

Art and Design Progression Map

Units

Units						
EYFS	Main units			Sub units		
	A Drawing	B Painting	C Sculpture	D Printing	E Collage	F Textiles
	<p>Children choose to use different media to make marks and lines.</p> <p>Children can use their hands to grip and hold different medias when drawing and choose their dominant hand.</p> <p>Begin to recognise tools used for drawing.</p> <p>Use drawing to represent something within their world and from their imagination.</p> <p>Begin to add simplistic detail to their drawings. E.g. emotions onto faces or patterns onto objects.</p>	<p>Painting on and with a range of materials.</p> <p>Begin to recognise tools used for painting.</p> <p>Name primary and secondary colours.</p> <p>Begin to choose colours which represent what they are painting and talk about why they have chosen these.</p> <p>Children have opportunities to explore how colours change and begin to apply these to their own pieces.</p>	<p>Use and create 3D structures to express their ideas.</p> <p>Experiment creating 3D pieces with a range of materials and media - chosen by them.</p> <p>Create a sculpture with their hands and materials of choice.</p> <p>Explain why they are using chosen materials in their pieces.</p>	<p>Children will use their bodies and materials to press down onto a surface to create marks.</p> <p>Begin to use repeating patterns through printing with the same material or body part.</p> <p>Explore printing with different media.</p>	<p>Choose and experiment with a range of materials by sticking them together to make a piece of art.</p> <p>Children can talk about and discuss how the different materials feel on a collage.</p> <p>Children begin to use appropriate materials to represent parts of their collages.</p>	<p>Children have the opportunity to choose from and use a range of textiles to enhance their art work, ideas or creations.</p>
<p>EYFS artists for studying and emulating:</p> <ul style="list-style-type: none"> - Henri Rossaeu - Tyree Guyton - Cheeming Boey - Lois Mailou Jones - Patrick Dougherty 						

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Words in bold are vocabulary that should be explicitly taught in each unit.

Key Stage 1 National Curriculum Objectives:

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. **Each year group should choose an artist, craft maker or designer to focus on in 3-4 of the art units.**

to describe the differences and similarities between different practices and disciplines, and making links to their own work.

		A Drawing	B Painting	C Sculpture	D Printing	E Collage	F Textiles
Year	1	<p>1A</p> <p>Using pencils to make different lines, shapes and patterns.</p> <p>Investigate the different types of marks made using pen, crayon, felt tip and chalk.</p> <p>Artists: Christian Robinson, Rembrandt</p>	<p>1B</p> <p>Using paint to mix and experiment with colour (including lightening and darkening)</p> <p>Experiment by: using different brush sizes and painting on different materials.</p> <p>Make a painting in which children have mixed their own colours and used a variety of brush sizes.</p>	<p>1C</p> <p>Use salt dough/play dough to experiment.</p> <p>Make a sculpture where children use hands, tools and equipment to model materials for a purpose thinking about form and space.</p> <p>Sculptors: Niki de Saint Phalle, Jeff Koons</p>	<p>1D</p> <p>Use a range of hard and soft materials to explore the different colour, texture and shape in printing.</p> <p>Make a print for a purpose with a repeating pattern through object printing.</p> <p>Compare the differences and similarities between printing and drawing, making links to their own work.</p>	<p>1E</p> <p>Use paper and magazine to make an image, choosing colours that are similar.</p> <p>Observe how cutting and tearing materials will give a different effect.</p> <p>Artists: Eric Carle, Takashi Murakami</p>	<p>1F</p> <p>Using different coloured paper, use the plain weaving technique to experiment with creating different patterns.</p> <p>Make a final weaved piece that includes a pattern of 2 or more colours.</p> <p>Craftmakers: Ani Albers</p>

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		Artists: LS Lowry, Earnest Mancoba		Artists: Kadinsky, Damien Hirst		
2	<p>2A</p> <p>Sketch real life objects using pencil, chalk, pen and crayon. Begin to think about how to make lines lighter or darker.</p> <p>Use a range of media to draw on different surfaces.</p> <p>Children should use a variety of lines to begin to shade their drawings, thinking about the form.</p> <p>Artists: Adonna Khare, Bryant Giles</p>	<p>2B</p> <p>Use appropriate brushes to produce different marks e.g. small brush for small marks.</p> <p>Continue to develop colour mixing skills to create shades and tones of one colour.</p> <p>Begin to think about how colours reflect the mood/environment. Design and make a painting, using colours to reflect the mood/environment.</p> <p>E.g. dark colours for sadness or to show night time.</p> <p>Artists: Van Gogh, Rory McEwan</p>	<p>2C</p> <p>Begin to use clay to model something from imagination. Compare it to dough.</p> <p>Design and make a sculpture using paper mache. Begin to think about the colours and textures used on the surface.</p> <p>Sculptors: Henry Moore, El Anatsui</p>	<p>2D</p> <p>Explore relief printing using string and card or cardboard and card.</p> <p>Experiment (using relief printing and object printing) with overprint.</p> <p>Design and make a print, which uses some repeating patterns, varying in shape.</p> <p>Artist: Yayoi Kasuma, Alice Patullo</p>	<p>2E</p> <p>Use paper and magazine to create images on different backgrounds.</p> <p>Begin to mix materials to add texture.</p> <p>Design and make a collage, choosing whether to use the tear or cut technique and how to optimize the space of the background.</p> <p>Compare the differences and similarities between collage and painting, making links to their own work.</p> <p>Artists: Maggie Tookmanian, Pablo Picasso.</p>	<p>2F</p> <p>Dye a whole piece of cotton fabric to alter the textile's colour.</p> <p>Design and make a pattern using stuck on embellishments on a dyed piece of fabric.</p> <p>Craftmakers: William Morris</p>

