

Art & Design Skills Progression Map

		Key Stage 1		Key Stage 2			
National Curriculum		Use a range of materials Use drawing, painting and sculpture Develop techniques of colour, pattern, texture, line, shape, form and space Learn about range of artists, craftsmen and designers		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. Use sketchbooks to collect, record and evaluate ideas. Improve mastery of techniques such as drawing, painting and sculpture with varied materials. Learn about great artists, architects & designers			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Skills: People: draw a person, including main parts of the body Landscape/Still life: observe what they can see and draw it	Skills: People: Observe anatomy and develop accurate drawings of people. Landscape/Still life: Observe and draw objects as accurately as possible (<i>link with materials in science?</i>)	Skills: People: Encourage accuracy when drawing people - Landscape/Still life: Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is. To show an awareness of space when drawing	To collect, develop and evaluate ideas using a sketchbook. To sketch as a way of quickly recording ideas			
				Skills: To experiment with showing line, tone and texture with different hardness of pencils People: Encourage more accurate drawings of people Landscape/Still Life: Make more detailed drawings of features within a landscape e.g. trees, buildings	Skills: People: Work on a variety of scales to draw the whole body e.g. size of head, length of arms etc. to produce increasingly accurate drawings of people Landscape/Still life: To use shading to show light and shadow effects	Skills: To use computers to generate art (cc link with Computing) To use rubbers to lighten show tone / texture People: Landscape/Still Life: To use a variety of techniques to add effects, eg shadows, reflection, hatching and cross-hatching	Skills: To independently select tools to create a specific outcome People: To show movement in drawing human figure Landscape/Still Life: To show perspective in drawings

Materials: Finger, stick, pencil, crayons, colouring pencils, chalk, felt tips, other eg feathers	Materials: Pencils, felt tips, crayons, chalk,	Materials: Pencils, felt tips, crayons, chalk, pastels	Materials: Different types of pencils – eg 3b	Materials: Rubbers	Materials: Computers	Materials: Children to select their own materials	
Techniques: Mark making Investigate different lines – thick, thin, wavy, straight	Techniques : Draw lines of varying thicknesses Explore different textures and experiment with mark-making	Techniques: Use dots and lines to demonstrate pattern and texture	Techniques: Experiment with different pencils with pattern and texture	Techniques: Use a variety of techniques to add effects eg shadows, reflection, hatching and cross-hatching Use a variety of tools and select the most appropriate	Techniques: Use ICT packages to draw using computers	Techniques: Depict movement and perspective in drawings	
Vocab: draw, lines	Vocab : portrait, self-portrait, line drawing, detail, drawings, line, bold, size, space	Vocab : landscape, cityscape, building,	Vocab : sketchbook, line, pattern, record, detail	Vocab : texture, form, question, observe, refine tone, smudge, blend, mark	Vocab : graphics, pixels, crop,	Vocab : Mural, fresco, portrait, graffiti	
Remember: <i>Look at the person. Draw what you can see.</i>	Remember: <i>Look at the object. Draw what you can see, rather than what you think you can see.</i>	Remember: <i>Use your materials to create different patterns and textures</i>	Remember: <i>Pencils have different levels of hardness (H) and darkness (B – bold)</i>	Remember: <i>Different techniques can make different effects to your drawing</i>	Remember: <i>ICT can be used to create different effects in drawing</i>	Remember: <i>Simple lines can be used to show perspective and movement</i>	

