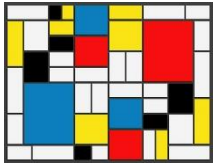












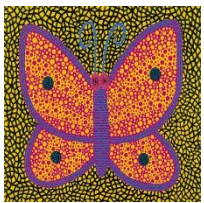






Art and Design Progression Map






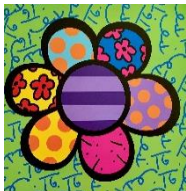


Nursery –Year 6

Art and Design Knowledge Skills and Understanding Progression									
		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Knowledge								
		<i>Piet Mondrian Unnamed</i>	<i>Paul Klee Castle and Sun</i>	<i>Vincent Van Gogh Boats on the Sea</i>	<i>PoR Illustration Moth</i>	<i>PoR Illustration The Ice Palace</i>	<i>Edvard Munch The Scream</i>	<i>PoR Illustration The Highwayman</i>	<i>Ben Kwok Zentangle</i>
	Skills	<p>Create closed shapes with continuous lines.</p> <p>Encourage children to draw from their imagination and observation.</p>	<p>Create closed shapes with continuous lines and use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Communicate something about self.</p> <p>Use pencil and crayons purposefully.</p> <p>Make lines of different shapes and thickness, using 2 different grades of pencil.</p>	<p>Use three different grades of pencil.</p> <p>Use charcoal, pencil and pastels.</p> <p>Create different tones using light and dark.</p> <p>Show patterns and texture.</p> <p>Focus on a specific part of an artefact before drawing it.</p>	<p>Begin to show facial expressions.</p> <p>Use sketches to produce a final piece of work.</p> <p>Write an explanation of sketch in notes.</p> <p>Use different grades of pencil shade to show different tones and texture.</p>	<p>Show facial expressions and body language.</p> <p>Identify and draw simple objects, and use marks and lines to produce texture.</p> <p>Explain choices - inspiration.</p>	<p>Identify and draw objects, and use marks and lines to produce texture.</p> <p>Successfully use shading to create mood and feeling.</p> <p>Organise line, tone and shape to represent figures and forms in movement.</p>	<p>Make sketches communicate emotions and a sense of self with accuracy and imagination.</p> <p>Explain choices – inspiration, tools, techniques.</p>
Vocabulary	marks, squiggle, big, straight, small, line, swirls, humps	draw, circles, shape, colour, detail	artist, thick, thin, sketch, tone, light, dark	grades of pencil, texture, shade, smudge, blend, charcoal	scale, refine, alter, facial expression, illustration	stippling, hatching, expressionism	visual texture, contour hatching, cross hatching	meticulous, ornate, manufactured, mass produced	


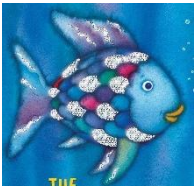








		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	Knowledge								
		<i>Jackson Pollock Paint Splatting</i>	<i>Gustav Klimt The Tree of Life</i>	<i>Emily Carr Big Tree</i>	<i>Yayoi Kusama Butterfly</i>	<i>Clarice Cliff Poetry</i>	<i>PoR Illustration The Great Kapok Tree</i>	<i>Georges Seurat The Morning Walk</i>	<i>Frida Kahlo Self Portriat on the Border-Line Between Mexico and the USA</i>
	Skills	<p>Explore colour and colour mixing.</p> <p>Show different emotions in their paintings, like happiness, sadness, fear, etc.</p> <p>Explore the work of artists and their artwork.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Express a point of view about art and artists.</p>	<p>Create mood using colour.</p> <p>Make appropriate choices for the use of thick and thin brushes.</p> <p>Paint a picture from sight.</p> <p>Name the primary and secondary colours.</p>	<p>Mix paint to create all the secondary colours.</p> <p>Mix and match colours, predict outcomes.</p> <p>Make tints by adding white.</p> <p>Make tones by adding black.</p>	<p>Predict, with accuracy, mixed colours.</p> <p>Know where each of the primary and secondary colours sit on the colour wheel.</p> <p>Create a background using a wash.</p>	<p>Create all the colours by mixing.</p> <p>Successfully use shading to create mood and feeling.</p> <p>Use a range of brushes to create different effects.</p>	<p>Create all the colours by mixing and explain reasons for mixture.</p> <p>Create atmosphere.</p> <p>Express emotions accurately through colour choice.</p>	<p>Explain own style.</p> <p>Use a wide range of techniques.</p> <p>Explain choices – inspiration, tools, techniques.</p>
Vocabulary	<p>paint, paintbrush, colour, splat, drip, pour, flick, artist</p>	<p>express, feelings, shape, lines, circles, swirl</p>	<p>primary colour, secondary colour, mood, brush size, brush stroke, post-impressionism</p>	<p>acrylic paint, poster paint, shade, tint, tone, contemporary</p>	<p>blocking, wash, colour wheel, ceramic</p>	<p>hue, colour scheme, spectrum,</p>	<p>warm colours, cold colours, dot painting, narrative, pointillism, neo-impressionism</p>	<p>Juxtapose, symbolism, controversial, conventional, unconventional</p>	











