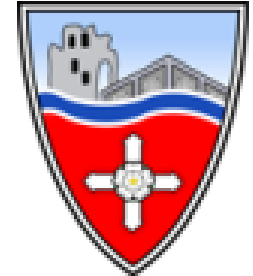




East Ayton Primary School



Art Progression Map

Reception

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Stage 1 National Curriculum Expectations

Pupils should be taught:

- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2 National Curriculum Expectations

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;
- to create sketch books to record their observations and use them to review and revisit ideas;
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];
- about great artists, architects and designers in history.

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas	<p>To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1) respond positively to ideas and starting points; 2) explore ideas and collect information; 3) describe differences and similarities and make links to their own work; 4) try different materials and methods to improve; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</p>		<p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1) use sketchbooks to record ideas; 2) explore ideas from first-hand observations; 3) question and make observations about starting points, and respond positively to suggestions; 4) adapt and refine ideas; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p>		<p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1) review and revisit ideas in their sketchbooks; 2) offer feedback using technical vocabulary; 3) think critically about their art and design work; 4) use digital technology as sources for developing ideas; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>	
Drawing	<p>Year 1 Seasons (drawing skills & collage)</p> <p>Year 2 Portraits (Use different materials and techniques, to draw, paint when making portraits using oil pastels, collages and watercolours)</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1) draw lines of varying thickness; 2) use dots and lines to demonstrate pattern and texture; 3) use different materials to draw, for example pastels, chalk, felt tips 		<p>Year 3: British Art Study (use a range of media for making portraits: how to make 'sensory' boxes, create abstract 'cut ups', tell stories in pictures and write memory postcards)</p> <p>Year 3: Fruit and Veg study (Use pencil, colour, paint, clay peppers and textiles)</p> <p>Year 4: Ancient Egyptian art (Use a pencil, pen and charcoal, make clay faces and model in paper and papier-mâché)</p> <p>Year 4: European Artists (to draw broken buildings, paint on the ceiling, create abstract 'cut ups', make shape houses, draw with a rubber, make paper hats and make moustaches)</p>		<p>Year 5: Space art/Peter Thorpe (Shading techniques)</p> <p>Year 5: South American Art (Make clay monkeys, make picture puzzles using symbols, make dream catchers, draw an important person, create a collage and make traditional drums)</p> <p>Year 6: Lowry study: Explore the life and work of Lowry and to learn about the industrial landscape comparing works of art, colour mixing, perspective, drawing figures, drawing buildings and make a Lowry City Collage</p> <p>Year 6: WW1 (silhouettes): line drawing/ collage/ painting/ collect information, sketches and resources and present ideas imaginatively in sketchbook/ Give details (including own sketches)</p>	

	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p>Year 4: Insects (Use pencil, colour, mosaic design, puppet making and sculpture)</p> <p>To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1) experiment with showing line, tone and texture with different hardness of pencils; 2) use shading to show light and shadow effects; 3) use different materials to draw, e.g. pastels, chalk, felt tips; 4) show an awareness of space when drawing <p>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>Year 6: North American Art: how to draw the other half of a famous image, make collage landscapes, create body abstracts, make 'building block' houses, draw patterned skulls.</p> <p>To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1) use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; 2) depict movement and perspective in drawings; 3) use a variety of tools and select the most appropriate <p>use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Painting</p>	<p>Year 1 Exploring mood and emotion (Choosing, using and mixing their own colours explore the life and work of six key abstract artists and, working primarily in paint, to create pieces in a range of abstract styles)</p> <p>Year 2 Portraits (Use different materials and techniques, to draw, paint when making portraits using oil pastels, collages and watercolours.)</p> <p>To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination.</p>	<p>Year 3: Fruit and Veg study (Use pencil, colour, paint, clay peppers and textiles)</p> <p>Year 4: Ancient Egyptian art (Use a pencil, water colours, pen and charcoal, make clay faces and model in paper and papier-mâché)</p> <p>Year 4: Insects (Use pencil, colour, mosaic design, puppet making and sculpture)</p> <p>To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</p>	<p>Year 5: South American Art (Make clay monkeys, make picture puzzles using symbols, make dream catchers, draw an important person, create a collage and make traditional drums)</p> <p>Year 6: Lowry study: Explore the life and work of Lowry and to learn about the industrial landscape comparing works of art, colour mixing, perspective, drawing figures, drawing buildings and make a Lowry City Collage</p> <p>Year 6: WW1 (silhouettes): line drawing/ collage/ painting/ collect information, sketches and resources and present ideas imaginatively in sketchbook/ Give details (including own sketches)</p>