Painting

Skills: Experiment with colours.	Skills: Mix primary colours to make secondary colours	Skills: Add white and black to alter tints and shades	Skills: Create different textures and effects with paint	Skills: Use different brush techniques to create different shapes, patterns, textures and lines	Skills: Create a colour palette, demonstrating mixing techniques	Skills: Show an awareness of how paintings are created (composition)
Materials: Powder Paint	Materials: Powder paints Brushes Other painting tools	Materials: Paints – powder and water colours Brushes	Materials: Other painting tools – different width brushes etc	Materials: Brushes	Materials: A range of different paints	Materials: Independently choose from a range of materials according to the task
Techniques: Fingers Brushes	Techniques: Mixing colours	Techniques: Experiment with different brush strokes to create different effects	Techniques: Dotting paint	Techniques: Colour wash Brush effects	Techniques: Build on mixing techniques	Techniques:
Vocab: Paint , colour	Vocab: Mixing Primary colour Secondary	Vocab: Primary colours Secondary colours Neutral colours Tints Shades Warm colours Cool colours	Vocab: Texture Pointillism	Vocab: Mood	Vocab: Colour wheel Palette Mixing	Vocab: Composition
Remember: <i>Recognise and name red, green, blue, yellow, white, black</i>	Remember: <i>The names of primary and secondary colours .</i>	Remember: <i>The names of warm colours and cool colours</i>	Remember: <i>Use paint to make different textures and effects</i>	Remember: <i>Use the brush as well as the paint to create effects</i>	Remember:	Remember:

Sculpture

Skills: To manipulate clay To construct and build from simple objects	Skills: To create models with a variety of materials	Skills: Fine motor skills – rolling with whole hand To use a knife to cut Fine motor skills – pinching with 2 fingers	Skills: To design a model	Skills: To use a variety of materials	Skills: To use tools to add texture to sculpture - scraping tools, loops, needles	Skills: To plan, design, make and adapt a model, using the appropriate materials and tools
Techniques : Rolling, kneading and shaping clay	Techniques: To manipulate clay To join materials together	Techniques: To roll and cut the clay To pinch the clay to create effects	Techniques: Papier mache (cc link to Greek pots history)	Techniques: To independently select own materials from a range	Techniques: To independently select tools from a range supplied	Techniques: To use the techniques learnt previously
Materials: Clay Junk modelling	Materials: A variety of natural, recycled and manufactured materials	Materials: Clay	Materials: Papier mache	Materials: A wide range of recycled, natural and man made materials	Materials: Clay and tools	Materials: Clay, variety of materials
Vocab: Roll knead	Vocab: Sculpture, statue, model, 3D,	Vocab: Installation, abstract, geometric, sculptor	Vocab: Plan Adapt Modify	Vocab: Materials Suitability	Vocab: Texture	Vocab: Variety Range
Remember : <i>Use different materials</i>	Remember: <i>How to join materials to make 3D art</i>	Remember: <i>Techniques for different effects with clay</i>	Remember: <i>Papier mache to make a pot</i>	Remember: <i>Use a variety of materials in a sculpture</i>	Remember: <i>To add texture to a sculpture</i>	Remember: <i>Which is the best technique/material for your design?</i>

Collage/Textiles

Skills: Handling, manipulating and enjoying using different materials	Skills: To make a collage using a variety of paper	Skills: Simple weaving using a card loom	Skills: To experiment with sorting and collating different materials	Skills: To select colours and materials to create effect, giving reasons for their choices	Skills: To add a collage to a printed / painted background	Skills: To plan and design a collage
Materials: Simple collages – paper, pasta, beans etc	Materials: Paper	Materials: Paper / material strips	Materials: Paper – cut, torn, shredded	Materials: Different textures and colours	Materials: To use a range of mixed media	Materials: To select own media from a range of alternatives
Techniques: Selecting material, Sorting, tearing, sticking	Techniques: Cut, tear, shred paper	Techniques: Explore colour in weaving Add objects to weaving – twigs, buttons etc	Techniques: tessellation (Escher. CC link to maths)	Techniques: Mosaics (CC link to history)	Techniques: Mix collage with painting	Techniques: Use a wide range of techniques - sticking, drawing, weaving, layering, tessellation
Vocab: Materials Collage	Vocab: Paper Shred Tear	Vocab: Weaving Weave Loom	Vocab: Tessellation Symmetry	Vocab: Mosaic Tessera(e)	Vocab: Media	Vocab: Collage
Remember: <i>Experiment with different materials</i>	Remember: <i>Use paper to make picture</i>	Remember: <i>Techniques of weaving</i>	Remember: <i>How to put shapes together to make a pic</i>	Remember: <i>Use small pieces to make a large picture</i>	Remember: <i>Contrast of styles and media is effective</i>	Remember: <i>Plan picture first</i>

