

Subject Lead Progression Maps

The Subject Progression Maps outline the content that is taught in each subject within our Inspire Curriculum. They provide clear progression and sequencing within individual subjects for each year group. The knowledge and skills have been mapped out to ensure previous learning is built upon progressively each year.

Art Progression Map		
Topic	Year Group	Content
Drawing	Year 1	<ul style="list-style-type: none"> Express their feelings through drawing & create a mood Draw lines of different shapes and thicknesses, using different grades of pencil Interpret an object through drawing
	Year 2	<ul style="list-style-type: none"> Understand where they might use different grades of pencil in their drawing and why Use charcoal and pastels to create different drawing styles Create different tones using light and dark Apply different shading techniques to create different tones Show patterns and texture in their drawings Use a viewfinder to focus on a specific part of an artefact before drawing it
	Year 3	<ul style="list-style-type: none"> Use sketches to develop a final piece of work Use drawing as a tool to express an idea Use different shading techniques to give depth to a drawing Apply different shading techniques to create texture in a drawing
	Year 4	<ul style="list-style-type: none"> Experiment with drawing techniques to support their observations Create a sense of distance and proportion in a drawing Use experimental drawing techniques to create atmosphere in a drawing Explain choice of specific materials to draw with
	Year 5	<ul style="list-style-type: none"> Experiment with drawing techniques to support their observations Create a sense of distances and proportion in a drawing Apply lines to create movement in a drawing Understand how drawing skills can support other media Develop a series of drawings that explore a theme Explain why they have chosen specific materials to draw with
	Year 6	<ul style="list-style-type: none"> Communicate ideas through sketches and convey a sense of individual styles

Art Progression Map		
Topic	Year Group	Content
		<ul style="list-style-type: none"> • Show a strong understanding of how to use shading techniques to create depth and tone • Identify when to apply different drawing techniques to support their outcomes • Create experimental and accurate drawings • Explain how they have combined different tools and explain why they have chosen specific drawing techniques
Painting	Year 1	<ul style="list-style-type: none"> • Express their feelings through paintings & create a mood • Interpret an object through painting • Have a basic understanding of basic colour theory
	Year 2	<ul style="list-style-type: none"> • Mix paint to explore colour theory • Create shades of a colour • Experiment with watercolour techniques to create different effects
	Year 3	<ul style="list-style-type: none"> • Mix a range of colours in the colour wheel • Identify what colours work well together • Create a background using a wash • Use a range of brushes to create different effects
	Year 4	<ul style="list-style-type: none"> • Understand the different properties of different paints • Create different moods in a painting • Use shade to create depth in a painting
	Year 5	<ul style="list-style-type: none"> • Create a range of shades using different kinds of paint • Create mood in a painting • Identify different painting styles and how artists are influenced by these styles over time
	Year 6	<ul style="list-style-type: none"> • Explain what their own style is • Apply a wide range of techniques in their work and explain why they have chosen these techniques • Have a strong understanding of colour theory and how to use it to create a balanced painting
Printing	Year 1	<ul style="list-style-type: none"> • Recognise and explore different marks through printing with different objects. • Repeat a print to make a pattern • Apply drawing skills to print
	Year 2	<ul style="list-style-type: none"> • Create a repeat print • Create an impression in a surface and use this to create print • Find printing opportunities in everyday objects
	Year 3	<ul style="list-style-type: none"> • Experiment with layered printing using 2 colours or more • Understand how printing can be used to make numerous designs • Transfer a drawing into a print

Art Progression Map		
Topic	Year Group	Content
	Year 4	<ul style="list-style-type: none"> • Explore a variety of printing techniques • Create an accurate print design • Use printmaking as a tool with other media to develop a final outcome
	Year 5	<ul style="list-style-type: none"> • Print using a variety of materials • Create an accurate print design that reflects a theme or ideas • Make links with printmaking and other media to help develop their work
	Year 6	<ul style="list-style-type: none"> • Overprint using different colours • Identify different printing methods and make decisions about the effectiveness of their printing methods • Know how to make a positive and a negative print
Textiles	Year 1	<ul style="list-style-type: none"> • Categorise a range fabrics and threads by colour and texture • Use a range of fabrics to weave a pattern • Identify and discuss when patterns are used in textile design & what patterns they can see
	Year 2	<ul style="list-style-type: none"> • Bond separate fabrics together • Build an image using fabrics • Create a large scale textile or sculpture piece through class collaboration
	Year 3	<ul style="list-style-type: none"> • Add detail to a piece of work • Add texture to a piece of work • Identify and name a range of materials and show how to use them
	Year 4	<ul style="list-style-type: none"> • Explore a range of textures using textiles • Transfer a drawing into a textile design • Use artists to influence their textile designs
	Year 5	<ul style="list-style-type: none"> • Experiment with different ways of exploring textiles • Research artists then use their methods in their textile designs • Plan, design and create a fabric piece using mixed media
	Year 6	<ul style="list-style-type: none"> • Create work which is open to interpretation by the audience • Include both visual and tactile elements in their work
3D	Year 1	<ul style="list-style-type: none"> • Recognise different textures in different surfaces • Select and apply different materials to create raised texture. • Scrunch, roll and shape materials to make a 3D form
	Year 2	<ul style="list-style-type: none"> • Mould, form and shape and bond materials to create a 3D form. • Apply bonding techniques to add parts onto their sculpture • Apply a smooth surface to a sculptural form

