

Art and Design Skills and knowledge Progression Map

Art lessons key aspects (every art lesson will have one of these aspects):

- 1. Significant people, artwork and movements**
- 2. Compare and contrast pieces of art work (either same artist or two different artists but looking at similar theme or art style)**
- 3. Practice of skills and generation of ideas**
- 4. Creation of individual piece linked to skills/style of art taught (Select, design, make)**
- 5. Evaluation and improvement (evaluate)**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Significant people, artwork and movements	<ul style="list-style-type: none"> To understand what an artist is To understand that an artist may have created their artwork differently because of when they created it. To be able to name one artist and recognise a piece of their work 	<ul style="list-style-type: none"> Vocabulary relating to colour, shape, materials and subject matter can be used to explore works by significant artists. Describe and explore the work of a significant artist. 	<ul style="list-style-type: none"> Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced 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. Explain why a painting, piece of artwork, body of work or artist is important. 	<ul style="list-style-type: none"> 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. Work in the style of a significant artist, architect, culture or designer 	<ul style="list-style-type: none"> Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used. Explain the significance of art, architecture or design from history and create work inspired by it. 	<ul style="list-style-type: none"> Artistic movements include: <i>Expressionism, Realism, Pop Art, Renaissance and Abstract.</i> Investigate and develop artwork using the characteristics of an artistic movement. 	<ul style="list-style-type: none"> Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject. Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.
2. Compare and contrast piece of art work	<ul style="list-style-type: none"> Start to think about which pieces of art are similar and which are different and why. Begin to have an opinion about 	<ul style="list-style-type: none"> Similarities and differences between two pieces of art include <i>the materials used, the subject matter and</i> 	<ul style="list-style-type: none"> Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, 	<ul style="list-style-type: none"> Explorations of the similarities and differences between pieces of art, structures and products from the <i>same genre</i> could focus 	<ul style="list-style-type: none"> Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and 	<ul style="list-style-type: none"> Visual elements include <i>line, light, shape, colour, pattern, tone, space and form.</i> Describe and discuss how different artists 	<ul style="list-style-type: none"> Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is

	<p>which piece of art they like and why.</p>	<p><i>the use of colour, shape and line.</i></p> <ul style="list-style-type: none"> Identify similarities and differences between two or more pieces of art. 	<p>legends, stories and historical events.</p> <ul style="list-style-type: none"> Describe similarities and differences between artwork on a common theme. 	<p>on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.</p> <ul style="list-style-type: none"> Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time. 	<p>intellectual satisfaction.</p> <ul style="list-style-type: none"> Similarities and differences between artwork can include the <i>subject matter, style and use of colour, texture, line and tone.</i> Compare and contrast artwork from different times and cultures 	<p>and cultures have used a range of visual elements in their work.</p>	<p>modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.</p> <ul style="list-style-type: none"> Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
<p>3. Generation of ideas</p>	<ul style="list-style-type: none"> To be able to verbalise and describe what they are going to create and why 	<ul style="list-style-type: none"> Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. Communicate their ideas simply before creating artwork 	<ul style="list-style-type: none"> A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. Make simple sketches to explore and develop ideas. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Artists use sketching to develop an idea over time. Create a series of sketches over time to develop ideas on a theme or mastery of a technique. 	<ul style="list-style-type: none"> Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece. Review and revisit ideas and sketches to improve and develop ideas. 	<ul style="list-style-type: none"> A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. 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.
<p>4. Creation and practice of skills</p>	<ul style="list-style-type: none"> Practise skills in draft/rough (through continuous provision) before creating 'final' pieces. 	<ul style="list-style-type: none"> Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory 	<ul style="list-style-type: none"> Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard 	<ul style="list-style-type: none"> Visual elements include colour, line, shape, form, pattern and tone. Use and combine a range of visual elements in artwork. 	<ul style="list-style-type: none"> Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined 	<ul style="list-style-type: none"> Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and 	<ul style="list-style-type: none"> In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. Create innovative art that has personal,

