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| **Art Progression Map** |
| **Exploring and Developing Ideas** |
|  | **EYFS** | **Year One** | **Year Two** | **Year Three** | **Year Four** | **Year Five** | **Year Six** |
| **Knowledge and understanding** | * Recognise different types of art include painting, drawing, collage, textiles, sculpture and printing.
* Explore artwork by famous artists and talk about their likes and dislikes.
 | * Identify similarities and differences between two or more pieces of art.
* Describe and explore the work of a significant artist using words relating to colour, shape, materials and subject matter.
 | * Know that common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.
* Know that different materials and techniques that are well suited to different tasks.
* Know why works of art are important for many reasons (e.g., they were created by famous or highly skilled artists; they influence the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time).
 | * Know that visual elements include colour, line, shape, form, pattern and tone.
* Understand that the work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.
* Artists use sketching to develop an idea over time.
 | * Know that materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.
* Recognise that artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction.
* Explain the significance of art, architecture or design from history and create work inspired by it.
* Art can display interesting or unusual perspectives and viewpoints.
 | * Understand that imagination and fantasy landscapes are artworks that usually have traditional features of landscapes but they have been created from the artist’s imagination and do not exist in the real world.
* Know that visual elements include line, shape, colour, pattern, tone, space and form.
* Recognise some artistic movements such as Expressionism, Realism, Pop Art, Renaissance and Abstract.
* Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.
 | * Know that in conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.
* Understand that perspective is the representation of 3-D objects on a 2-D surface.
* Know that abstraction refers to art that doesn’t depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people.
* Use their knowledge to explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.
* Know that environmental art addresses social and political issues relating to natural and urban environments.
* In art, distortion is an alteration to an original shape, abstraction refers to art that doesn’t depict the world realistically and exaggeration is the depiction of something that is larger than in real life.
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| **Generating ideas** | * Communicate their ideas as they are creating artwork.
 | * Create ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).
 | * Select the best materials and techniques to develop an idea.
 | * Develop techniques through experimentation to create different types of art.
 | * Develop techniques through experimentation to create different types of art.
 | * Investigate and develop artwork using the characteristics of an artistic movement.
 | * Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.
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| **Sketchbooks** | N/A | * Communicate their ideas simply before creating artwork in their sketchbooks.
 | * A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.
* Make simple sketches to explore and develop ideas.
 | * Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.
* Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.
 | * Create a series of sketches over time to develop ideas on a theme or mastery of a technique.
 | * Review and revisit ideas and sketches to improve and develop ideas.
 | * Review and revisit ideas and sketches to improve and develop ideas.
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| **Making Skills** | * Create art in different ways on a theme, to express their ideas and feelings.
 | * Design and make art to express ideas.
 | * Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.
 | * Use and combine a range of visual elements in artwork.
* Work in the style of a significant artist, architect, culture or designer.
 | * Use and combine a range of visual elements in artwork.
* Work in the style of a significant artist, architect, culture or designer.
 | * Use a range of materials to create imaginative and fantasy landscapes.
* Explore and create expression in portraiture.
 | * Create innovative art that has personal, historic or conceptual meaning.
* Create art inspired by or giving an environmental message.
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| **Evaluating and Analysing** | * Share their creations with others, explaining their intentions and the techniques and tools they used.
* Discuss similarities and differences in their own and others’ work, linked to visual elements, such as colour, scale, subject matter, composition and type.
 | * Say what they like about their own or others’ work using simple artistic vocabulary (e.g., subject matter, use of colour and shape, the techniques used and the feelings the artwork creates).
 | * Describe similarities and differences between artwork on a common theme.
* Explain why a painting, piece of artwork, body of work or artist is important.
 | * Compare and contrast artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.
* Make suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.
 | * Compare and contrast artwork from different times and cultures.
* Give constructive feedback to others about ways to improve a piece of artwork.
 | * Compare and comment on the ideas, methods and approaches in their own and others’ work.
* Describe and discuss how different artists and cultures have used a range of visual elements in their work.
 | * Use strategies to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about the intent, concepts and techniques used and providing points for improvement relating to the learning intention.
* Adapt and refine artwork in light of constructive feedback and reflection.