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Key Stage 2 National Curriculum Objectives:

Pupils should be taught:

- 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 and understand the historical and cultural development of their art forms. **Each year group should choose an artist, architect or craft maker/designer to focus on in 3-4 of the art units. You should ensure that you are covering a range of either artists, architects or designers and not just one.**

3	3A	3B	3C	3D	3E	3F
	<p>Use a sketchbook to demonstrate the different grades of a pencil and use them appropriately when sketching real-life objects.</p> <p>Use a range of media (inc. charcoal, pastels, pen, chalk and crayons) to create different patterns and textures and use them appropriately. Record in sketchbooks.</p>	<p>Begin to explore, using a colour wheel, complimentary colours and use these in their own paintings.</p> <p>Continue to mix colours/shades/tones with increasing confidence.</p> <p>Begin to use different types of paints and compare them.</p>	<p>Use a range of materials (e.g. foil, sticks, cardboard, clay, paper mache) to experiment with sculpting and modelling for a purpose.</p> <p>Choose one material to design and create a model for a purpose. Think about shape/form and whether it will be abstract or realistic.</p>	<p>Explore mono-printing using different colours, designs and shape. Use sketchbooks to plan these designs.</p> <p>Compare mono and relief printing by creating the same design and presenting and evaluating both in a sketchbook.</p>	<p>Use a range of materials (e.g. paper, magazines, foil, tissue paper) to experiment with colour and texture on a chosen collage image.</p> <p>Experiment with mosaic and overlapping collage techniques.</p> <p>Plan and create a final piece that uses either mosaic or overlapping collaging.</p>	<p>Use a range of materials (e.g. straw, paper, wool, fabric) to create a plain weaving pattern.</p> <p>In sketchbooks, present and evaluate these pieces, thinking about how they differ in texture, size and shape.</p> <p>Craftmakers: Diedrick Brackens</p>



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	<p>Sketchbooks should be used to present and evaluate work.</p> <p>Artists: Kelvin Okafor, Kath Kollwitz</p>	<p>Use a sketchbook to record findings and explorations.</p> <p>Artists: Hundertwasser, Georiga O'Keefe</p>	<p>Record, present and evaluate design in sketchbooks.</p> <p>Sculptors: Alberto Giacometti, Yinka Shonibare</p>	<p>Use sketchbooks to record the explorations.</p> <p>Artists: Andy Warhol, Herbert Gentry</p>	<p>Sketchbooks should be used to present and evaluate work.</p> <p>Artists: Alma Thomas, Vivienne Westwood (designer)</p>	
4	<p style="text-align: center;">4A</p> <p>Use a range of media to develop intricate patterns when drawing.</p> <p>Draw for a sustained period of time, begin to think about dimension and perspective.</p> <p>Children begin to have the freedom to choose materials and media where appropriate.</p>	<p style="text-align: center;">4B</p> <p>Start to develop a painting from a drawing.</p> <p>Use sketchbook to plan the colours/media/brush size they will use, present and evaluate work.</p> <p>Begin to choose appropriate media to work with.</p> <p>Begin to think about how other materials could add dimension to paintings.</p>	<p style="text-align: center;">4C</p> <p>Use clay to begin to design and create a sculpture where they must use hatching to join pieces together.</p> <p>Record ideas in sketchbooks, including intricate designs that will show different textures.</p> <p>As well as presenting and evaluating their work.</p>	<p style="text-align: center;">4D</p> <p>Begin to experiment with multi-layer printing using either object, mono or relief printing.</p> <p>Create a repeating pattern using their preferred printing type. Justifying choices and using a range of colours.</p> <p>Sketchbooks should be used to present and evaluate work.</p>	<p style="text-align: center;">4E</p> <p>Children colours and materials to create an image that creates a texture of their choice.</p> <p>Learn about and experiment with the tessellation and montage collaging techniques.</p> <p>Plan and create a final piece that uses either montage or tessellation</p>	<p style="text-align: center;">4F</p> <p>Experiment dying fabrics with both manmade and natural types of dye.</p> <p>Use a sketchbook to record, present and evaluate explorations.</p> <p>In sketchbooks, plan a pattern to draw onto a dyed piece of fabric using fabric pens. Present and evaluate too.</p>