	<ul style="list-style-type: none"> Understanding that practising art skills can help us improve 	<p>(remembering experiences from the past).</p> <ul style="list-style-type: none"> Design and make art to express ideas. 	<p>and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.</p> <ul style="list-style-type: none"> Select the best materials and techniques to develop an idea. 		<p>to create a range of effects.</p> <ul style="list-style-type: none"> Develop techniques through experimentation to create different types of art. 	<p>techniques and plan what a final piece of art will look like.</p> <ul style="list-style-type: none"> Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. 	<p>historic or conceptual meaning.</p>
5. Evaluation and improvement	<ul style="list-style-type: none"> Explain what they like about their own art work and why. Begin to have an awareness that they can improve and change their artwork next time. 	<ul style="list-style-type: none"> Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. Say what they like about their own or others' work using simple artistic vocabulary. 	<ul style="list-style-type: none"> Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. Analyse and evaluate their own and others' work using artistic vocabulary. 	<ul style="list-style-type: none"> 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. Make suggestions for ways to adapt and improve a piece of artwork. 	<ul style="list-style-type: none"> Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. Give constructive feedback to others about ways to improve a piece of artwork. 	<ul style="list-style-type: none"> Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art. Compare and comment on the ideas, methods and approaches in their own and others' work. 	<ul style="list-style-type: none"> Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about 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.
Drawing (Pencil, ink, charcoal, pen)	<ul style="list-style-type: none"> Experiment with a range of materials e.g. felt tip, crayon, pencil, chalk Learning how to put the correct amount of pressure on the paper or surface 	<ul style="list-style-type: none"> Experiment with different traditional and non-traditional materials Experiment with mark-making Experiment drawing different 	<ul style="list-style-type: none"> Draw shapes and lines to represent observations and ideas Record clearly light and dark areas Record some detail using lines and shading Apply pressure to tools to achieve tones. Some materials can be smudged/blended to create different tones, 	<ul style="list-style-type: none"> Record shapes and lines with some degree of accuracy from observation Record differences in tone and texture (including hatching, cross hatching, stippling 	<ul style="list-style-type: none"> Record shapes and lines from accurate observation. Show where observations overlap and create a sense of perspective 	<ul style="list-style-type: none"> Record more complex shapes and lines from observation. Show where objects overlap and create a sense of perspective. 	<ul style="list-style-type: none"> 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 Record a broad range of tones.

	<ul style="list-style-type: none"> Understand that marks can represent objects or feelings Use the different sizes of surfaces to experiment with Draw and mark make as they see/feel Have confidence to discuss their drawings <p>Resources Pens, pencils, felt tips, crayons, pastels, chalk, paper, card, flooring, walls</p> <p>Vocabulary Draw, pressure – lighter or harder</p>	<p>types of lines e.g wavy, zigzag</p> <ul style="list-style-type: none"> Experiment with different hardness of pencils to create different tone of lines Use different size paper to explore, using large and small movements Use basic shapes and different lines to represent observed, imagined and remembered ideas and things (Draw what you see) <p>Resources Different hardness of pencils (H – hard – lighter lines and B – black, darker lines, different sizes of paper</p> <p>Vocabulary Shapes, lines, hard, soft, straight, wavy, zig-zag, curved, darker lighter, thick and thin</p>	<p>effects, lines and patterns.</p> <ul style="list-style-type: none"> Work on a sustained drawing, reviewing it. <p>Resources Drawing Pencil, charcoal, ink and pen, different sizes and textures of paper</p> <p>Vocabulary Rough, smooth, ridged, bumpy, tone (lightness or darkness of a colour), smudge/blend, patterns</p>	<p>and scumbling to create form, tone and texture)</p> <ul style="list-style-type: none"> Work on a sustained drawing, reviewing and refining the drawing. <p>Resources Drawing Pencil, charcoal, ink, pen, cartridge paper</p> <p>Vocabulary Cross hatching, hatching, scumbling, stippling, texture, form, shading</p>	<ul style="list-style-type: none"> Use tone and show a range of tones including shadows. Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together. Observe and record details and show different textures. Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching, cross-hatching, random lines and stippling. Work on a sustained drawing, reviewing and refining the drawing based on feedback. <p>Resources Drawing Pencils charcoal, ink, pen, cartridge paper</p> <p>Vocabulary Contrast, shadows, blending, hatching, cross hatching, tone, texture,</p>	<ul style="list-style-type: none"> Use scale and shading to show perspective Show a range of tones, including shadows. Ink wash can be used to create a tonal perspective, light and shade. Use pen and ink (ink wash) to add perspective, light and shade to a composition or model. Record fine details and show a range of different textures Work on a sustained drawing, reviewing and refining the drawing, based on a rough sketch first. <p>Resources Drawing Pencils charcoal, ink, pen, cartridge paper</p> <p>Vocabulary Contrast, shadows, tonal perspective</p>	<ul style="list-style-type: none"> Use appropriate and decide on the styles of shading and mark-making for the task. Use drawing pencils in a range of values Show perspective and depth in drawing. <i>(Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).</i> Work on a sustained piece of work, review, refine and edit to improve based on your own thoughts and others feedback. <p>Resources Drawing Pencils charcoal, ink, pen, cartridge paper</p> <p>Vocabulary Contrast, shadows, perspective, contours</p>
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<p>Painting</p>	<ul style="list-style-type: none"> • Experiment with mark making with paint • Use different size brushes to create thicker or thinner lines or patterns • Begin to select and organise resources needed to paint • Begin to load brushes with correct use of paint 	<ul style="list-style-type: none"> • Hold the brush appropriately • Load correct amount of paint on to the bristles of the brush • Rinse brush and remove excess water • Select different brush sizes/shapes for different tasks • Understand what is meant by primary and secondary colours and learn to mix primary colours. 	<ul style="list-style-type: none"> • Stay within drawn lines when using a thin brush if that is the purpose • Mix primary colours to create secondary colours and begin to understand that the secondary colour changes depending on how much of each primary colour they use. • use own colours in work (rather than premixed) and start to look at the impact of adding black and white to colours • Choose colours which complement each other for effect • Use colours to express the result you want e.g. brighter/duller colours etc 	<ul style="list-style-type: none"> • Setup and clear away painting equipment • Select appropriate brush for task • Use brushmarks for effects, fit for purpose. • Mix tints and shades of colour and use them in work 	<ul style="list-style-type: none"> • Use different painting and brushstroke techniques for effects • Create own sets of colours by testing them out and adding different colours to change tone, lightness and darkness • Use colours to convey ideas • Select appropriate brush for task and explain why. • Work on sustained pieces and review 	<ul style="list-style-type: none"> • Use different brush marks and strokes for effect • Select appropriate brush for task and use a selection of brushes in one piece of work to different effect • Use colours to convey ideas, moods and atmosphere • Work on sustained pieces and review and refine. 	<ul style="list-style-type: none"> • Selecting different brushes for different tasks • Mix colours, tints and shades fit for purpose, using several shades of one colour in work • Use different techniques and brushmarks to create mood, movement, atmosphere and effect and to convey ideas • Work on sustained pieces and review and refine, evaluating and improving.
<p>Collage and Textiles (paper and fabric)</p>	<ul style="list-style-type: none"> • Learn how to use scissors correctly and be able to cut paper and thin card • Create a picture or idea by cutting different sizes of paper and sticking in a purposeful way 	<ul style="list-style-type: none"> • Understand collage is an art technique where different materials are layered and stuck down to create artwork. • Draw a simple shape and cut around the lines. • Cut around corners of basic shapes • Apply glue without waste • Cut basic shapes without a pre-drawn outline • Create a picture or idea by cutting 	<ul style="list-style-type: none"> • Understand that different paper and card have different weights and textures. • Different media such as pastels or paint can be added to papers to reveal textures • Create a range of shapes and lines into easily cut shapes • Layer shapes in a piece of work • Cut smaller and more intricate 	<ul style="list-style-type: none"> • Simplify drawings or observed images into shapes ready for collage. • Layer shapes to create interest and texture. • Create a range of textures using different types of paper in a different way e.g scrunching, rolling etc • Create own shapes and lines to create composition. 	<ul style="list-style-type: none"> • Translate more complex images and objects into shapes suitable for collage. • Manipulate materials to create textures that have been observed. • Select materials to represent tones. • Cut complex shapes and lines • Use a range of stitches to add detail and texture 	<ul style="list-style-type: none"> • Layer multiple types of textures and colours to create interest. • Cut complex shapes in various sizes to represent ideas. • Traditional crafting techniques using paper include, casting, decoupage, collage, origami. Make and use paper to explore traditional crafting techniques 	

