

Art Progression Mapping

EYFS; KS1; KS2	These are the minimum end of year expectations for our EYFS learners in relation to Expressive Arts and Design.		This document shows how Art objectives are designed in a progressive way to ensure learners become more proficient Artists as they move through the school, securing and applying the Art mastery objectives. Each teacher should be aware of their own Art objectives, and of those which have come before.					
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Potential hooks and driving context								
Enrichment/Trips / Residentials				Delamere – observational Art forests / foliage		France - Impressionists		
Drawing								
	Learning Objectives:							

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<p>I can experiment with marks.</p> <p>I can use continuous lines to create shapes which represent objects.</p> <p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I can show emotions in drawings such as happy or sad</p>	<p>I can make marks on a variety of paper.</p> <p>I can use a variety of drawing tools.</p> <p>I can investigate different lines – thick, thin, wavy, straight.</p> <p>I can use drawings to tell a story from retelling, my imagination or observations.</p>	<p>I am developing my ability to apply formal elements of art by increasing my control of line using simple geometric shapes.</p> <p>I can explore the concept of light and dark using value and tones.</p> <p>I can practise shading tones neatly and accurately.</p> <p>I am able to control the pressure of my drawing materials.</p> <p>I can try out new ways of making lines and marks to describe a range of surfaces, textures and forms.</p> <p>I can draw for pleasure developing an interest in the world around them</p> <p>I can draw from imagination and observations.</p>	<p>I can control pressure when using drawing implements to create darker and lighter tones and marks such as when sketching.</p> <p>I can shade areas neatly without spaces or gaps.</p> <p>I can identify and draw detail, texture, pattern.</p> <p>I can use hard and soft pencils, crayons, felt tips, charcoal and chalk, digital media, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings.</p> <p>I can create drawings from own interests, observation and secondary sources.</p>	<p>I can identify and draw 2D and 3D shapes in nature and the world around them.</p> <p>I can control drawing media to create dark and light tones including: cross hatching, blending, stippling, contour, hatching and scumbling.</p> <p>I can work in a range of drawing materials including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels</p> <p>I can draw objects from observations of nature, still life or photos</p>	<p>I can accurately identify and represent 2D and 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale and order.</p> <p>I can focus on the use of line for mark making and to add texture to drawings</p> <p>I show control and shading with graphite, chalks and charcoal to describe shape, form, light and shade.</p> <p>I can draw quick light lines (sketching) and more deliberate, measured lines.</p> <p>I can revisit close observational drawing with a focus on adding texture.</p> <p>I am developing my understanding of perspective.</p> <p>I can use a viewfinder</p>	<p>I can use line to convey feeling and emotion.</p> <p>I can draw with an increasing confidence of the 2D and 3D geometric forms that comprise forms and objects.</p> <p>I can draw lines, shapes and forms neatly and evenly with confidence, blending tones from light to dark smoothly.</p> <p>I can control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks.</p> <p>I am developing an awareness of various mark making techniques for purpose and intention.</p> <p>I can independently select appropriate media for expression and purpose, taking risks with media that are harder to control such as straws, sticks and perishable items.</p> <p>I can draw for a range of purposes, thinking, designing, creating and imaging.</p>	<p>I can draw objects in still life considering composition</p> <p>I can draw with confidence using my own personal style.</p> <p>I can use different drawing styles including; graphic, realistic, technical, illustration, abstract, and digital.</p> <p>I can use line, tone, shade and hatching with precision showing attention to detail to achieve realistic outcomes</p> <p>I can look at the effect of light on an object from different directions.</p> <p>I can apply very basic one point perspective</p> <p>I can use drawing pencils in a range of values.</p> <p>My work includes technical aspects such as Architectural design.</p>
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<p>I can explore making marks with hands, fingers, large brushes, foam rollers.</p> <p>I can explore what happens when they mix paint</p> <p>I can print with fingers, hands, blocks, found objects</p>	<p>I can explore making marks on a variety of different papers.</p> <p>I can explore different tools selecting those most suited for their purpose.</p> <p>I can explore what happens when they mix colours to create new ones.</p> <p>I can create tones and shades.</p> <p>I can concentrate hard to paint lines and edges.</p> <p>I can print with paints, using brushes, rollers, blocks, found and natural objects to create patterns and textures.</p>	<p>I can identify primary colours by name.</p> <p>I can mix primary shades and tones#</p> <p>I can mix secondary colours and shades using different types of paint.</p> <p>I can name different types of paint and their properties.</p> <p>I can blend colours in palettes and on paper</p> <p>I can apply paint with greater skill</p> <p>I can paint on 3D surfaces using thicker paints and taking care to ensure a good standard of finish.</p> <p>I can explore different types of painting surface – cartridge paper, card, coloured paper, fabrics.</p> <p>I can use colour imaginatively learning that colour can be used to express their thoughts and feelings.</p> <p>I can make colours lighter or darker.</p> <p>I can recognise how to create patterns and textures by adding things to my paint such as sand, grit, salt.</p>	<p>I am developing my brush control.</p> <p>I can use different types of paint and painting surfaces</p> <p>I can identify different types of paint brush and painting equipment</p> <p>I can paint neatly without leaving gaps or messy edges</p> <p>I can mix and measure paints</p> <p>I can apply paint sensitively with control</p> <p>I can experiment with paint on different types of media – cartridge paper, card, coloured paper, fabric, textured surfaces.