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Topic	Year Group	Content
		<ul style="list-style-type: none"> • Apply line and shape to their work
	Year 3	<ul style="list-style-type: none"> • Create texture and shape through adding layers • Work collaboratively to create a large sculptural form
	Year 4	<ul style="list-style-type: none"> • Experiment with and combine materials and processes to design and make 3D form • Transform a 2D drawing into a 3D form • Create different shapes using a variety of mouldable materials
	Year 5	<ul style="list-style-type: none"> • Interpret an object in a 3D form • Develop an understanding of different ways on how to finish a sculptural form e.g. paint, polish, glaze
	Year 6	<ul style="list-style-type: none"> • Identify and know the properties of a wide range of different sculptural materials and how to use them to create 3D forms • Create models on a range of scales
Collage	Year 1	<ul style="list-style-type: none"> • Select, cut and tear paper and card for their collages • Organise and sort materials by colour • Build layers of a range of materials to create an image
	Year 2	<ul style="list-style-type: none"> • Interpret an object through collage • Apply a range of different kinds of media to embellish and add details on their collage and explain what effect this has
	Year 3	<ul style="list-style-type: none"> • Overlap materials • Use collage as a tool to develop a piece in mixed media • Use collage to create a mood boards of ideas
	Year 4	<ul style="list-style-type: none"> • Use collage to create a mood boards of ideas • Use coiling, overlapping, tessellation, mosaic and montage
	Year 5	<ul style="list-style-type: none"> • Overlap materials in a variety of ways to build an image • Use collage as a tool to develop a piece in mixed media • Use collage to create a mood boards of ideas • Combine pattern, tone and shape in collage
	Year 6	<ul style="list-style-type: none"> • Justify why they have chosen specific materials • Apply and combine patterns, tones and shapes • Apply knowledge of collage and use as a tool as part of a mixed media project • Express their ideas through collage
Use of IT	Year 1	<ul style="list-style-type: none"> • Use a paint program to create a picture • Recognise the different tools and how to use them • Make changes to their picture
	Year 2	<ul style="list-style-type: none"> • Create a picture independently using a specific program

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Topic	Year Group	Content
		<ul style="list-style-type: none"> • Use simple IT mark-making tools, e.g. brush and pen tools • Edit their own work • Make changes to their photographic images on a computer
	Year 3	<ul style="list-style-type: none"> • Combine digital images with other media • Use IT programs to create a piece of work that includes their own work and that of others (using the web) • Use the web to research an artist or style of art
	Year 4	<ul style="list-style-type: none"> • Present a collection of their work on a slide show • Create a piece of art work which includes the integration of digital images they have taken • Combine graphics and text based on their research
	Year 5	<ul style="list-style-type: none"> • Scan images and take digital photos, use software to alter them and adapt them • Create digital images with animation, video and sound to communicate their ideas
	Year 6	<ul style="list-style-type: none"> • Use packages to create pieces of digital art to design • Create a piece of art which can be used as part of a wider presentation
Knowledge	Year 1	<ul style="list-style-type: none"> • Describe and discuss what they can see and like in the work of another artist/craft maker/designer • Express their feelings and opinions about their own piece of art • Express their feelings and positive opinions about a peer's piece of art
	Year 2	<ul style="list-style-type: none"> • Make links to an artist to inspire their work • Generate and discuss topic links to their art • Discuss how other artists, craft makers and designers have used colour, pattern and shape
	Year 3	<ul style="list-style-type: none"> • Compare the work of different artists • Explore work from other cultures • Explore changes of art over time • Consider artistic expression and feeling from a piece of work • Communicate their own feelings through their own work
	Year 4	<ul style="list-style-type: none"> • Experiment with different styles which artists have used • Research and learn about the work of others by looking at their work in books, the internet, visits to galleries and sharing ideas as a class
	Year 5	<ul style="list-style-type: none"> • Critique each other's work as a way of developing and supporting each other's ideas • Understand how different media can be combined and work together • Have the knowledge to develop an idea through exploration and experimentation
	Year 6	<ul style="list-style-type: none"> • Record information about the styles and qualities in their pieces • Consider and explain who or what their work is influenced by