		different types of materials and colour, sticking in a purposeful way to create a simple collage	<p>shapes – turning paper rather than body when cutting</p> <ul style="list-style-type: none"> Select a range of coloured and textured paper/materials to represent ideas. 	<ul style="list-style-type: none"> Weave natural or man made materials on cardboard looms, making woven pictures or patterns (Warp and weft are terms for the two basic components used in loom weaving) 	to fabric or mixed media collages		
<p>Printing Y1 , Y3 & Y5</p> <p>Need to decide which materials would be best for printing in each key stage</p> <p>KS1 – cardboard & string or polystyrene?</p> <p>LKS2 – use their knowledge of creating a print and apply it to a two colour print.</p> <p>UKS2 – different techniques of printing</p>	<ul style="list-style-type: none"> Explore mark making using stamps or blocks Explore how to load the correct amount of paint on to a stamp or block Use stamps or blocks to create a pattern or picture Begin to think about placement of blocks or stamps to create a purposeful piece 	<ul style="list-style-type: none"> A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern. Apply ink or paint to a printing block/stamp. Apply ink or paint evenly and gently to a printing block/stamp Know when to reload the ink/paint Print repeating patterns. Use the properties of various materials, such as clay or polystyrene, to develop a block print. 	<ul style="list-style-type: none"> A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again. Engrave and etch a design into a material in order to print. Simplify a more complex drawing into lines and shapes for printing purposes Using a roller to load paint or ink Make a two-colour print. Create multiple prints from one tile. 	<ul style="list-style-type: none"> Use the work of a significant printmaker to influence artwork. Printmakers create artwork by transferring paint, ink or other art materials from one surface to another. Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography. Combine a variety of printmaking techniques and materials to create a print on a theme. Create a printing tile with lines and shapes in varied widths and styles, convey different textures, layer colours. 			
<p>Sculpture and Architecture Y2, Y4 & Y6</p>	<ul style="list-style-type: none"> Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. 	<ul style="list-style-type: none"> Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap. Press objects into a malleable material to make textures, patterns and imprints. 	<ul style="list-style-type: none"> Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. Create a 3-D form using malleable or rigid materials, or a combination of materials. 	<ul style="list-style-type: none"> Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background. Create a relief form using a range of tools, techniques and materials. A 3-D form is a sculpture made by carving, modelling, casting or constructing. 			

			<ul style="list-style-type: none">• Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting.• Carving, slip and scoring can be used to attach extra pieces of clay.• Mark making can be used to add detail to 3-D forms.• Use clay to create a detailed or experimental 3-D form.	<ul style="list-style-type: none">• Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.
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