



ART PROGRESSION MAP



Year Group and Topics	Learning Objectives NC-Unit/Scheme Knowledge-Skill Objectives	Key Vocabulary	Assessment of Core Knowledge and Skills/End Goal
Reception			
See separate document			
Year 1			
Drawing	- To communicate something about themselves in their drawing - To create moods in their drawings - To draw using pencil and crayons - To draw lines of different shapes and thickness, using 2 different grades of pencil	Line; Straight; Curved; Long; Short; Wavy Thick ; Thin scribble Zig-zag; Diagonal Bold; Vertical Horizontal	To know how to show how people feel in paintings and drawings. To know how to use pencils to create lines of different thickness in drawings.
Painting	- To communicate something about themselves in their painting - To create moods in their painting - To choose to use thick and thin brushes as appropriate - To paint a picture of something they can see - To name the primary and secondary colours	Primary; secondary; bright; colour-mixing Complementary Contrasting; cool; warm; shade	To know how to create moods in artwork. To know the names of the primary and secondary colours.
Printing	- To print with sponges, vegetables and fruit - To print onto paper and textile - To design their own print block - To create a repeating pattern	Repeating; spotted Striped; criss-cross Symmetrical; simple Spaced; busy; complex	To know to create a repeating pattern in print.
Sketch Books	To begin to demonstrate their ideas through photographs and in their sketch books	2D shape; 3D shape Flat; curved; symmetrical	To know how to use pencils to create lines of different thickness in drawings.
3D	- To add texture by using tools - To make different kinds of shapes - To cut, roll and coil materials such as clay, dough or plasticine	Regular; coiled; twisted rounded Rough; smooth; bumpy; soft; hard; prickly; shiny; flat; furry; hairy	To know how to cut, roll and coil materials.
Collage	- To cut and tear paper and card for their collages - To gather and sort the materials they will need		To know how to cut, roll and coil materials.
Knowledge	- To describe what they can see and like in the work of another artist - To ask sensible questions about a piece of art		To describe what can be seen and give an opinion about the work of an artist. To ask questions about a piece of art.

Year 2			
Drawing	- To use three different grades of pencil in their drawing (4B, 8B, HB) - To use charcoal, pencils and pastels - To create different tones using light and dark - To show patterns and texture in their drawings - To use a viewfinder to focus on a specific part of an artefact before drawing it	Line; Straight; Curved; Long; Short; Wavy Thick ; Thin scribble Zig-zag; Diagonal Bold; Vertical Horizontal	To choose and use three different graded of pencil when drawing. To know how to use charcoal, pencil and pastel to create art. To know how to use a viewfinder to focus on a specific part of an artefact before drawing it.
Painting	- To mix paint to create all the secondary colours - To mix and match colours and predict outcomes - To mix their own brown - To make tints by adding white - To make tones by adding black	Primary; secondary; bright; colour-mixing Complementary Contrasting; cool; warm; shade	To know how to mix paint to create all the secondary colours. To know how to create brown paint. To know to create tints with paint by adding white and know how to create tones in paint by adding black.
Printing	- To create a print using pressing, rolling, rubbing and stamping - To create a print like designer	Repeating; spotted Striped; criss-cross Symmetrical; simple Spaced; busy; complex	To know how to create a printed piece of art by pressing, rolling, rubbing and stamping.
Sketch Books	- To begin to demonstrate their ideas through photographs and in their sketch books - To set out their ideas, using 'annotation' in their sketch books - To keep notes in their sketch books as to how they have changed their work	2D shape; 3D shape Flat; curved; symmetrical Regular; coiled; twisted Rounded Rough; smooth; bumpy; soft; hard; prickly; shiny; flat; furry; hairy	To choose and use three different graded of pencil when drawing. To know how to use charcoal, pencil and pastel to create art.
3D	<i>To make a clay pot</i> <i>To join two finger pots together</i> <i>To add line and shape to their work</i>		<i>To know how to make a clay pot and how to join two clay finger pots together.</i>
Collage	- To create individual and group collages - To use different kinds of materials on their collage and explain why they have chosen them - To use repeated patterns in their collage		To know how to create a printed piece of art by pressing, rolling, rubbing and stamping.
Knowledge	- To link colours to natural and man-made objects - To say how other artists have used colour, pattern and shape - To create a piece of work in response to another artist's work		To suggest how artists have used colour, pattern and shape. To know how to create a piece of art in response to the work of another artist.

