



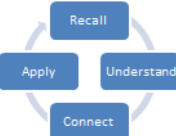
Art Progression Map

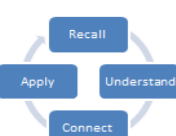
<p>Essential knowledge for an artist:</p> <ul style="list-style-type: none"> • Knowledge of materials, processes and techniques. • Knowledge of artists, art movements and designers. 	<p>Essential skills for an artist:</p> <ul style="list-style-type: none"> • The ability to draw, paint and sculpt creatively on small and large scales. • The ability to create observational and imaginative works. • The ability to reflect on, analyse and critically evaluate work.
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The teaching of art should allow pupils to be creative, express themselves and appreciate the work of others.

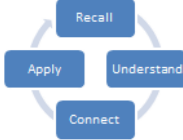
	<u>EYFS</u>	<u>Key Stage 1</u>	<u>Lower Key Stage 2</u>	<u>Upper Key Stage 2</u>
Drawing	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function • Begin to show accuracy and care when drawing • Hold pencils with increasing precision • Explore their ideas and imagination by creating drawings, • Share their creations, explaining the process they have used 	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness • Colour (own work) neatly following the lines • Colour to represent real life • Show pattern and texture by adding dots and lines • Show different tones by using coloured pencils 	<ul style="list-style-type: none"> • Use different hardness of pencil to show line, tone and texture • Sketch lightly (no need to use a rubber to correct mistakes) • Use shading to show light and shadow • Use hatching and cross-hatching to show tone and texture • Annotate sketches to explain and elaborate ideas 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (eg reflections, shadows, direction of sunlight) • Use a choice of techniques to depict movement, perspective, shadows and reflection • Use lines to represent movement • Choose a style of drawing suitable for the work (eg realistic or impressionistic)
Artists/ Designers	<ul style="list-style-type: none"> • Recognising and exploring the colour, patterns and shapes in other artist's work. • Expressing opinions and feelings in response to their own art work and other artist's work 	<ul style="list-style-type: none"> • Picasso (lines, sketching lightly, movement, shadows, <i>self-portraits</i>), • Hogarth, Goya, Rembrandt, Da Vinci (classical drawings, shading, tone and texture, sketching lightly for drafting, <i>self-portraits, people, scenes</i>), • Dali (thicknesses, lines, shadow and light, perspective, abstract, <i>thought-provoking, Harry Potter</i>), • Illustrators – Jane Hissey, Anthony Browne, Axel Scheffler (colour, <i>traditional tales</i>), • Lowry (depict movement, perspective, <i>scenes, crowds, buildings, industrial</i>), • Paul Klee (different thicknesses) • Escher (shadows, reflection, <i>thought-provoking, Shakespeare</i>) • George Hainsworth (colour, thicknesses, texture, tone, sketching lightly, <i>from Leeds, plants, fruit</i>) 		
Key Vocab	line, thick, thin, wavy, straight, pencil finger, stick, chalk, pastel, felt tip	Line, thickness, pattern, texture, shape, colour, draw, form, space, density, control, proportion, sketch, idea, imagination, experience	Line, thickness, pattern, texture, shape, colour, form, space, density, control, proportion, tone, soft and hard, draft, rework, light, shade, sketch, technique, evaluate, develop, shading, experiment, observe, review, revisit	Line, thickness, pattern, texture, shape, colour, form, space, density, control, proportion, tone, soft and hard, draft, rework, light, shade, sketch, technique, evaluate, develop, shading, experiment, movement, perspective, observe, review, revisit, intent, choice, provoke, inspiration, voice



	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Painting	<ul style="list-style-type: none"> To explore creating designs and art work on a range of scales. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function Hold a paintbrush with increasing precision Explore their ideas and imagination by creating paintings, Share their creations, explaining the process they have used 	<ul style="list-style-type: none"> Use thick and thin brushes Mix primary colours to make secondary Add white to colours to make tints and black to colours to make tones Create colour wheel 	<ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines Mix colours effectively Use watercolour paint to produce washes for backgrounds, then add detail Experiment with creating mood with colour 	<ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour Create a colour palette based upon colours observed in the natural or built world Use the qualities of watercolour and acrylic paints to create visually interesting pieces Combine colours, tones and tints to enhance the mood of a piece Develop a personal style of painting, drawing upon ideas from other artists Use brush techniques and the qualities of paint to create texture
Artists/ Designers	<ul style="list-style-type: none"> Recognising and exploring the colour, patterns and shapes in other artist's work. Expressing opinions and feelings in response to their own art work and other artist's work 	<ul style="list-style-type: none"> Warhol (colour mixing, tones, colour wheel, moods, <i>self-portraits</i>), Hockney (scenes, colours, movement, mood, natural world, <i>local area, countryside, outside</i>), Van Gogh (colour mixing, thick paints, mood, line, <i>space (Starry Night), plants (Sunflowers), Irises, houses (bedroom), countryside</i>), Picasso, Old Masters, Old Dutch Masters (sketching lightly, colour palettes) Paul Klee, Kandinsky, Mark Rothko (KS1, colour mixing, shape, pattern) Georgia O'Keeffe, Monet (colour mixing, tones, thick and thin, mood, <i>plants, gardens</i>) Banksy (provoke, mood, feelings, message) Steve Brown (colour mixing, thin and thin, <i>animals</i>) Edvard Munch (colour mixing, combine colours, provoke, feelings, message, mood) 		
Key Vocab	Mark making, sponge, brush, line, colour, texture, shape, imagination, size,	Line, thickness, pattern, texture, shape, colour, draw, form, space, density, control, proportion, idea, imagination, experience	Line, thickness, pattern, texture, shape, colour, form, space, density, control, proportion, tone, soft and hard, draft, rework, light, shade, technique, evaluate, develop, experiment, observe, review, revisit	Line, thickness, pattern, texture, shape, colour, form, space, density, control, proportion, tone, soft and hard, draft, rework, light, technique, evaluate, develop, experiment, movement, perspective, observe, review, revisit, intent, choice, provoke, inspiration, voice