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	Record, present and evaluate in sketchbooks Artists: Giorgio Morandi, Edgar Degas	Artists: Abby Diamond, Veronica Winters	Sculptors: Alaa Awad, Barbara Hepworth	Artists: Lucy Arnold, Anni Albers	collaging, designed, presented and evaluated in sketchbooks. Artists: Minnie Evans, Henri Rousseau	Craftmakers/designers: Mary Quant
5	<p>5A</p> <p>Draw independently for a sustained period of time with a media of their choice using hatching and shading where appropriate.</p> <p>Continue to develop understanding of dimension and perspective through drawing for a purpose.</p> <p>Begin to use different media on the same drawing to create different textures, colours and line.</p>	<p>5B</p> <p>Mix and match colours based on colour wheels, atmosphere and light. Record in sketchbooks.</p> <p>Choose appropriate media to create the textural effect they want. (e.g. water colour for a softer effect)</p> <p>Develop a painting from a drawing, choosing a surface of choice to paint onto and layer it using another material once dry to add</p>	<p>5C</p> <p>Use recycled, manmade and natural materials to create a sculpture for a purpose.</p> <p>Use sketchbooks to record ideas, plan colours, present and evaluate sculpture.</p> <p>Begin to recognise different sculptural forms in their environment. (e.g. buildings, furniture etc)</p> <p>Sculptors: Tracy Emin, Zaha Hadid</p>	<p>5D</p> <p>Use sketchbooks to experiment with printing on different surfaces and materials.</p> <p>Begin to experience fabric printing using object printing to create a repeating pattern on a piece of fabric.</p> <p>Sketchbooks should be used to present and evaluate work.</p> <p>Artists: Paul Smith (designer), Lalla Essaydi</p>	<p>5E</p> <p>Revise tessellation and mosaic collaging techniques and discuss how they are similar.</p> <p>Experiment on different backgrounds using both techniques to compare.</p> <p>Make a final collage using tessellation or mosaic and add to a printed background. Plan, present and evaluate collage in sketchbooks.</p>	<p>5F</p> <p>Use a natural material of choice to practice the basket weaving technique.</p> <p>In sketchbooks, design, present, make and evaluate a piece of art that include basket weaving with a natural material of choice.</p> <p>Craftmakers: Mabel McKay</p>

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	<p>Sketchbooks should be used to present and evaluate work.</p> <p>Artists: CJ Hendry, Arinze Stanley Egbengwu</p>	<p>dimension and texture.</p> <p>Plan, present and evaluate painting in sketchbooks.</p> <p>Artists: Peter Thorpe, Joan Miro</p>			<p>Artists: Chris Ofili, Margaret Burroughs</p>	
6	<p>6A</p> <p>Draw observationally and imaginatively for a sustained period of time. Using a media and surface of their choice and using techniques for different purposes. (e.g. shading to show light/dark contrast)</p> <p>Have opportunities to develop their work by adding colour and different media.</p>	<p>6B</p> <p>Begin to develop their own painting style through colour, pattern, shade and tone.</p> <p>Create a painting for a purpose, working independently, where the children are choosing appropriate brush sizes, colour and paint-type to work with.</p> <p>Plan and record ideas and evaluation into sketchbooks and</p>	<p>6C</p> <p>Use clay to create an intricately designed sculpture for a purpose.</p> <p>Children should show their knowledge of hatching, joining, glazing, painting and construction skills.</p> <p>Record, annotate designs, present and evaluate sculptures in sketchbooks.</p>	<p>6D</p> <p>Revise all the different printing methods and describe the process behind each one.</p> <p>Create a final printing piece, which is multi-layered and uses 2-3 different printing methods.</p> <p>In sketchbooks; children record design and justify their decisions</p>	<p>6E</p> <p>Revise mosaic, overlapping, montage and tessellation collage techniques.</p> <p>Plan and design their own collage.</p> <p>Making and justifying choices for media and collage techniques used which should reflect the texture, mood and shape they want.</p>	<p>6F</p> <p>Use the tie-dyeing technique to dye a piece of fabric. Experimenting with a range of colours and patterns they can create.</p> <p>Plan, record, present and evaluate ideas in sketchbooks.</p> <p>Craftmakers: Phillip Brown</p>



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	<p>Focus on drawing from different sources (e.g. observation, photographs or pictures) and begin to think about using a single focal point/close observation to show perspective.</p> <p>Sketchbooks should be used to present and evaluate work.</p> <p><i>Artists: Cath Riley, Paul Cadden</i></p>	<p>suggest improvements.</p> <p><i>Artists: Claude Monet, Lorna Simpson</i></p>	<p><i>Sculptors: Gaudi, Ai Weiwei</i></p>	<p>behind each printing method, colours and patterns used, present and evaluate ideas.</p> <p>Object printing Relief printing Mono-printing Multi-layer printing Fabric printing</p> <p><i>Artists: Corita Kent, Sonia Boyce</i></p>	<p>Sketchbooks should be used to present and evaluate work.</p> <p><i>Artists: Hokusai, Faith Ringgold</i></p>	
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