Artists Study

-	<p>Andy Goldsworthy (sculpture) -twinkl LS Lowry (Painter) – CC link to history (6 wks on twinkl) <u>Colour (twinkl)</u> Jackson Pollock – abstract US painter Piet Mondrian – Dutch painter Robert Delauny Kandinsky Paul Klee Mark Rothko</p> <p><u>Sculpture (twinkl)</u> Marc Quinn Michelle Reader (UK contemporary) Barbara Hepworth Jill Townsley Brendan Jamison Eva Rothschild</p> <p><u>Landscapes & Cityscapes (twinkl)</u> Monet Van Gogh Metzinger (could also look at Sir Christopher Wren link to history Great Fire of London</p> <p><u>Portraits (twinkl)</u> Pablo Picasso Paul Klee Henri Matisse Andy Warhol</p> <p>Joan Miro – Spanish painter, sculptor, ceramicist (6 wks on twinkl)</p>	<p>Escher (link to maths) Seurat (pointillism) William Morris</p> <p>Link to Romans (history)</p> <p><u>European Art (Twinkl)</u> Anselm Kiefer – German painter/sculptor Michelangelo – Italian sculptor Le Corbusier - Swiss-French architect Rembrandt – dutch painter <i>Coco Chanel – French designer</i> Salvador Dali – Spanish artist</p> <p><u>Bodies (Twinkl)</u> Julian Opie – contemporary, from Oxford Henry Moore – British sculptor Giacometti – swiss sculptor <i>Vivienne Westwood – designer</i></p> <p><u>Insects (Twinkl)</u> <i>Louise Bourgeois -french artist</i> <i>Jennifer Angus – Canadian artist</i></p> <p><u>British Art (Twinkl)</u> Thomas Gainsborough – 18c portrait painter Sonia Boyce – black artist, UK, contemporary Howard Hodgkin – abstract painter Anish Kapoor – british Indian sculptor Lucien Freud – 20c portraistist Paula Rego – portuguese painter based on storybooks</p>	<p>Hans Holbein (link to history) Zaha Hadid (architect) link with Black History Month Compare with Victorian architects –</p> <p><u>Wildlife Birds (Twinkl)</u> Brancusi (some of his work not suitable for children!!) Sweeney – nature sculptor</p> <p><u>Plants & Flowers (Twinkl)</u> Henri Rousseau India Flint Alexander Calder David Oliviera</p> <p><u>Ancient Egyptians (Twinkl)</u> Fernand Leger David Hockney Man Ray – visual artist</p> <p><u>The Seaside (Twinkl)</u> Alfred Wallis Hokusai</p> <p><u>South & Central America (Twinkl)</u> Frida Kahlo – Mexican portraitist JoaquinTorres Garcia – Uruguayan artist Leonara Carrington -mexican surrealist painter Diego Rivera -Mexican painter Beatriz Milhazes -brazillian painter contemporary Carlo Paez Vilharo – Uruguayan abstract artist</p>
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				Fruit & Vegetables (twinkl) Michael Brennand-Wood – textile artist Caravaggio – still life painter			
Skills for Life		<i>Resourcefulness & Readiness – children will be required to source their own materials from within the classroom to start their work</i>	<i>Reflectiveness – of own work and looking at work of other artists</i>	<i>Resourcefulness – children to take responsibility for choosing own resources</i>	<i>Readiness – children will be required to start their own work with little input from adults</i>	<i>Resilience – children will be able to work within different media</i>	<i>Responsibility – children will be able to make decisions about their own work and which materials to use</i> <i>Reflectiveness – children will be able to make decisions about which materials worked well and which could be improved</i>