* Compare and contrast artists’ use of perspective, abstraction, figurative and conceptual art.
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| **Vocabulary** | Compare, different, same, colour, discuss, dislike, like, look, pattern, share, similar, symbol, feature, opinion, prefer, artist, explore, decorate, image, select, choose, describe, talk, play, inspiration, adapt, change, explain, look, picture, collaborate, communicate, team, observation, cooperate, imagine, digital art. | Composition, detail, expression, line, mood, observe, shape, practice, success, feedback, evaluate, communicate, explore, share, imaginative, unique.  | Colour, different, same, man-made, natural, object, observe, texture, form, inspiration, same, scale, background, foreground, pose, investigate. | Colour family, colour theory, comparison, effect, mood, contrast, style. | Effect, technique, viewpoint, purpose, property, size, fine detail, shape, template, visual element, design, material, symmetry, written review, challenge, change, constructive feedback, weakness, reflect, experiment. | Impact, meaning, opinion, texture, brushstroke, effect, emotion, feeling, study, subject matter, fantasy, foreground, horizon, perspective, real, instruction, method, exploration, reflect, forum, critique, approach, refine, middle ground, mid space, depth. | Analysis, theme, preference, style, message, abstract art, abstraction, distortion, exhibition, research, inspiration, experimentation, annotation. |

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| **Drawing** |
| **Skills** | * Represent different parts of the human body from observation, imagination, or memory with attention to some detail.
* Select appropriate tools and media to draw with.
 | * Represent the human face, using drawing from observation, imagination or memory with some attention to facial features.
* Draw or paint a place from memory, imagination or observation.
* Use soft and hard pencils to create different types of line and shape.
 | * Draw natural forms from observation, imagination and memory.
* Make simple sketches to explore and develop ideas.
* Represent the human form, including face and features, from observation, imagination or memory.
 | * Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.
 | * Create a series of sketches over time to develop ideas on a theme or mastery of a technique.
* Use the properties of pen, ink and charcoal to change a range of effects in drawing.
* Choose an interesting or unusual perspective or viewpoint for a landscape.
 | * Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.
 | * Draw detailed landscapes that include perspective.
* Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.
* Use line, tone or shape to draw observational detail or perspective.
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| **Vocabulary** | Design, draw, line, pattern, label, look, art, artwork, card, colour, drawing, felt tip pen, chalk, dot, shape, pastel, curved, spiral, size, crayon, curl, horizontal line, mark, vertical line, zigzag, straight, pencil, crown, face, eyes, ears, feature, hair, hair, mask, smile, mouth, nose, symmetry, skin, human body, neck, portrait, profile, body part, pose, curly, straight, long, short, shoulder, small, eyebrow, trace, tripod grid. | Self-portrait, buildings, cityscape, feature, street, urban, urban landscape, hard pencil, soft pencil, pen. | Compose, create, medium, scale, sketch, line, evaluate, practice, successful, analyse, improve, success, shape, pattern, visual element, represent. | Base colour, fine detail, space, template, form, position, motif, composition, imagination, scene, observation, preliminary sketch, simple sketch, abstract, figurative, human figure, human form, manikin, unposed, town, town, cross-hatch, hatch, shade, charcoal, detail, figure drawing, light, scribble, shadow, sketchbook, smudge, technique. | Anatomically correct, character, figure drawing, form, posture, tone, abstract motif, figurative motif, geometric motif, geometric pattern, grid system, motif, star, tessellate, vegetal motif, combine, tone, atmospheric perspective, scenery, cross-hatching, hatch, stipple, anatomy, circle, detail, finish, outline, realistic, simplistic, triangle, charcoal, ink, pen.  | Continuous line drawing, contour line, detailed drawing, smudge, scribble. | Illustration, observational drawing. |

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| **Painting and Printing** |
| **Skills** | * Use primary and other coloured paint and a range of methods of application.
* Make simple prints using a variety of tool, including print blocks and rollers.
* Draw or paint a place from observation or imagination.
 | * Identify and use paints in the primary colours.
* Make simple prints and patterns using a range of liquids including ink and paint.
 | * Identify and mix secondary colours.
