



Art and Design

Progression Map
Moorfield Primary School

Art and Design Progression Map

Year R

Painting

- Use different ways to apply paint (brush, hands, fingers, spatula).
- Know names of primary colours.
- Know names of secondary colours
- explore what happens when you mix colours
- Have an awareness of the variety of colours in the environment.
- To use a hand of preferred choice.
- To hold a paintbrush in correct grip rather than whole fist.

Drawing

- Introduce different pens , pencils and other drawing media to explore.
- Begin to explore the use of line, shape, texture and colour.
- Draw faces and limbs.
- Use line to draw enclosed spaces.
- To colour and shade in with a pencil

Printing

- Carry out different printing techniques, e.g., block, relief or resist printing, rollers, stencils, mesh, or plastic, to create a repeating pattern.
- Make marks in print with various objects, including natural and made objects, e.g., fabric, plastic, tissue, magazines, crepe paper, corks, sponges, etc.
- Create rubbings from a print or textured surface.
- Know how to create a repeating pattern in print.

3D/ Texture Sculpture

- Manipulate materials in a variety of ways, e.g., rolling, cutting, kneading and shaping.

Famous Artists

- I can recall the artists name and the type of art work they like to create.

Artists to explore:

Andy Goldsworthy, Wassily Kandinsky, Joan Miro , Jasper Johns

Sketchbooks

- Use a floor book to gather children's artwork and show progression over time.
- Use display boards to show information about the artist.
- Celebrate children's work through circle time

Art and Design Progression Map

| Year 1 | | |
|---|---|--|
| Painting | Drawing | Printing |
| <ul style="list-style-type: none"> Mix primary colours to create a secondary colour. Create brown with primary colours. Identify complimentary colours on a colour wheel Use of different brush sizes and types. Add white to colours to make tints. Add black colours to make shades. Create a wash with paint and water | <p>Introduce the pencils: HB, 4B and 6B to explore light and dark and lines of different thickness.</p> <ul style="list-style-type: none"> Listen to facts about an artist Children to use a view finder to focus on a specific part of drawing. Children use pencils to create lines in different directions. Children use three different grades of pencil to create lines of different densities. Children sketch an outline using vertical, diagonal and horizontal lines. Children use my three different pencils to shade light and dark areas. | <ul style="list-style-type: none"> I can identify the difference between relief and intaglio prints. I can create a print plate by mounting objects on to card. I know how to create a print design from my own images. I can create a relief print. Know how to create a repeating pattern in print. |
| 3D/ Texture Sculpture | Famous Artists | Sketchbooks |
| <ul style="list-style-type: none"> Manipulate materials (including clay and card) in a variety of ways, e.g., rolling, cutting, kneading and shaping. I can fold papers and cards to create different effects. I can effectively join pieces of card using different adhesives I can make a clay pot. I can add lines and shape to my clay work. | <ul style="list-style-type: none"> Describe what can be seen and give an opinion about an artist's work. <ul style="list-style-type: none"> Ask questions about a piece of art. I can create a piece of art in the response to an artist. <p>Artists cycle B: L.S Lowry, Ken Done, Kate Malone, Paul Klee</p> <p>Artist Cycle A: Stephen Wiltshire, Claude Monet, Ana Serrano, Keith Haring</p> | <ul style="list-style-type: none"> Use a sketchbook as place for practicing skills and recording Use sketchbooks to create an idea for a piece of artwork |

Art and Design Progression Map

Year 2

Painting

- Continue to use different brush sizes and types.
- Create brown with primary colours.
- Explore wash, strokes, layer techniques.
- Use paint to create patterns, repetition, detail and sharp lines.
- Identify complimentary colours on a colour wheel
- I can add white to colours to make tints.
- I can add black colours to make shades.

Drawing

- Experiment with a variety of media; pencils, rubbers, crayons, oil pastels and charcoal.
- Add 2H to the range of pencils they use regularly for sketching lightly and shading very lights greys.
- Draw from own observations showing increasing accuracy.

Printing

- Print with a range of hard and soft materials, e.g., corks, pens, barrels and sponges.
- Press, roll, rub and stamp to create prints.

3D/ Texture Sculpture

- Manipulate materials (including clay and card) in a variety of ways, e.g., rolling, cutting, kneading and shaping.
- I can fold papers and cards to create different effects.
- I can effectively join pieces of card using different adhesives
- I can make a clay pot.
- I can join two clay finger posts together
- I can add lines and shape to my clay work.