	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Printing	Knowledge								
		<i>POR Illustration Owl Babies</i>	<i>TFW Illustration Leafman</i>	<i>Wassily Kandinsky Squares and Concentric Circles</i>	<i>Andy Warhol Campbell's Soup Cans</i>	<i>Georgia O'Keeffe An Island with Clouds</i>	<i>Romero Britto Flower Power IV</i>	<i>Takashi Murakami I Do Not Rule My Dreams</i>	<i>India Flint Botanical Prints</i>
	Skills	Print using a range of materials. Develop simple patterns by using objects. Talk about what they see, using a wide vocabulary.	Print with materials found in the natural world. Enjoy using stencils to create a picture. Discuss colours, shapes, texture in their own words.	Design my own printing block. Create a repeating pattern. Print with sponges, vegetables and fruit.	Create a print using pressing, rolling, rubbing and stamping. Create a print like a designer.	Make a printing block. Print using at least two colours.	Print using at least four colours. Create an accurate print design. Print onto textile.	Print using a number of colours. Create an accurate print design that meets a given criteria. Print onto different materials.	Overprint using different colours. Make decisions about the effectiveness of printing methods.
Vocabulary	print, press, colour, pattern, objects	texture, shape, size, squares, stencil	printing, technique, gouge, scrape, abstract	mono-printing, motif, pattern, pop art	block printing, engrave, contemporary, avant-garde	relief method, impressed method, cubism, pop-cubist	collography, fine arts media, commercial media, contemporary pop, graphic	conceptual, natural pigment, botanical	



		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collage and Textiles/IT	Knowledge								
		<i>Henri Matisse The Snail</i>	<i>Illustration The Rainbow Fish</i>	<i>PoR Illustration The Last Wolf</i>	<i>Paul Klee Senecio (Old Man)</i>	<i>Ancient Roman Mosaic Flsh</i>	<i>Antoni Gaudi Park Guell</i>	<i>PoR Illustration The Adventures of Odysseus</i>	<i>PoR Illustration Shackleton's Journey</i>
	Skills	Join materials, using tape and glue. Use and sort light and dark materials.	Join different materials and explore different textures. Create collaboratively, sharing ideas, resources and skills.	Cut and tear paper and card for collages. Gather and sort the materials needed. Group fabrics and threads by colour and texture. Weave with fabric and thread.	Create individual and group collages. Use different kinds of materials on collage and explain why they were chosen. Use simple IT mark-making tools, e.g. brush and pen tools. Take different photographs displaying different moods.	Cut accurately. Overlap materials. Experiment using different colours. Use mosaic. Use more than one type of stitch. Use sewing to add detail to a piece of work.	Use ceramic mosaic to produce a piece of art. Combine visual and tactile qualities. Present a collection of work on a slide show. Create a piece of art work which includes the integration of digital images taken.	Combine pattern, tone and shape. Use montage. Use textile and sewing skills as part of a project.	Use repeated patterns in collage. Justify the materials and compositions of repeated patterns. Take photos, and use software to alter them, adapt them and create work with meaning. Use software packages to create pieces of digital art.
Vocabulary	materials, tear, cut, join, stick	similar, different, share, collaborate collage	texture, construct, man-made, weave, craft	join, natural, form, recycled, collage, imagination, cubism	mosaic, tapestry, surface, tesserae, opus regulatum, opus palladianum	transparent, opaque, architect, artistic style, geometric, extravagant	individualistic, running stitch, cross stitch, backstitch, embroidery	concept, composition, tessellation	



