



Art and Design Progression of Skills, Knowledge and Vocabulary Map 2024-2025

Expressive Arts and Design	Foundation Stage					
	<p>EYFS Statutory Educational Programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
Creating with Materials	Foundation Stage 1 Cause and Effect, Significance, Appreciation			Foundation Stage 2 Cause and Effect, Significance, Appreciation		
	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Begin to show different emotions in their drawings and paintings, like happiness and sadness.</p> <p>Explore colour and colour mixing.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Share and talk about their construction and representations with a key person.</p>	<p>Draw a detailed picture of a person.</p> <p>Explore mixing primary colours to create secondary colours.</p> <p>Plan and share ideas before constructing.</p> <p>Use various construction materials, for example, joining pieces, stacking vertically and horizontally, balancing making enclosures and creating spaces.</p> <p>Use simple tools competently and appropriately. For example, scissors, glue spreader, stapler, hole punch, modelling tools.</p> <p>Use simple techniques competently and appropriately. For example, snipping, cutting, sticking, folding, rolling and joining.</p> <p>Select tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Evaluate their constructions and representations through having a learning conversation.</p> <p>Improve their construction in response to their learning conversation.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>				
Key Vocabulary	<i>Draw, marks, symbols, straight, curved, thick, thin, long, short, light, dark, shade, pattern, art, artist, primary colours, secondary colours, mix, print, sculptor, sculpture.</i>					
Year Group Connected Concepts	Key Stage 1 Cause and Effect, Significance, Appreciation		Lower Key Stage 2 Cause and Effect, Significance, Appreciation		Upper Key Stage 2 Cause and Effect, Significance, Appreciation	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Use drawing to share ideas using lines and geometric shapes.</p> <p>Use pencils to create lines of different thickness in drawings.</p> <p><i>Know how to use pencils to create different thickness in drawings.</i></p> <p><i>Know how to show feelings through drawings.</i></p>	<p>Use lines and movement, contours and feelings and known shapes to create drawings.</p> <p>Choose and use three different grades of pencil when drawing.</p>	<p>Use different grades of pencil to shade.</p> <p>Use different grades of pencil to show tones and texture.</p> <p><i>Know how to show mirror reflections.</i></p> <p><i>Know how to use sketches to make a final piece of Art.</i></p>	<p>Use different grades of pencils to develop shade and tone within facial expressions.</p> <p>Use the concept of negative space when sketching.</p> <p>Use line, tone, shape and colour to represent figures in movement.</p>	<p>Create forms and movement using own choice of pencil, focusing on line, tone and shape.</p> <p>Use shading and perspective to create form and texture.</p> <p><i>Know how to use shading to create mood and feeling.</i></p> <p><i>Know how to organise line, tone, shape and colour to</i></p>	<p>Draw upon prior skills within sketchbooks to use a full range of pencils, charcoal or pastels when creating observational drawing and mastering art and design techniques.</p> <p>Create observational drawings choosing their own medium, retrieving previously taught skills.</p>



				<p>Know how to show facial expressions using sketching.</p> <p>Know how to use marks and lines to show texture.</p>	<p>represent movement in figures.</p> <p>Know how to use marks and lines to produce texture.</p>	
Key Vocabulary	<i>Straight, curved, zig-zag, pressure, portrait, landscape, self-portrait, sketch.</i>	<i>Spiral, vertical, horizontal, texture, proportion, shape, detail, observe, tone.</i>	<i>Perspective, shading – light and dark, scribble, shade - hatch and cross.</i>	<i>Foreground, background, expressions, layering, smudging, feathering, depth.</i>	<i>Pressure, asymmetrical, symmetrical, silhouettes.</i>	<i>Layering, textures, rubbing, swirling, scratching.</i>