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Sketchbooks		<ul style="list-style-type: none"> • Include technical aspects in their work, e.g. architectural design • Have the knowledge of a wide range of artists and form their own opinions on their different styles
	Year 1	<ul style="list-style-type: none"> • Begin to demonstrate their ideas through sketches in their sketchbooks • Show experiments using a variety of media to develop techniques. E.g. pencils, pastels, charcoal etc.
	Year 2	<ul style="list-style-type: none"> • Create links with an artist and show this in their sketchbooks • Use their sketchbooks as a mode to record emotions
	Year 3	<ul style="list-style-type: none"> • Use their sketchbooks to express feelings about a subject and to describe likes and dislikes • Create notes in their sketch books about techniques used by artists • Suggest improvements to their work by keeping notes in their sketch books
	Year 4	<ul style="list-style-type: none"> • Produce a mood board to inspire and influence their work • Use their sketch books to adapt and improve their original ideas • Create notes about the purpose of their work in their sketch books • Evaluate their learning and record in sketchbooks
	Year 5	<ul style="list-style-type: none"> • Experiment with different styles which artists have used • Use their sketchbooks as a mode to record the learning journey • Use their sketchbooks to explore and practice a range of materials, record ideas and experiment • Use their sketchbooks to build and record their knowledge • Compare sketchbook ideas and give supportive and constructive feedback on peer's development
	Year 6	<ul style="list-style-type: none"> • Use their sketchbooks to record detailed notes and quotes explaining their drawings and ideas (E.g. Mood boards) • Compare their methods to those of others and keep notes in their sketch books • Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books
Greater Depth	Year 1	<ul style="list-style-type: none"> • Make links between their own artwork and other artist • Evaluate their own and others' artwork and make suggestions for improvement • Comment how an artist/designer has used colour, pattern and shape • Plan their art using a range of techniques e.g. sketches, discussion and mood boards
	Year 2	<ul style="list-style-type: none"> • Make comparisons between their own artwork and other artists • Articulate what they are trying to express in their own artwork • Make suggestions for improvement in their own and others' artwork • Transfer skills into a different medium e.g. using drawing skills when painting
	Year 3	<ul style="list-style-type: none"> • Evaluate their learning process and make suggestions for improvement in their own and others' artwork • Adapt or improve their original ideas • Explain why they have selected specific materials for their artwork

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Topic	Year Group	Content
		<ul style="list-style-type: none"> Begin to communicate influences of their artwork e.g. mood boards, artists, objects and nature
	Year 4	<ul style="list-style-type: none"> Critique their own and others' artwork throughout the learning process to develop and support each other Use a range of sources e.g. books, internet and galleries to influence their ideas Experiment with combining different materials and discuss their effectiveness Discuss how a range of factors influences art from different cultures
	Year 5	<ul style="list-style-type: none"> Keep detailed notes, quotes and annotations using advanced vocabulary to explain and reflect on their artistic process. E.g. form, composition and tone Carefully plan their art, taking into account layout, composition and perspective Explain their own style of art and what has influenced their choices. E.g. mood, events, geography, nature, history and artists
	Year 6	<ul style="list-style-type: none"> Demonstrate an understanding of the 'Creative Process' by managing their time effectively, practicing skills, and actively enquiring how to make improvements Able to work independently, confidently and take creative risks in their work

Art Key Vocabulary					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
dark, light, gradient, contrast, primary colour, repetition, mosaic, texture, collage, 3d, sketch	tone, focus, zoom, scale, shade, cross-hatching, hatching, smudging, blending, scumbling, secondary colour, complimentary, contrasting, warm tone, cool tone, effect, smooth, rough, sculpture, mould, form, fabric	mood board, depth, transfer, contour shading, stippling, highlight, shadow, background, foreground, midground, real- life, acrylic	perspective, proportion, distance, atmosphere, lino print, mono print, accuracy, realistic, abstract, complimentary, contrasting, expression, exhibition, gallery	print, collage, pattern, line, outline, design, transparent, perspective, dimension, tone, print, collage, digital, animation	observational, drawing, realistic art/fine art, naturalistic, hue, tint, pigment, palette, mixed-media, matte, prime, saturation, matrix, engraving, woodcut, etching, lithography, monotyping, screen printing, impression, technique, watercolour, gouache