	<p>Children can:</p> <ol style="list-style-type: none"> 1) name the primary and secondary colours; 2) experiment with different brushes (including brushstrokes) and other painting tools; 3) mix primary colours to make secondary colours; 4) add white and black to alter tints and shades 5) <p>use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>Children can:</p> <ol style="list-style-type: none"> 1) use varied brush techniques to create shapes, textures, patterns and lines; 2) mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; 3) create different textures and effects with paint 4) <p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>Year 6: North American Art: how to draw the other half of a famous image, make collage landscapes, create body abstracts, make 'building block' houses, draw patterned skulls.</p> <p>To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1) create a colour palette, demonstrating mixing techniques; 2) use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces 3) <p>use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>
Sculpture	<p>Year 1 Nature (Explore the work of Andy Goldsworthy and other environmental artists. Each lesson in the unit focuses on a different technique using natural materials; model making, observational drawing, collecting material, ephemeral land art and group sculpture building)</p> <p>Year 2 Clay pot animals (focuses on a different technique using natural materials)</p> <p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p>	<p>Year 3: British Art Study (use a range of media for making portraits: how to make 'sensory' boxes, create abstract 'cut ups', tell stories in pictures and write memory postcards)</p> <p>Year 3: Fruit and Veg study (Use pencil, colour, paint, clay peppers and textiles)</p> <p>Year 3: Roman mosaics (textiles)</p> <p>Year 4: Ancient Egyptian art (Use a pencil, pen and charcoal, make clay faces and model in paper and papier-mâché)</p> <p>Year 4: European Artists (to draw broken buildings, paint on the ceiling, create abstract 'cut ups', make shape houses, draw with a rubber, make paper hats and make moustaches)</p>	<p>Year 5: South American Art (Make clay monkeys, make picture puzzles using symbols, make dream catchers, draw an important person, create a collage and make traditional drums)</p> <p>Year 5: Ancient Greek Art (Sculpture)</p> <p>Year 6: North American Art: how to draw the other half of a famous image, make collage landscapes, create body abstracts, make 'building block' houses, draw patterned skulls.</p> <p>To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1) plan and design a sculpture;

	<ol style="list-style-type: none"> 1) use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; 2) use a variety of techniques, e.g. rolling, cutting, pinching; 3) use a variety of shapes, including lines and texture <p>use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>Year 4: Insects (Use pencil, colour, mosaic design, puppet making and sculpture)</p> <p>To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1) cut, make and combine shapes to create recognisable forms; 2) use clay and other malleable materials and practise joining techniques; 3) add materials to the sculpture to create detail <p>use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	<ol style="list-style-type: none"> 2) use tools and materials to carve, add shape, add texture and pattern; 3) develop cutting and joining skills, e.g. using wire, coils, slabs and slips; 4) use materials other than clay to create a 3D sculpture <p>use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>
Collage	<p>Year 1 Seasons (drawing skills & collage)</p> <p>Year 2 Portraits (Use different materials and techniques, to draw, paint when making portraits using oil pastels, collages and watercolours.)</p> <p>To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1) use a combination of materials that have been cut, torn and glued; 	<p>Year 3: British Art Study (use a range of media for making portraits: how to make ‘sensory’ boxes, create abstract ‘cut ups’, tell stories in pictures and write memory postcards)</p> <p>Year 3: Roman mosaics (textiles)</p> <p>Year 4: European Artists (to draw broken buildings, paint on the ceiling, create abstract ‘cut ups’, make shape houses, draw with a rubber, make paper hats and make moustaches)</p> <p>Year 4: Insects (Use pencil, colour, mosaic design, puppet making and sculpture)</p>	<p>Year 5: South American Art (Make clay monkeys, make picture puzzles using symbols, make dream catchers, draw an important person, create a collage and make traditional drums)</p> <p>Year 6: Lowry study: Explore the life and work of Lowry and to learn about the industrial landscape comparing works of art, colour mixing, perspective, drawing figures, drawing buildings and make a Lowry City Collage</p> <p>Year 6: WW1 (silhouettes): line drawing/ collage/ painting/ collect information, sketches and resources and present ideas imaginatively in sketchbook/ Give details (including own sketches)</p> <p>Year 6: North American Art: how to draw the other half of a famous image, make collage</p>