* Paint natural forms from observation, imagination and memory.
* Use the properties of various materials, such as clay or polystyrene, to develop a block print.
* Represent the human form, including face and features, from observation, imagination or memory.
 | * Identify, mix and use contrasting coloured paints.
* Make a two-colour print.
 | * Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.
* Combine a variety of printmaking techniques and materials to create a print on a theme.
 | * Mix and use tints and shades of colours using a range of different materials, including paint.
* Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.
 | * Use colour palettes and characteristics of an artistic movement or artist in artwork.
* Paint detailed landscapes that include perspective.
* Use the work of a significant printmaker to influence artwork.
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| **Vocabulary** | Brush, brushstroke, brush tool, colour, mix, paint, press, print, shape, squeeze, squirt, swirl, texture, paintbrush, painting, pastel, wax resist painting, design, blue, decorate, green, mix, orange, purple, red, roller, yellow, primary colour, black, dark, darker, light, lighter, mix, shade, white, indigo, multicoloured, palette, shade, flick, mural, pipette, run, spray, experiment, handprint, tool, sponge, print, printing, pattern, repeating stamp, effect, rubbing, spot, stripe, roll, moon, place, sky, landscape, environment, garden, outside, city, fantasy world, house, imaginary world, place, street, scenery, seaside, sea, land. | Portrait, self-portrait, buildings, cityscape, feature, street, urban, urban landscape, colour wheel, secondary colour, printmaking, roller, collagraph, collagraph block, colourway, ink, line, printmaking, textural material, texture.  | Colour mixing, multicoloured, pattern, compose, create, medium, scale, sketch, line, evaluate, practice, successful, analyse, improve, success, shape, pattern, visual element, represent.  | Base colour, fine detail, space, template, form, position, motif, composition, imagination, scene, observation, feedback, technique, finished piece, layering, translucency, watercolour paint, figurative, human figure, human form, manikin, unposed, town, town, analogous colour, complementary colour, cool colour, feeling, hue, tertiary colour, warm colour, block, carve, ink, one-colour, reduction, relief, two-colour, carve, design, ink tray, lino, lino print, roller, single-unit print, tool, two-colour. | Anatomically correct, character, figure drawing, form, posture, tone, abstract motif, figurative motif, geometric motif, geometric pattern, grid system, motif, star, tessellate, vegetal motif, palette, pigment, wash, block printing, roller, wooden print block.  | Atmosphere, darkness, effect, hue, impressionist, light, lightness, mixing palette, vibrancy, tint, tone, expressionist, expression, intense, mood, non-naturalistic, sombre, textural, vibrant, marbling, pulp, overlay, text. | Colour swatch, replica, Inuit-inspired print, stylised, digital painting, contemporary, orphism, stencil, stencilling technique, stencil print, Pop Art, print. |

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| **Sculpture** |
| **Skills** | * Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.
 |  | * Sculpt natural forms from observation, imagination and memory.
* Represent the human form, including face and features, from observation, imagination or memory.
 | * Create a 3-D form using malleable or rigid materials, such as cardboard, wood or plastic, or a combination of materials.
 | * Use clay to create a detailed or experimental 3-D form.
* Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or history starting points.
 | * Create a relief form using a range of tools, techniques and materials.
 | * Create a 3-d from using malleable materials in the style of a significant artist, architect or designer.
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| **Vocabulary** | Create, sculpture, ice sculpture, tool, dough, flatten, pinch, press, roll, squeeze, cut, knead, roll, shape, play dough, build, plasticine, modelling tool, attach, air dry clay. | 3-D, form, layer.  | Compose, create, medium, scale, sketch, line, evaluate, practice, successful, analyse, improve, success, shape, pattern, visual element, represent. | Figurative, human figure, human form, manikin, pose, unposed, town, town, 3-D, clay, coil, form, roll, slip. | Shape, symmetry, join, score, anatomically correct, character, figure drawing, form, posture, tone, abstract motif, figurative motif, geometric motif, geometric pattern, grid system, motif, star, tessellate, vegetal motif, feature, figurine, statue, statuette, pinch, score, sculpt, smooth, carving, alto-relief, bas-relief, high relief, low relief, relief, slab. | Cast, flatten, imprint, mould, piece-mould casting, plaster, silicone, low relief sculpture, relief sculpture, paper castling, cut, decoupage, fold, layer, mould, origami, paper craft, paper making, papier-mâché, quilling.  | Soapstone. |

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| **Textiles and Collage** |
| **Skills** | * Cut, tear, fold and stick a range of papers and fabrics.