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Sculpture	<ul style="list-style-type: none"> To explore their ideas and imagination by creating sculptures. To explore creating designs and art work on a range of scales. Share their creations, explaining the process they have used 	<ul style="list-style-type: none"> Create and combine shapes to create recognisable forms eg shapes made from nets or solid materials Manipulate materials Explore malleable materials E.g. clay, plastecine, dough Begin to plan Use a range of tools 	<ul style="list-style-type: none"> Create and combine shapes to create recognisable forms eg shapes made from nets or solid materials Include texture that conveys feelings, expression or movement Add materials to provide interesting detail Select and use tools 	<ul style="list-style-type: none"> Use frameworks (such as wire or moulds) to provide stability and form Show precision in techniques Show life- like qualities and real life proportions or, if more abstract, provoke different interpretations Use tools to carve and shapes, texture and pattern Combine visual and tactile qualities
Artists / Designers	<ul style="list-style-type: none"> Recognising and exploring the colour, patterns and shapes in other artist's work. Expressing opinions and feelings in response to their own art work and other artist's work 	<ul style="list-style-type: none"> Barbara Hepworth, Henry Moore (forms, texture, solid materials, precision) Andy Goldsworthy, David Nash (create, combine shapes, texture, detail, <i>nature, woodlands, leaves, plants</i>) David Nash Auguste Rodin (malleable, manipulate, forms, solid materials, feelings, expression, tools, <i>people</i>) Anthony Gormley (recognisable forms, nets, malleable, manipulate, combine shapes, <i>Angel of the North, people</i>) Northumberlandia (Charles Jenks- land sculpture) Melanie Wilks (manipulate, combine, detail, tools, <i>Trash, 3D shapes</i>) Christine Halsey (shape, form) Cath Graham (<i>Yorkshire, trees</i>) Alexander Calder (manipulate, forms, wire, framework, precision, <i>animals, faces</i>) 		
Key Vocab	plastecine, dough, explore, mark making, materials, model, imagination, modelling tools,	Form, shape, structure, size, material, construct, build, plan, join, attach, tactile, touch, feel, scale, planning, resourcing	Form, shape, structure, size, material, construct, build, plan, join, attach, tactile, touch, feel, scale, planning, resourcing, malleable, combine, convey	Form, shape, structure, size, material, construct, build, plan, join, attach, tactile, touch, feel, scale, planning, resourcing, malleable, combine, convey, frameworks, stability, techniques



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Printing	<ul style="list-style-type: none"> • Capture experiences and responses with a range of media. • Stamp to make prints 	<ul style="list-style-type: none"> • Use repeating or overlapping shapes • Press, roll, rub or stamp to make prints • Mimic print from the environment Eg wallpapers 	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines • Mix colours effectively • Use watercolour paint to produce washes for backgrounds, then add detail • Experiment with creating mood with colour 	<ul style="list-style-type: none"> • Build up layers of colours • Create an accurate pattern showing fine detail • Use a range of visual elements to reflect the purpose of the work
Collage	<ul style="list-style-type: none"> • Show an interest in the texture of things. • Capture experiences and responses with a range of media. • Experiment to create different textures. • Understand that different media can be combined to create new effects. • Manipulate materials to achieve a planned effect. 	<ul style="list-style-type: none"> • Fold, crumple, tear and overlap papers • Make choice about adhesives and decide on the most effective for a given task. • Develop skills of overlapping and over laying. • Collect, sort, name match colours appropriate for an image • Create and arrange shapes appropriately • Create, select and use textured paper for an image 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect • Ensure work is precise • Use coiling, overlapping and mosaic • Use tessellation and montage 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned) • Combine visual and tactile qualities • Show life- like qualities and real life proportions or, if more abstract, provoke different interpretations • Combine visual and tactile qualities • Use ceramic mosaic materials and techniques
Digital Media	<ul style="list-style-type: none"> • Use tools to create different colours and shapes 	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animations, still images and instillations)
Textiles	<ul style="list-style-type: none"> • Show an interest in the texture of things. • Capture experiences and responses with a range of media. • Experiment to create different textures. • Understand that different media can be combined to create new effects. • Manipulate materials to achieve a planned effect. 	<ul style="list-style-type: none"> • Join materials using glue • Use plaiting • Use weaving to create a pattern • Join materials using stitch • Use dip dye technique 	<ul style="list-style-type: none"> • Shape and stitch materials • Use basic cross stitch and back stitch • Colour fabric • Create weavings • Quilt, pad and gather fabric 	<ul style="list-style-type: none"> • Choose from a range of stitching techniques • Combine previously learnt techniques to create pieces •