	<p>2) sort and arrange materials; 3) add texture by mixing materials</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1) select colours and materials to create effect, giving reasons for their choices; 2) refine work as they go to ensure precision; 3) learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage <p>use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p>	<p>landscapes, create body abstracts, make ‘building block’ houses, draw patterned skulls.</p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1) add collage to a painted or printed background; 2) create and arrange accurate patterns; 3) use a range of mixed media; 4) plan and design a collage <p>use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Textiles</p>	<p>Year 2 Fabric designs</p> <p>Year 2 African pattern art (Textiles)</p> <p>To become proficient in other art, craft and design techniques – textiles. To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1) show pattern by weaving; 2) use a dyeing technique to alter a textile’s colour and pattern; 3) decorate textiles with glue or stitching, to add colour and detail <p>use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>	<p>Year 3: Fruit and Veg study (Use pencil, colour, paint, clay peppers and textiles)</p> <p>Year 3: Roman mosaics (textiles)</p> <p>Year 4: European Artists (to draw broken buildings, paint on the ceiling, create abstract ‘cut ups’, make shape houses, draw with a rubber, make paper hats and make moustaches)</p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1) select appropriate materials, giving reasons; 2) use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; 3) develop skills in stitching, cutting and joining <p>use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line,</p>	<p>Year 5: South American Art (Make clay monkeys, make picture puzzles using symbols, make dream catchers, draw an important person, create a collage and make traditional drums)</p> <p>Year 6: North American Art: how to draw the other half of a famous image, make collage landscapes, create body abstracts, make ‘building block’ houses, draw patterned skulls.</p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1) experiment with a range of media by overlapping and layering in order to create texture, effect and colour; 2) add decoration to create effect <p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</p>

		texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.	
Printing	<p>Year 2: Plants Looking at plants through the work of different artists. Flowers sketches and rubs (Printing)</p> <p>To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1) copy an original print; 2) use a variety of materials, e.g. sponges, fruit, blocks; 3) demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing <p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p>Year 3: Fruit and Veg study (Use pencil, colour, paint, clay peppers and textiles)</p> <p>Year 4: Insects (Use pencil, colour, mosaic design, puppet making and sculpture)</p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1) use more than one colour to layer in a print; 2) replicate patterns from observations; 3) make printing blocks; 4) make repeated patterns with precision <p>use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p>Year 5: South American Art (Make clay monkeys, make picture puzzles using symbols, make dream catchers, draw an important person, create a collage and make traditional drums)</p> <p>Year 6: Lowry study: Explore the life and work of Lowry and to learn about the industrial landscape comparing works of art, colour mixing, perspective, drawing figures, drawing buildings and make a Lowry City Collage</p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1) design and create printing blocks/tiles; 2) develop techniques in mono, block and relief printing; 3) create and arrange accurate patterns <p>use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</p>
Work of other artists	<p>Year 1: Andy Goldsworthy (Nature), Piet Mondrian, Mark Rothko, Paul Klee, Jackson Pollock, Sonia Delaunay, Wassily Kandinsky (Exploring Mood & Emotion)</p> <p>Year 2: Pablo Picasso, Klee & Warhol (Portraits) O’Keeffe (Plants)</p> <p>To understand the work of a range of artists, craft makers and designers, describing the differences</p>	<p>Year 3: British artists: Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Paula Rego and Sonia Boyce; Fruit and Veg: Carl Warner, textile artist, Michael Brennand-Wood and Italian painter, Caravaggio;</p> <p>Year 4: Ancient Egypt: Leger, Hockney and Man Ray; European Artists and designers: Anselm Kiefer, Michelangelo, Salvador Dali and Rembrandt, architect Le Corbusier and designer</p>	<p>Year 5: Space – Peter Thorpe; South American artists - Frida Khalo, Joaquin Torres Garcia, Leonora Carrington, Diego Rivera, Beatriz Milhazes and Carlos Paez Vilaro.</p> <p>Year 6: Lowry; War Artists - John Piper/ Xavier Pick, Arabella Dorman, Jules George, North American Artists - John Singer Sargent, Helen Frankenthaler, Jean-Michel Basquiat, Mary</p>

	<p>and similarities between different practices and disciplines, and making links to their own work.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1) describe the work of famous, notable artists and designers; 2) express an opinion on the work of famous, notable artists; 3) use inspiration from famous, notable artists to create their own work and compare 	<p>Coco Chanel; Insects: Louise Bourgeois and Jennifer Angus.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1) use inspiration from famous artists to replicate a piece of work; 2) reflect upon their work inspired by a famous notable artist and the development of their art skills; 3) express an opinion on the work of famous, notable artists and refer to techniques and effect 	<p>Cassatt, architect Frank Lloyd Wright and photographer Ansel Adams.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1) give detailed observations about notable artists', artisans' and designers' work; 2) offer facts about notable artists', artisans' and designers' lives
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