* Use natural materials and loose parts to make 2-D and 3-D art.
 | * Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.
* Use textural materials, including paper and fabric, to create a simple collage.
* Make transient art and pattern work using a range or combination of man-made and natural materials.
 | * Press objects into a malleable material to make textures, patterns and imprints.
* Create a range of textures using the properties of different types of paper.
 | * Use nature and natural forms as a starting point for artwork.
* Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.
 | * Use a range of stitches to add detail and texture to fabric or mixed-media collages.
* Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.
 | * Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.
* Make and use paper to explore traditional crafting techniques.
* Add text or printed materials to a photographic background.
 | * Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.
* Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.
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| **Vocabulary** | Photograph, curvy, foam, pattern, shape, , straight, zigzag, resource, creation, environmental art, material, stick, thread, suncatcher, loom, recycled material, repeating pattern, thread, weave, weaved fabric, wool, collage, create, glue, yarn, slime, texture, clay, dough, mould, bendy, flexible, squidgy, stretchy, wrap, imprint, thumb pot, wet sand, pipe cleaner, twist, join, firm, gloopy, mash, running, scoop, squash, kinetic sand, spoon, leaf, natural material, pine cone, seed, bolt, gem, nut, pebble, fossil, mud, bead, lentil, petal, pasta, shell, loose part, threading, found object, collage, collage material, fur, leather, velvet, corduroy, fabric, unique, 2-D shape, circle, edge, side, square, triangle, hole punch, scissors, tear, shapes. | Design, explore, express, texture, 3D, form, layer, motif, transient, bumpy, furry, fuzzy, grainy, gritty, grooved, ridged, rough, smooth, spiky, woven, wrinkly, curved, dotty, pointed, round, spiral, straight. | Man-made, natural, object, observe, different, similar, texture, clay, dough, imprint, malleable material, pattern, form, flower, bumpy, rough, shiny, smooth, soft, surface, wrinkly.  | Imprint, photograph, cloth, craft, fabric, interlace, loom, thread, warp, weave, weave, weft, yarn.  | Shape, symmetry, join, roll, score, slip, twist, wire, wire frame, feather, fur, scale, shell, visual quality, back stitch, embellishment, embroidery, embroidery hoop, satin stitch, scatter stitch. | Abstract, photo collage, pictorial, surrealism, tissue paper, black and white photography, colour photograph, contrast, natural form, natural object, shadow, shell, Earth art, earthwork, land art, form, local environment, natural material, thickness, stick, stitch, surreal. | Mixed media, mixed media collage, digital mood board, mood board, montage, environmental art, land art, meaning, message, decorative stitching, embellishment. |

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| Formal Elements Progression |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Pattern** |  | * Know that pattern is a design in which shapes, colours or lines are repeated.
 | * Know that drawing techniques such as hatching, scribbling and blending can make patterns.
* Know that patterns can be used to add detail to an artwork.
 | * Know that pattern can be manmade or natural.
 | * Identify the detailed patterns found in natural phenomena, such as water, weather or animal skins.
* Know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.
 | * Know that artists create pattern to add expressive detail to art works.
 | * Know that pattern can be created in many different ways, e.g., brush strokes in painting (like work of Van Gogh) or in repeated shapes within a composition.
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| **Texture** | * Know that papers and fabrics can be used to create art, including tearing, cutting and sticking.
 | * Know that texture means what something feels like.
* Know that drawing tools make different marks.
* Know that collage is an art technique where different materials are layered and stuck down to create artwork.
 | * Know that art papers have different weights and textures.
* Know that collage materials can be overlapped and overlaid to add texture.
* Know that collage materials can be chosen to represent real-life textures.