Assessment and indicators	<p>Self-portrait in the style of Giuseppe Arcimboldi</p> <p>Generating different images using still life drawings of fruit.</p> <p>Design self-portraits using different still life images.</p> <p>Use pencil lines of different thicknesses.</p> <p>Use lines and geometric shapes to create still life images.</p>	<p>Artwork based on Pablo Picasso the Weeping Woman</p> <p>Create lines of different shades by selecting the correct grade pencil for lighter and darker marks.</p> <p>Show lines and movement with different pencil grades.</p> <p>Create shapes and feelings through the use of pencil grades. Create 2D and 3D effects on shapes to create movement.</p>	<p>Artwork inspired by Julian Opie, demonstrating tone and texture.</p> <p>Choose different grades of pencil to create shade.</p> <p>Choose different grades of pencil to demonstrate texture.</p> <p>Create mirror reflections to see how shapes change and appear when reflected.</p>	<p>Artwork inspired by Roy Lichtenstein, specifically looking at facial features.</p> <p>Select the correct grade of pencil to demonstrate clear shade and tone within facial expressions.</p> <p>Shade effectively to portray negative space.</p> <p>Represent movement by using clear line and shape.</p>	<p>Artwork inspired by Dave Draws, focusing on line and perspective.</p> <p>Choose an appropriate grade of pencil, based on the need. E.g. to shade or line draw.</p> <p>Choose correct pencil for shading to create form and texture.</p> <p>Choose correct pencil grading to create tone.</p>	<p>Artwork inspired by propaganda art inspired by J Howard Miller.</p> <p>Make appropriate choice of pencil, charcoal or pastel needed to create texture.</p> <p>Create layers by using shading, blending and textures.</p>
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Painting	<p>Use painting with a focus on colour and space.</p> <p><i>Know how to show feelings through paintings.</i></p> <p><i>Know the names of the primary and secondary colours.</i></p> <p><i>Know how to create a repeating pattern using paint.</i></p> <p><i>Know how to create moods in art work.</i></p>	<p>Mix paint to create the secondary colours.</p> <p>Use white to create tints, and black to create tones.</p> <p>Create and use a wide range of patters and shades of colour, natural and man-made.</p> <p>Show texture in painting.</p> <p><i>Know how to mix paint to create all the secondary colours.</i></p> <p><i>Know how to create brown with paint.</i></p>	<p>Use acrylic paint to create tones and textures.</p> <p>Use shade and contours within painting.</p> <p><i>Know how to create a background using a 'wash'.</i></p> <p><i>Know how to use a range of brushes to create different effects.</i></p>	<p>Develop the use of watercolours using line techniques.</p> <p>Use watercolours to represent figures and movements.</p>	<p>Understand complementary colours.</p> <p>Use cool and warm colours effectively.</p> <p><i>Know and name cool and warm colours.</i></p> <p><i>Know which colours are complementary from the colour wheel.</i></p>	<p>Use the colour wheel to create harmonious and contrasting colours.</p>
Key Vocabulary	<i>Primary, secondary, mixing, blending, shade.</i>	<i>Tone, vivid, vibrant, bold, sweeping, stippling.</i>	<i>Effects, spreading, layering, tone.</i>	<i>Brush strokes, brush size, tonal colours, thickness, paint purpose.</i>	<i>Hard lines, fine lines, smudging, blending, compare, contrast,</i>	<i>Landscape, portraits, backgrounds, foreground, layering,</i>



Assessment and indicators	<p>Artwork inspired by Joseph Turner, specifically looking at space and effect.</p> <p>Create moods in artwork using shade.</p> <p>Name the primary colours and secondary colours.</p> <p>Use paint to show space in a piece of art.</p>	<p>Artwork inspired by Pablo Picasso's The Weeping Woman.</p> <p>Know how to create secondary colours, from primary colours.</p> <p>Create tone and shade adding white or black to colours.</p> <p>Use stippling and dabbing to show texture in painting.</p>	<p>Artwork inspired by Gustav Klimt's work, specifically looking at colour mixing.</p> <p>Create a wash' background using acrylic paints.</p> <p>Demonstrate shade and contours by adding white and black tones.</p> <p>Use layering of painting to create texture.</p>	<p>Artwork inspired by Roy Lichtenstein's stippling, as well as Vincent Van Gogh's water colour techniques.</p> <p>Create strokes of varying thickness using line techniques in water colour painting.</p> <p>Demonstrate movement within artwork, created by choice of brush thickness.</p>	<p>Artwork inspired by Nicola Wakeling and Georgia O'Keefe, looking at the use of colour and complementary colours.</p> <p>Recognise and use complimentary colours, explaining why they are complimentary.</p> <p>Give examples of cool and warm colours.</p> <p>Make complimentary colour choices based on the colour wheel.</p>	<p>Artwork looking at Michelangelo using colour knowledge to create complementary art work using their own medium.</p> <p>Choose harmonious and contrasting colours, based on the colour wheel.</p>