</p> <p>I can create paint effects – stippling, splattering, dripping, pouring to paint expressively.</p> <p>I can create tertiary paint colours</p> <p>I understand why darker objects look closer to us and lighter colours look further away and explore this in their own art – perspective</p> <p>Understand the importance of outlines and paint more sophisticated shapes.</p> <p>I can create original patterns and make</p>	<p>I can use skill, control and precision when painting lines, detail and edges of shapes</p> <p>I can identify different paint brushes and their uses</p> <p>I am learning how to control water colour paints and pencils effectively.</p> <p>I can create complex patterns and textures.</p>	<p>I can accurately apply appropriate amounts of paint to the surface of my chosen media.</p> <p>I can choose and use paint for a purpose</p> <p>I can experiment with colour, texture, line, shape and composition to create mood.</p> <p>I am learning to work with monochrome colour</p> <p>I am learning how I can paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques such as – rags, sticks, fabrics and sponges.</p> <p>I can mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes</p> <p>I know where secondary colours sit on the colour wheel.</p> <p>I understand composition in relation to a horizon line or landscape.</p> <p>I can paint with line to define detail.</p> <p>I know colour has light and dark values and how colours can be used to make colours lighter or darker, creating more vibrant</p>	<p>I can develop paintings from drawings.</p> <p>I can paint in a more creative style</p> <p>I can control the amount of paint I use to preserve finer details.</p> <p>I can independently explore different techniques before painting e.g., trying out different media and mixing appropriate colours.</p> <p>I can use and choose the most appropriate paint for my chosen piece e.g. acrylic on sculpture, watercolours for landscapes.</p> <p>I can control colour when painting – reducing hue, improving translucency.</p> <p>I can use complementary and harmonious colours to enhance visuals</p> <p>I can represent form by using tints and shades created from darker and lighter colours rather than just black or white.</p> <p>I can experiment with expressive painting techniques.</p> <p>I can work on sustained pieces reviewing and refine.</p> <p>I can add texture by using different types and quantity of paint</p>	<p>I can create an imaginative painting from a starting point e.g. music, themes, poetry.</p> <p>I can explore the effect of light and colour, texture and tone on natural and man-made objects using paint.</p> <p>I have an awareness of composition, scale and proportion.</p> <p>I can paint from observation describing different surfaces and textures using tone, line, texture and colour to express mood and feeling</p> <p>I can confidently mix colours being able to control these to suit the purpose.</p> <p>I understand colour relationships using the colour wheel.</p> <p>I can control paint to make things appear lighter and further away or with darker more intense hues to bring them closer such as when painting landscapes.</p> <p>I can paint 3D forms, preparing the surface before painting.</p> <p>I can work on sustained pieces reviewing and refining as needed.</p> <p>I can use texture to create mood and feeling in my pictures.</p>
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Sculpture and 3D								
	Learning Objectives:							
	<p>I can explore various malleable materials.</p> <p>I understand that tools can be used for a purpose.</p> <p>I can join different materials.</p> <p>I can tear paper.</p>	<p>Manipulates malleable materials to create a planned effect.</p> <p>Selects tools and techniques needed to shape, assemble and join materials that they are using.</p> <p>Creates form by cutting, forming and joining familiar 3D shapes such as junk modelling items. Experiments to create different textures.</p> <p>Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.</p>	<p>I can handle and manipulate rigid and malleable materials.</p> <p>I can pull apart and reconstruct basic shapes.</p> <p>I am aware of form, feel, texture, pattern and weight.</p>	<p>I can cut, form, tear, join and shape a range of materials such as clay, card, plastic, wire, found and natural materials to create forms and make things that I have designed, invented or seen.</p>	<p>I can show an awareness of texture, form and shape by recreating an image in 3D form.</p> <p>I am beginning to look at colour and pattern in 3D structures, transferring the knowledge to my own work.</p> <p>I can join clay and create a simple base for adding other shapes.</p>	<p>I can design and make forms in 3D.</p> <p>I can join clay and create a simple base for adding other shapes.</p> <p>I can use a variety of techniques and tools to create a variety of shapes.</p>	<p>I can design and make more complex forms in 3 dimensions, using a range of model making materials</p> <p>I understand how to finish my work to a good standard.</p> <p>I am developing my understanding of form as a 3D shape</p> <p>I am exploring materials that sculptures can be made from</p>	<p>I can recognise the importance of shapes within sculptures.</p> <p>I can consider perspective and how this can change in a sculpture, depending on your viewpoint.</p> <p>I can talk about famous sculptures</p> <p>I can express my own ideas and feelings through 3D design</p>
Sketchbooks – should be used as a personal space for children to practise and develop their skills, not as a tool for assessment.								
Sketchbooks	Learning Objectives:							
			<p>I am starting to use my sketch book to practise and record some of my ideas.</p>	<p>I can use my sketch book to practise and develop my ideas.</p>	<p>I can use my sketch book to adapt my work as my ideas develop, and discuss this with others.</p>	<p>I can use my sketch book to adapt my work as my ideas develop.</p> <p>I can make annotations in my book to describe how I might develop my work further.</p>	<p>I can use my sketch book to evaluate and adapt my work as my ideas develop.</p> <p>I can make annotations in my book to show my ongoing evaluations and how I might develop my work further.</p>	<p>I can use my sketch book to adapt and critically evaluate my work as my ideas develop.</p> <p>My annotations reflect my critical evaluations and development of ideas.</p> <p>I can reflect on the ways in which my imaginative work has developed from a range of starting points.</p>
Evaluate and	Learning Objectives:							