Famous Artists

- Describe what can be seen and give an opinion about an artist's work.
 - Ask questions about a piece of art.
 - I can create a piece of art in the response to an artist.
- Artists cycle B:** L.S Lowry, Ken Done, Kate Malone, Paul Klee
- Artist Cycle A:** Stephen Wiltshire, Claude Monet, Ana Serrano, Keith Haring

Sketchbooks

- Use a sketchbook to gather and collect artwork.
- Use sketchbooks to try out the artists work, develop skills and develop ideas.

Art and Design Progression Map

| Year 3 | | |
|---|--|--|
| Painting | Drawing | Printing |
| <ul style="list-style-type: none"> Master painting techniques through the creation of shapes, texture and lines, using thick and thin brushes. Know how to create a background using a wash. Know that detail and colour can be built using paint, but it must dry first. Know that a variety of colours can be created from using a limited palette. Know how to create different hues of a secondary colour. Know how to make colours soft by making tones with grey. | <ul style="list-style-type: none"> Use a wide range of drawing implements, including oil/chalk pastels, inks. Continue to experiment using the different grades of pencils with which they are already familiar. Know how to show facial expressions in art. Use different grades of pencils to shade, show tone and textures. I can represent figure and forms I can sketch out my work lightly by holding the end of the pencils and making light strokes. | <ul style="list-style-type: none"> Create prints using a relief or intaglio method. Lift an impression or print from a textured or incised surface using a stamp or block and water-based printing ink and prepared surfaces. Print onto fabric using at least four colours |
| 3D/ Texture Sculpture | Famous Artists | Sketchbooks |
| <ul style="list-style-type: none"> Shape, form, model and construct malleable and rigid materials such as wire Join clay adequately. Use a coiled method to create a clay sculpture. Know how to sculpt malleable and mouldable materials with more accuracy Collage materials and applique to 3d work to add detail and texture. My 3D work contains abstract and detailed features. | <ul style="list-style-type: none"> Ask questions about a piece of art. I can compare the artist to a previous artist. I can create a piece of art in the response to an artist. I compare my work to that of an artist <p>Artists cycle B: Leonardo Da Vinci, Sarah Young, Vincent Van Gogh, Antoni Gaudi</p> <p>Artist Cycle A: Quentin Blake, Karen Lederer, Alexander Calder, Gustav Klimt.</p> | <ul style="list-style-type: none"> Try out ideas in sketchbooks by creating drawings for planning. Use sketchbooks to review and revisit ideas, e.g., use a variety of sketching pencils to practise mark- making to evoke texture, shade, pattern, tone, shadow, line, light and depth. Use sketchbooks to show a process for development towards a final piece. |

Art and Design Progression Map

| Year 4 | | |
|---|--|---|
| Painting | Drawing | Printing |
| <ul style="list-style-type: none"> Master painting techniques through the creation of shapes, texture and lines, using thick and thin brushes. Know how to create a background using a wash. Know that detail and colour can be built using paint, but it must dry first. Know that a variety of colours can be created from using a limited palette. Know how to create different hues of a secondary colour. Know how to make colours soft by making tones with grey. | <ul style="list-style-type: none"> Use a wide range of drawing implements, including oil/chalk pastels, inks. Continue to experiment using the different grades of pencils with which they are already familiar. Know how to show facial expressions in art. Use different grades of pencils to shade, show tone and textures. I can represent figure and forms I can sketch out my work lightly by holding the end of the pencils and making light strokes. | <ul style="list-style-type: none"> Create prints using a relief or intaglio method. Lift an impression or print from a textured or incised surface using a stamp or block and water-based printing ink and prepared surfaces. Print onto fabric using at least four colours |
| 3D/ Texture Sculpture | Famous Artists | Sketchbooks |
| <ul style="list-style-type: none"> Shape, form, model and construct malleable and rigid materials such as wire Join clay adequately. Use a coiled method to create a clay sculpture. Know how to sculpt malleable and mouldable materials with more accuracy Collage materials and applique to 3d work to add detail and texture. My 3D work contains abstract and detailed features. | <ul style="list-style-type: none"> Ask questions about a piece of art. I can compare the artist to a previous artist. I can create a piece of art in the response to an artist. I compare my work to that of an artist <p>Artists cycle B: Leonardo Da Vinci, Sarah Young, Vincent Van Gogh, Antoni Gaudi</p> <ul style="list-style-type: none"> Artist Cycle A: Quentin Blake, Karen Lederer, Alexander Calder, Gustav Klimt. | <ul style="list-style-type: none"> Try out ideas in sketchbooks by creating drawings for planning. Use sketchbooks to review and revisit ideas, e.g., use a variety of sketching pencils to practise mark-making to evoke texture, shade, pattern, tone, shadow, line, light and depth. <p>Use sketchbooks to show a process for development towards a final piece.</p> |