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Sculpture	<p>Explore a range of materials to learn how to cut, roll and coil.</p> <p>Use a range of materials to design and make products.</p> <p><i>Know how to cut, roll and coil materials.</i></p>	<p>Use clay to join element together.</p> <p><i>Building on Year 1's experiences of knowing how to cut, roll and coil materials.</i></p> <p><i>Know how to make a clay pot and know how to join two clay finger pots together.</i></p>	<p>Replicate work of artists and sculptors and designers.</p> <p><i>Know how to use tools to sculpt clay and other mouldable materials.</i></p>	<p>Use different marks and tools to create patterns and repeated mark making in clay.</p> <p>Use tools to make horizontal and vertical patterns.</p> <p><i>Know how to sculpt clay and other mouldable materials.</i></p>		<p>Use a variety of techniques to create form and textures.</p> <p><i>Know why I have chosen different tools to create effects.</i></p> <p><i>Know why different techniques have been used to create texture.</i></p>
Key Vocabulary	<i>Joins, shapes, arrange, abstract, materials, imagination.</i>	<i>Stapling, outline, features, flexible, stiff, rigid, hard, smoothing.</i>	<i>Outlines, base, regular/irregular shapes, natural, man-made, fixing, cutting.</i>	<i>Translational, symmetrical, horizontal, vertical, diagonal, set, placement,</i>		<i>Kneading, proportion, viewpoint, properties, perspective, dimension.</i>
Assessment and indicators	<p>Sculpture created inspired by Andy Goldsworthy.</p> <p>Experiment with cuts, rolls and coils in paper.</p> <p>Explore how to create cuts, rolls and coils in different materials.</p>	<p>Sculpture inspired by Lady Kwali.</p> <p>Join different elements of a sculpture together with clay.</p> <p>Make a clay sculpture, using joining techniques.</p>	<p>Sculpture inspired by Hokusai.</p> <p>Sculpt regular and irregular shapes using clay.</p> <p>Join natural and man-made materials together using clay and other mouldable materials.</p>	<p>Sculpture inspired by Gaudi's mosaics.</p> <p>Create purposeful repeating patterns and marks in clay using tools.</p> <p>Create horizontal and vertical patterns within clay, using appropriate tools</p>		<p>Sculpture inspired by Luciano Cian.</p> <p>Select tools to create textures within clay or other mouldable materials.</p> <p>Give reason to why tools have been chosen.</p> <p>Use perspective to create varying textures.</p>
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<p>Printing</p>	<p>Make marks in print using different objects, and basic tools.</p> <p>Use a stencil to impression print.</p> <p>Know how to create a repeating pattern using print.</p>	<p>Use mono printing technique to create printed art.</p> <p>Experiment with printing on fabric or different types of paper.</p> <p>Use different pressures to create different effects of print.</p> <p>Know that different pressures will create different effects.</p>			<p>Use a criteria to create an accurate print.</p> <p>Use varying materials to create printing blocks.</p> <p>Know which materials would be suitable.</p> <p>Know which textures would be effective to be printed on.</p>	<p>Use printing to 'overprint', creating different patterns.</p> <p>Know the benefits of overprinting.</p> <p>Know complementary colours to create texture and effects.</p>
<p>Key Vocabulary</p>		<p>Stencil, block, Mono-print, screen print, over print.</p>			<p>Techniques, styles, prints, colours, materials, boards, screen, lino.</p>	<p>Overprint, engrave, woodcut, pattern, design.</p>
<p>Assessment and indicators</p>	<p>Printing inspired by Henri Rousseau's a Tiger in a Tropical Storm.</p> <p>Use basic objects and tools to make printing marks.</p> <p>Create an impression print using a basic stencil.</p> <p>Explain how to create a repeating pattern using printing techniques.</p>	<p>Printing inspired by Henri Matisse's Teeny.</p> <p>Create printed art by pressing, rolling, rubbing and stamping.</p> <p>Experiment with different techniques such as fabric printing and rubbing.</p> <p>Explain how using different pressures will create different effects when printing.</p>			<p>Printing inspired by Andy Warhol.</p> <p>Create an accurate print design, based on a criteria.</p> <p>Create printing blocks using a variety of materials and techniques.</p> <p>Explain which materials will be suitable to print with and give reasoning to why.</p>	<p>Printing inspired by Luciano Cian.</p> <p>Generate images using 'overprinting' techniques.</p> <p>Explain why overprinting is beneficial and what texture and effects it would give.</p>
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<p>Digital Media</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p> <p>Use digital techniques to draw lines within a self-portrait.</p> <p>Recognise line, design and colour within a digital image</p> <p>Know how to use digital images and combine with other media.</p> <p>Know how to use ICT to create art which includes their own work, and that of others.</p> <p>Know how to use images created, scanned and</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>



			found; editing them where necessary, to create art.			