appraise		<p>I can describe some of the art and design techniques I have used in my work, e.g., painting, collage, printing, drawing and sculpture.</p> <p>I can talk about the features I like in my own work and in the work of others.</p> <p>I can talk about what I might change in my own work.</p>	<p>I can talk about the techniques, materials and equipment used in my work and the work of others.</p> <p>I can describe what they like about my own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'.</p> <p>I can adapt and make changes to my work and the tools I use as it develops.</p> <p>I can describe how I have changed and adapted my work for a specific purpose, e.g., use of specific tools to create more texture.</p>	<p>I can compare ideas, methods and approaches in my own and others' work, e.g., talk about the features I like in a piece of art work.</p>	<p>I can compare ideas, methods and approaches in my own and others' work, e.g., talk about the features I like and the changes I would make to a piece of art work.</p>	<p>I can use appropriate language when comparing ideas, methods and approaches in my own and others' work.</p> <p>I can describe what I think and feel about my own and others' work and how this might influence my designs.</p>	<p>I can use appropriate language when comparing ideas, methods and approaches in my own and others' work.</p> <p>I can describe what I think and feel about my own and others' work and how this might influence my designs.</p>	<p>I can use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate my own work.</p>	
Famous Artists									
	Learning Objectives:	<p>I can give simple opinions about the work of a chosen artist, craft maker or designer</p>	<p>I can describe what I think and feel about the work of a chosen artist, craft maker or designer.</p> <p>I can talk about the style of a chosen artist, craft maker or designer.</p>	<p>I can recognise the styles of artists, craft makers or designers and use this to inform my own work.</p> <p>I can talk about the similarities and differences between different artists, craft makers or designers</p>	<p>I can discuss the styles of artists, craft makers or designers and use this to inform my own work.</p> <p>I am beginning to understand the historical and/or cultural significance of a chosen artist /art form.</p>	<p>I can discuss and analyse the styles of artists, craft makers or designers and use this to inform my own work.</p> <p>I understand the historical and / or cultural significance of the work of a chosen artist / art form</p>	<p>I can critically analyse the styles of artists, craft makers or designers and use this to inform my own work.</p> <p>I understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.</p>	<p>I can critically analyse the styles of a range of artists, craft makers or designers and use this to inform my own work.</p> <p>I can explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation</p>	

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Artists, designers, architects to be covered		<p>*To be reviewed yearly depending on children's needs and interests</p> <p>Andy Goldsworthy - linked to Autumn Pop Art - Roy Lichtenstein (superheroes) Mondrian (primary colours and exploring colour mixing) Helena Shave - Recycled materials Steven Brown - Wild animal Art</p>	Andre Nowakowski	Henri Rousseau	Cave Art - Judith Ann Braun Van Gough Dragon Eyes	Egyptian Cartouche Paul Cezanne	Greek Pottery Matisse Frida Khalo	L.S. Lowry Anthony Gormley
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