Year 3

Drawing	- To show facial expressions in their drawings - To use their sketches to produce a final piece of work - To write an explanation of their sketch in notes - To use different grades of pencil shade, to show different tones and texture	Undulating; continuous; solid; cross-hatch parallel; swift; delicate; flowing	To know how to show facial expressions in art. To know how to use different grades of pencil to shade and to show different tones and textures.
Painting	- To predict with accuracy the colours that they mix - To know where each of the primary and secondary colours sits on the colour wheel - To create a background using a wash - To use a range of brushes to create different effects	Bold; vibrant; subtle Pale; earthy; translucent; opaque; neutral; sombre pastel	To know how to create a background using a wash. To know how to use a range of brushes to create different effect in painting.
Printing	- To make a printing block - To make a 2-colour print	Broken; chequered Ornate; well-balanced Tessellated; geometric Intricate; concentric	
Sketch Books	- To use their sketch books to express feelings about a subject and to describe likes and dislikes - To make notes in their sketch books about techniques used by artists - To suggest improvements to their work by keeping notes in their sketch books	Angular; bulbous Asymmetrical Geometric; irregular Tapering; sweeping Curvaceous elongated Fine; uneven; raised; coarse; glossy; jagged; putted; matt	To know how to use sketches to produce a final piece of art. To know how to use digital images and combine with other media.
3D	<i>To add onto their work to create texture and shape</i> <i>To work with life size materials</i> <i>To add texture to a piece of work</i>		
Collage	- To cut very accurately - To overlap materials - To experiment using different colours - To use mosaic - To use montage		
Knowledge	- To compare the work of different artists - To explore work from other cultures - To explore work from other periods of time - To begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.		To know how to identify the techniques used by different artists. To know how to compare the work of different artists. To recognise when art is from different cultures. To recognise when art is from different historical periods.

Year 4

Drawing	- To begin to show facial expressions and body language in their sketches - To identify and draw simple objects, and use marks and lines to produce texture - To organise line, tone, shape and colour to represent figures and forms in movement - To show reflections - To explain why they have chosen specific materials to draw with	Undulating; continuous; solid; cross-hatch parallel; swift; delicate; flowing	To know how to show facial expressions and body language in sketches. To know how to use marks and lines to show texture in art. To know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections.
Painting	- To create all the colours, they need - To create mood in their paintings - To successfully use shading to create mood and feeling	Bold; vibrant; subtle Pale; earthy; translucent; opaque; neutral; sombre pastel	To know how to show facial expressions and body language in paintings. To know how to use marks and lines to show texture in art.
Printing	- To print using at least four colours - To create an accurate print design - To print onto different materials	Broken; chequered Ornate; well-balanced Tessellated; geometric Intricate; concentric	To know how to print onto different materials using at least four colours.
Sketch Books	- To use their sketch books to express their feelings about various subjects and outline likes and dislikes - To produce a montage all about themselves - To use their sketch books to adapt and improve their original ideas - To keep notes about the purpose of their work in their sketch books	Angular; bulbous Asymmetrical Geometric; irregular Tapering; sweeping Curvaceous elongated	To know how to integrate digital images into artwork. To use sketchbooks to help create facial expressions. To use sketchbooks to experiment with different texture.
3D	<i>To experiment with and combine materials and processes to design and make 3D form</i> <i>To begin to sculpt clay and other mouldable materials</i>	Fine; uneven; raised; coarse; glossy; jagged; putted; matt	<i>To know how to sculpt clay and other mouldable materials.</i>
Collage	- TO use ceramic mosaic to produce a piece of art - To combine visual and tactile qualities		
Knowledge	- To experiment with different styles which artists have used - To explain art from other periods of history		To experiment with the styles used by other artists. To explain some of the features of art from historical periods. To know how different artists developed their specific techniques.