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
3D Sculpture and Textiles/IT	Knowledge								
		<i>Ugo Rondinone Liverpool Mountain</i>	<i>Knowsley Culture 2022 The Owl and The Pussy Cat</i>	<i>Niki de Saint Phalle Fire Bird</i>	<i>Pendant Mask Benin Empire</i>	<i>Henry Moore Family Group</i>	<i>Richard Sweeney Watercolour Paper</i>	<i>Michelle Reader Seven Wasted Men</i>	<i>Andy Goldsworthy Working With Time</i>
	Skills	Enjoy using a variety of malleable media such as clay, papier mache, and salt dough. Cut shapes using scissors and other modelling tools.	Impress and apply purposeful decoration to a range of malleable materials. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	Add texture by using tools. Make different kinds of shapes. Cut, roll and coil materials such as dough or plasticine. Use a simple painting program to create a picture. Use tools like fill and brushes in a painting package.	Add line and shape to work. Begin to sculpt clay and other mouldable materials. Join fabric using glue. Sew fabrics together. Create part of a class patchwork.	Add onto work to create texture and shape. Make a clay sculpture. Add texture to a piece of work. Use the printed images taken with a digital camera and combine them with other media to produce art work.	Experiment with and combine materials and processes to design and make 3D form. Create pop-ups. Use early textile and sewing skills as part of a project.	Sculpt plastics and other materials. Create a piece of art work which includes the integration of digital images taken. Combine graphics and text based on research. Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning.	Create models on a range of scales. Create work which is open to interpretation by the audience. Include both visual and tactile elements in work.
Vocabulary	models, design, make, add, mix, cut, roll, press, tools	construct, materials, impress, mould	sculpture, sculptor, Nouveau réalisme	clay, decorative, manipulate, culture	semi-abstract, direct observation, commission	construct, manipulate, origami,	figurative art, proportion,	natural form, contemporary	



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Throughout All Topics	Knowledge	<p>Explore different ways of expressing creative ideas and imaginations.</p> <p>Look and talk about what has been produced, describing simple techniques and media used.</p>	<p>Talk about how creative ideas are built upon.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Describe what is seen in the work of artists, giving opinions.</p> <p>Ask sensible questions about a piece of art.</p>	<p>Link colours to natural and man-made objects.</p> <p>Say how artists have used colour, pattern and shape.</p> <p>Create a piece of work in response to an artist's work.</p> <p>Explore work from other cultures.</p>	<p>Compare the work of different artists.</p> <p>Explore work from other periods of time.</p> <p>Begin 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>Experiment with different styles which artists have used.</p> <p>Explain art from other periods of history.</p>	<p>Experiment with different styles that artists have used.</p> <p>Learn about the work of artists by looking at their work, using different sources of information.</p>	<p>Make a record about the styles and qualities in work.</p> <p>Say what work is influenced by.</p> <p>Include technical aspects in work, e.g. architectural design.</p>
	Sketchbook			<p>Record some work in a sketch book.</p>	<p>Begin to demonstrate ideas through 'annotation'.</p> <p>Keep notes in as to how work has changed over process.</p>	<p>Express feelings about a subject and describe likes and dislikes.</p> <p>Suggest improvements by keeping notes.</p>	<p>Express feelings about various subjects and outline likes and dislikes.</p> <p>Adapt and improve original ideas.</p> <p>Keep notes about the purpose of work.</p>	<p>Keep notes to develop work further.</p> <p>Compare and discuss ideas with others.</p>	<p>Make detailed notes and explanations.</p> <p>Compare methods to those of others.</p> <p>Adapt and refine work to reflect its meaning and purpose, making notes and annotations.</p>