Art and Design Progression Map

| Year 5 | | |
|---|--|---|
| Painting | Drawing | Printing |
| <ul style="list-style-type: none"> • Know how to use paint to create emotion in art. • Explore wash and transparency, marks and strokes when painting. • Develop a colour palette through combinations to enhance mood, etc. • Experiment further with tint, tone, shade, hue, complementary and contrasting colours. • Revisit complimentary colours on the colour wheel. • Introduce acrylic paints (substitute for oil paint) and experiment with texture. | <ul style="list-style-type: none"> • Use and talk about their use of a variety of tone, pattern, texture, line and shape techniques. • Developing accuracy and expression in their drawings. • Carry out observational, from memory and imaginative drawing (mood, movement and feeling). • I can use a biro to create lines, shades of grey, gradients and texture. • I can sketch out designs lightly by holding the end of my pencil. | <ul style="list-style-type: none"> • Master printing techniques and make an appropriate and effective choice in the use of visual elements to reflect the purpose of the work. • Add layers of colours as appropriate and then embellish. • Design a print and pattern linked to the works studied. • Create an accurate print design following the given criteria. |
| 3D/ Texture Sculpture | Famous Artists | Sketchbooks |
| <ul style="list-style-type: none"> • Shape, form, model and construct from observation and imagination. • Use recycled, natural and made materials to sculpt. • Plan a sculpture through drawing and other preparatory work (including form, shape, modelling, and joining). • I can explain the style of my work and how it has been influenced by an artist. | <ul style="list-style-type: none"> • Know that most artists explore multiple options to visualise how their work can/will turn out, even if there is only a slight adaptation. • I can create a piece of art in the response to an artist. • I compare my work to that of an artist <p>Artists cycle B: Georges Braque, William Morris, M.C. Escher, Claes Oldenburg.</p> <p>Artist Cycle A: Mark Powell, Henri Rousseau, Chris Gryder, Pablo Picasso</p> | <ul style="list-style-type: none"> • Develop ideas using different media in sketchbooks. • Annotate work throughout. • Adapt and critically evaluate their work. |

Art and Design Progression Map

| Year 6 | | |
|---|---|--|
| Painting | Drawing | Printing |
| <ul style="list-style-type: none"> • Know how to use paint to create emotion in art. • Explore wash and transparency, marks and strokes when painting. • Develop a colour palette through combinations to enhance mood, etc. • Experiment further with tint, tone, shade, hue, complementary and contrasting colours. • Revisit complimentary colours on the colour wheel. • Introduce acrylic paints (substitute for oil paint) and experiment with texture. | <ul style="list-style-type: none"> • Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently. • Use perspective in their work, using a single focal point and horizon. • Developing accuracy and expression in their drawings. • Carry out observational, from memory and imaginative drawing (mood, movement and feeling). • I can use a biro to create lines, shades of grey, gradients and texture. • I can sketch out designs lightly by holding the end of my pencil. | <ul style="list-style-type: none"> • Master printing techniques and make an appropriate and effective choice in the use of visual elements to reflect the purpose of the work. • Add layers of colours as appropriate and then embellish. • Design a print and pattern linked to the works studied. • Create an accurate print design following the given criteria. • Know that more detail and mark- making create a more effective print. |
| 3D/ Texture Sculpture | Famous Artists | Sketchbooks |
| <ul style="list-style-type: none"> • Shape, form, model and construct from observation and imagination. • Use recycled, natural and made materials to sculpt. • Plan a sculpture through drawing and other preparatory work (including form, shape, modelling, and joining). • I can explain the style of my work and how it has been influenced by an artist. | <ul style="list-style-type: none"> • Know that most artists explore multiple options to visualise how their work can/will turn out, even if there is only a slight adaptation. • I can create a piece of art in the response to an artist. • I compare my work to that of an artist <p>Artists cycle B: Georges Braque, William Morris, M.C. Escher, Claes Oldenburg.</p> <p>Artist Cycle A: Mark Powell, Henri Rousseau, Chris Gryder, Pablo Picasso</p> | <ul style="list-style-type: none"> • Develop ideas using different media in sketchbooks. • Annotate work throughout. • Adapt and critically evaluate their work. |