* Know that drawing techniques such as hatching, scribbling and blending can create texture.
 | * Know that texture in artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading.
 | * Know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.
 | * Know how to create texture on different materials.
 | * Know that materials have different qualities, such as rough or smooth, hard or soft heavy or light, opaque or transparent and fragile or robust.
* Know that these different qualities can be used to add texture to a piece of artwork.
 |
| **Colour / Tone** | * Know the primary colours are red, yellow and blue.
 | * Know the primary colours are red, yellow and blue.
* Know that ‘tone’ in art means ‘light and dark’.
 | * Know the secondary colours are green, purple and orange.
* Know that these colours can be made by mixing primary colours together.
* Know that shading helps make drawn objects look more three dimensional.
 | * Know that complementary colours appear opposite each other on the colour wheel and when placed next to each other, a strong contrast is created.
* Know that light tones are created when lines or dots are drawn further apart and dark tones and created when lines or dots are drawn closer together.
* Know some basic rules for shading when drawing, e.g., blending tones smoothly with no gaps.
* Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.
 | * Know that artists use colour to create an atmosphere or to represent feelings in an artwork, e.g., warm and cool colours.
 | * Know that adding black to a colour creates a shade.
* Know that adding white to a colour creates a tint.
* Know that tone can help show the foreground and background in an artwork.
 | * Know that different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.
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| **Form** | * Know that we can fold, roll and scrunch paper to change its shape.
 | * Know that we can change paper from 2D to 3D by folding, rolling and scrunching it.
* Know that three-dimensional art is called sculpture.
* Know the basic human form, including features of the face.
 | * Know that pieces of clay can be joined using ‘scratch and slip’ technique.
* Know that a clay surface can be decorated by pressing in to it or by joining pieces on.
* Know that natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.
 | * Know that a drawing or sculpture of a human face is called a portrait.
* Know that three-dimensional forms are either natural (organic) or geometric (mathematical shapes).
* Know that organic forms can be abstract.
 | * Know that using lighter and darker tints and shades of colour can create a 3D effect.
* Know that simple structures can be made stronger by adding layers, folding and rolling.
 | * Know that a 3-D form is a sculpture made modelling, casting or constructing.
* Know that the size and scale of 3D artwork changes the effect of the piece.
 | * Know that the surface textures created by different materials can help suggest form in two-dimensional art work.
* Know that a 3-D form is a sculpture made by **carving,** modelling, casting or constructing.
 |
| **Shape** | * Know that paper can be shaped by cutting and folding it.
 | * Know that paper can be shaped by cutting and folding it.
 | * Know that collage can be shaped to represent shapes in an image.
* Know that shapes can be geometric if they have mostly straight lines and angles.
* Know that patterns can be made using shapes.
 | * Know that shapes can be natural and irregular.
 | * Know how to use basic shapes to form more complex shapes and patterns.
 | * Know that a silhouette is a shape filled with a solid flat colour that represent an object.
 | * Know how an understanding of shape and space can support creating effective composition.
 |
| **Line** | * Know that there are different types of line include thick, thin, straight, zigzag, curvy and dotty.
 | * Know that drawing tools can be used in variety of ways to create different lines.
* Know that soft pencils create darker lines and are marked with a B for black and hard pencils create lighter lines and are marked with a H for hard.
* Know that lines can be used to fill shapes, to make outlines and to add detail or patterns.
 | * Know that soft pencils create darker lines and are marked with a B for black and hard pencils create lighter lines and are marked with a H for hard.
* Know that lines can be used to fill shapes, to make outlines and to add detail or patterns.
 | * Know that pencils can create lines of different thickness and tones and can also be smudged.
* Know that ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash.
* Know that charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.
 | * Know that pen and ink create dark lines that strongly contrast with white paper.
* Know that pen and ink techniques include hatching (drawing straight lines in the same direction to fill an area), cross-hatching (layering lines of hatching in different directions), random line (drawing lines of a variety of shapes and lengths) and stippling (using small dots).
* Know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.
 | * Know that lines can be used by artists to control what the viewer looks at within a composition, e.g., by using diagonal lines to draw your eye into the centre of the drawing.
 | * Know that line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching.
* Know that different types of perspective include one-point perspective, two-point perspective and three-point perspective.
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