Year 5

Drawing	- To identify and draw simple objects, and use marks and add lines to produce texture - To successfully use shading to create mood and feeling - To organise line, tone, shape and colour to represent figures and forms in movements - To show reflections - To explain why they have chosen specific materials to draw with	Undulating; continuous; solid; cross-hatch parallel; swift; delicate; flowing	To know how to use shading to create mood and feeling. To know how to express emotion in art.
Painting	- To create all the colours, they need - To create mood in their paintings - To express their emotions accurately through their painting and sketches	Bold; vibrant; subtle Pale; earthy; translucent; opaque; neutral; sombre pastel	To know how to organise line, tone, shape and colour to represent figures and forms in movement. To know how to express emotion in art.
Printing	- To print using a number of colours - To create an accurate print design that meets a given criterion - To print onto different materials	Broken; chequered Ornate; well-balanced Tessellated; geometric Intricate; concentric	To know how to create an accurate print design following a given criterion.
Sketch Books	- To keep notes in their sketch books as to how they might develop their work further - To use their sketch books to compare and discuss ideas with others	Angular; bulbous Asymmetrical Geometric; irregular Tapering; sweeping Curvaceous elongated	To experiment by using marks and lines to produce texture. To experiment with shading to create mood and feeling. To experiment with media to create emotion in art.
3D	<i>To experiment with and combine materials and processes to design and make 3D form</i> <i>To sculpt clay and other mouldable materials</i>	Fine; uneven; raised; coarse; glossy; jagged; putted; matt	
Collage	- To use ceramic mosaic to produce a piece of art - To combine visual and tactile qualities		
Knowledge	- To experiment with different styles that artists have used - To know about the work of others by looking at artists' work in books, online, visits to galleries and other sources of information		To research the work of an artist and use their work to replicate a style.

Year 6

Drawing	- To communicate emotions and a sense of self with accuracy and imagination - To explain why they have combined different tools to create their drawings - To explain why they have chosen specific drawing techniques	Undulating; continuous; solid; cross-hatch parallel; swift; delicate; flowing	To use a full range of pencils, charcoal or pastels when creating a piece of observational art.
Painting	- To explain what their own style is - To use a wide range of techniques in their work - To explain why they have chosen specific painting techniques	Bold; vibrant; subtle Pale; earthy; translucent; opaque; neutral; sombre pastel	To know which media to use to create maximum impact.
Printing	- To overprint using different colours - To look very carefully at the methods, they use and make decisions about the effectiveness of their printing methods	Broken; chequered Ornate; well-balanced Tessellated; geometric Intricate; concentric	To know how to overprint to create different patterns.
Sketch Books	- To make detailed notes and quotes explaining about items - To compare their methods to those of others and keep notes in their sketchbooks - To combine graphics and text-based research of commercial design e.g. magazines to influence the layout of their sketch books - To adapt and refine their work to reflect its meaning and purpose keeping notes and annotations in their sketch books	Angular; bulbous Asymmetrical Geometric; irregular Tapering; sweeping Curvaceous elongated Fine; uneven; raised; coarse; glossy; jagged; putted; matt	To explain why different tools have been used to create art. To explain why chosen specific techniques have been used and know how to use feedback to make amendments and improvement to art.
3D	- To create work which is open to interpretation by the audience - To include both visual and tactile elements in their work		
Collage	- To justify the materials, they have chosen - To combine pattern, tone and shape		To know which media to use to create maximum impact.
Knowledge	- To make a record about the styles and qualities in their work - To say what their work is influenced by - To include technical aspects in their work e.g. architectural design		To explain the style of art used and how it has been influenced by a famous artist. To understand what a specific artist is trying to achieve in any given situation.