notes and drawings to help explanations.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Annotate work in sketchbook. Comment on artwork using visual language.
M. Cardew	Hamish Mackie	Jenny Urquhart
Drawing	Drawing & Painting	Collage
Experiment with ways in which surface detail can be added to drawings. Draw for a sustained period of time at an appropriate level (20 minutes) Sketch lightly (no need to use a rubber to correct mistakes). <u>Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. <u>Texture</u> Create textures with a wide range of drawing implements. Apply simple use of pattern and texture in drawing.	Experiment with ways in which surface detail can be added to drawings. Draw for a sustained period of time at an appropriate level (20 minutes) Sketch lightly (no need to use a rubber to correct mistakes). <u>Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. <u>Texture</u> Create textures with a wide range of drawing implements. Apply simple use of pattern and texture in drawing. Experiment with painting tools and techniques e.g layering, mixing media, scraping through. Work on a range of scales e.g thin brush on small picture/small element etc.	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 Use coiling, overlapping, tessellation, mosaic and montage.
Sculpturing	Sculpturing	Digital Art
Plan a sculpture through drawing and other preparatory work. Join two parts successfully with a tape or string. Record media explorations and experimentations as well as try out ideas. Produce small ware using pinch/ slab/ coil techniques. Explore carving as a form of 3D art.	Plan a sculpture through drawing and other preparatory work, e.g. salt dough model. Record media explorations and experimentations as well as try out ideas. Produce large ware by making phragmocone using string tightening technique. Explore carving as a form of 3D art.	Use a simple graphics package to create images and effects with <u>Shapes</u> Using eraser, shape and fill tools. <u>Colour and Texture</u> Using simple filters to manipulate and create images.

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ART PROGRESSION MAP
YEAR 4

Planning and Communicating	Exploring and Developing Ideas	Evaluating and Developing Work
Investigate similar products/ works of art to the one to be made to give starting points for a design or idea. Draw/sketch to help analyse and understand how products/ drawings are made.	Select and record from first hand observations, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purpose of artists, craftspeople and designers working in different times and cultures. Adapt and refine ideas as they progress. Add notes and drawings to help explanations.	Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Comment on artworks using visual language.
Gwen John	**Morris Norvin**	**Andy Warhol**
Drawing	Drawing	Printing
Experiment with ways in which surface detail can be added to drawings. Draw for a sustained period of time at an appropriate level. (20 minutes) Sketch lightly (no need to use a rubber to correct mistakes). <u>Form and Shape</u> Begin to show an awareness of objects having a third dimension. <u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.	Experiment with ways in which surface detail can be added to drawings. Draw for a sustained period of time at an appropriate level. (20 minutes) Sketch lightly (no need to use a rubber to correct mistakes). <u>Form and Shape</u> Begin to show an awareness of objects having a third dimension. <u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.	Create printing blocks by simplifying an initial sketch book idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media e.g. pens, coloured pens and paints, ink.
Painting	Sculpturing	Digital Art
Create different effects and textures with paint according to what they need for the task. <u>Colour</u> Experiment with creating mood with colour. Use more specific colour language (branching out from primary and secondary names) Mix and use tints and shades.	Plan a sculpture through drawing and other preparatory work. Join papier mâché adequately and construct a simple base for extending and modelling other shapes. Produce intricate patterns and texture in a malleable media Use papier mache to create a simple 3D object.	Use a simple graphics package to create images and effects lines by controlling the brush tool with increased precision. Changing the type of brush to an appropriate style e.g charcoal. Shapes By making selections to cut, duplicate and repeat. <u>Colour and Texture</u> By making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.

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ART PROGRESSION MAP
YEAR 5

Planning and Communicating	Exploring and Developing Ideas	Evaluating and Developing Work
Investigate products/images to collect ideas. Sketch and model alternative ideas. Develop one idea in depth. Develop and imaginatively extend ideas from starting points throughout the curriculum. Record ideas using annotated diagrams.	Select and record from first hand observations, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purpose and draw upon the ideas of artists, craftspeople and designers working in different times and cultures.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Make suggests as to how their work could be improved. Annotate work in sketchbook.
Peter Thorpe	**Henri Rousseau**	**Berlin Painter**
Drawing	Painting	Drawing
Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. <u>Lines, Marks, Tone, Form and Texture</u> Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching in their own work. <u>Perspective and Composition</u> Begin to use simpler perspective in their work using a single focal point and horizon.	Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create a colour palette based upon colours observed in the natural or built world. Colour Mix and match colours to create atmosphere and light effects. Combine colours, tones and tints to enhance the mood of a piece.	Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. <u>Lines, Marks, Tone, Form and Texture</u> Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching in their own work.
Collage	Printing	Sculpture
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.	Create printing blocks by simplifying an initial sketch book idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media e.g. pens, coloured pens and paints. Combine overlay prints with other media.	Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Develop skills in using clay inc. slabs, coils, slips, etc. Use frameworks (such as wire or moulds) to provide stability and form.

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ART PROGRESSION MAP
YEAR 6

Planning and Communicating	Exploring and Developing Ideas	Evaluating and Developing Work
Investigate products/images to collect ideas. Sketch and model alternative ideas. Develop one idea in depth. Develop and imaginatively extend ideas from starting points throughout the curriculum Combine modelling and drawing to refine ideas.	Select and record from first hand observations, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purpose and draw upon the ideas of artists, craftspeople and designers working in different times and cultures.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Make suggests as to how their work could be improved. Annotate work in sketchbook.
Yinka Shnibare	**Banksy**	**Ankur Patar**
Printing	Drawing	Painting
Create printing blocks by simplifying an initial sketch book idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media e.g. pens, coloured pens and paints. Combine overlay prints with other media. Work with a range of printmaking techniques. Adapt your work accordingly to your view and describe how you might develop it further.	Develop close observation skills using a variety of view finders. <u>Lines, Marks, Tone, Form and Texture</u> Experiment with wet media to make different marks, lines, patterns, textures and shapes. Start to develop their own style using tonal contrast and mixed media. <u>Perspective and Composition</u> Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foregrounds, middle grounds and background. Show an awareness of how paintings are created ie. Composition.	Create imaginative work from a variety of sources e.g. observational drawings, themes, poetry, music. Sketch (lightly) before painting to combine line and colour. <u>Colour</u> Be able to identify primary, secondary, complementary and contrasting colours. Work with complementary colours. Use brush techniques and the qualities of paint to create texture.
Digital Art	Collage	Digital Art
Use a simple graphics package to create images and effects. <u>Colour and Texture</u> By making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose. Use a graphics package to create and manipulate new images.	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.	Use a simple graphics package to create images and effects. <u>Colour and Texture</u> By making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose. Use a graphics package to create and manipulate new images.