Key Vocabulary			<i>Content, attach, photograph, image, pixel, line, design, colour.</i>			
Assessment and indicators			<p>Create a self-portrait in the style of Julian Opie using digital media.</p> <p>Create lines using digital techniques within a self-portrait.</p> <p>Demonstrate lines, design and colour within own digital images.</p> <p>Explain how digital images combine with other art forms.</p> <p>Explain how they have created their image, and where it has been retrieved from.</p>			
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Appraising and Evaluating	<p>Ask a question about a piece of art.</p> <p>Give an opinion on about the work of a well-known artist.</p> <p><i>Know how artists have created colour, shape and pattern.</i></p>	<p>Examine a piece of work by a well-known artist and critically evaluate work.</p> <p>Create a piece of work in response to an artist's work.</p> <p><i>Know how and why artists have created colour, shape and pattern.</i></p> <p>Recognise when art is from different historical periods.</p>	<p>Review and revisit a wide range of artists.</p> <p>Replicate work of other artists.</p> <p>Form own opinions on artists work.</p> <p><i>Know how to identify the techniques used by different artists.</i></p> <p>Know how to compare different artists work.</p> <p>Recognise when art is from different cultures.</p>	<p>Refer to artists, architects, and designers in history and experiment with their styles.</p> <p>Analyse watercolour paintings, looking at form, line and techniques.</p> <p><i>Know some features of art from different historical periods.</i></p>	<p>Refer to artists, architects and designers for inspiration and explain choices in their work.</p> <p>Research the work of a known artists and use this knowledge to replicate the style.</p> <p><i>Know how different artists developed their specific techniques.</i></p>	<p>Compare and contrast artists and designers, explaining why they have chosen specific techniques in their work.</p> <p>Make adaptations to work by revisiting and reviewing ideas continuously throughout the art process.</p> <p><i>Know and explain the style of art used and how they have been influenced by a famous artists.</i></p> <p>Know why art can be abstract, and what message the artist is trying to convey.</p> <p>Know and use feedback to make amendments to improve art.</p>



Key Vocabulary	<i>painting, portraits, cityscapes, pop art,</i>	<i>Shape, colour, pattern, history, time, the past, evaluate, abstract, pop art,</i>	<i>Compare, contrast, cultures, time periods, techniques, styles, Renaissance.</i>	<i>Architect, style, watercolour, features, history, time, abstract, pop art, surrealism.</i>	<i>Inspiration, media, form, style, personal, periods, modern art.</i>	<i>Compare, contrast, designers, adapt, abstract, Renaissance</i>
Assessment and indicators	Ask age appropriate question relating to a piece of artwork. Give a positive or negative opinion on a piece of artwork. Explain how an artist has made a colour, shape or pattern, when appraising a piece of artwork.	Use a piece of artwork as a stimulus to create their own work. Explain why an artist may have chosen a colour or pattern in a piece of artwork. Explain when in history a piece of artwork came from. EG in living memory or beyond.	Give a concise opinion on a piece of well-known artwork. Explain what techniques a given artist has used. Explain how two artists show differences and similarities. Give an example of a piece of artwork from a different culture.	Give an example of a technique use in a watercolour painting. Name at least two features of art from different historical periods.	Use research to replicate the style of a chosen artist. Explain how different artists have developed their techniques.	Use own knowledge and understanding of art to review and compare to given artists inspiration. Explain how they have been influenced by famous artists. Explain what abstract means, and what artists are trying to convey through their art. Use specific feedback to amend their artwork.