**Art and Design Progression Map**

**Art in Nursery**

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| **Expressive Art and Design** | | | | | |
| **Development matters**  **Children will start to:**   * Explore different materials freely, to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them. * Join different materials and explore different textures. * Create closed shapes with continuous lines and begin to use these shapes to represent objects. * Draw with increasing complexity and detail, such as representing a face with a circle and including details. * Use drawing to represent ideas like movement or loud noises. * Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. * Explore colour and colour-mixing. | | | | | |
| ***Term 1 End Point***  **Drawing**  Children will have experimented and explored with a range of media including pencils, crayons, pastels. They will have a growing understanding of different lines- straight, curvy, short, long. They will start to enclose a line to make a circle shape.  **Painting**  Children will have a range of opportunities to experiment with paint with a focus on colour, shape and line  ***Key Vocabulary:***  ***Paint brush, paint, pencil, drawing, painting*** | ***Term 2 End Point***  **Colour mixing**  Children will have experimented with the primary colours and a range of different sized brushes. They will comment on the colours they see and make.    ***Key Vocabulary: thick, thin, flat, long, short, soft, hard*** | ***Term 3 End Point***  **3D/2D structure**  Children will have experimented with a range of 3D shapes and investigated representing objects through building.    Children will have experienced ongoing investigation of paint, printing, modelling  ***Key Vocabulary:*** *Colour names, build, model, cut* | ***Term 4 End Point***  **Collage**  Children will have explored and experimented with a range of materials of different patterns and texture.  ***Key Vocabulary: rough, smooth, bumpy, next to, colour*** | ***Term 5 End Point***  **Colour mixing and painting**  Children will have experimented with the primary colours and a range of different sized brushes. They will comment on the colours they see and make.  ***Key Vocabulary: line, thin, thick, colour names, brush*** | ***Term 6 End Point***  **Printing and**  **Observational Art**  Children will have explored and experimented with sponge and vegetable printing.  Children will be starting to use tools with a purpose  ***Key Vocabulary- line, thin, thick, colour names, brush, print, pattern*** |

**Art in Reception**

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| **Expressive Art and Design** | | | | | |
| **Creating with materials ELG**  **Children at the expected level of development will:**   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Share their creations, explaining the process they have used. * Make use of props and materials when role playing characters in narratives and stories. | | | | | |
| ***Term 1 End Point***  **Drawing**  Children will have created a final drawing outcome, by representing objects and actions through observational drawings.  **Painting**  Children will have used paint and brushes appropriately.  **Key Vocabular*y:***  ***Naming equipment*** | ***Term 2 End Point***  **Painting**  Children will have created a painting by mixing primary colours, using different brushes to create different lines and through observation.  **Key Vocabular*y: thick, thin, flat, long, short, soft, hard, sponge, striaght, curved, wiggle, zig zag, shape, size, patterm shade, observe, stop, think , adapt, change, detail*** | ***Term 3 End Point***  **Sculpture:** **3D**  **Folding + manipulating paper**  Children will have created a 3D sculpture to represent an object using manipulating and folding techniques.  **Painting**  Children will have created different shades of colour.  Children will have created different effects using a range of tools e.g., sponges /rollers /toothbrush/ rollers/sticks.  Children will have created paintings using tools to create an intended effect.  **Key Vocabulary: shade, lighter, darker, effect, more, less, inspiration, tools, rollers, cotton buds, fingers, printing** | ***Term 4 End Point***  **Collage**  Children will have produced a collage using a range of different colours, patterns and textures.  **Painting**  Children will have created a painting with opportunities to add white to create a shade. Children will have been able to choose the right tool for a piece of work and used a variety of textured paints.  ***Key Vocabulary: shade, lighter, darker, more, less, enough, gradually detail, line, shape, thin, round, curved, rough, smooth, thick, consistency, runny, bumpy, lumpy*** | ***Term 5 End Point***  **Textiles**  Children will create a final piece using a range of materials to make a collage. They will have created repeating patterns and know how to use colours for purpose.  **Painting**  Children will understand how to use colours for purpose, use lines for different effects and mix and match colours to artefacts and objects.  **Key Vocabulary: shade, lighter, darker, more, less, enough, gradually detail, line, shape, thin, round, curved, rough, smooth, thick, consistency, runny, bumpy, lumpy** | ***Term 6 End Point***  **Painting**  Children will be able to choose the correct brush for the task and adopt and change work to make improvements.  Children will create a detailed painting from their imagination.  **Key Vocabulary- improve, like, dislike, amend, change, evaluate, modify, reflect** |

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| **National Curriculum - Art and Design** | |
| **Purpose of study**  Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. | |
| **Aims**  **The national curriculum for art and design aims to ensure that all pupils:**   * produce creative work, exploring their ideas and recording their experiences * become proficient in drawing, painting, sculpture and other art, craft and design techniques * evaluate and analyse creative works using the language of art, craft and design * know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. | |
| **National Curriculum Objectives** | |
| **KS1** | **KS2** |
| **Pupils should be taught:**   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | **Pupils should be taught to**   * develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history |

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| **Knowledge and Skills** | | | |
|  | **KS1** | **LKS2** | **UKS2** |
| **Drawing** | **Children should be able to:**  **Year 1**   * Draw lines of varying thickness * Use two grades of pencil in their drawings * Use dots and lines to demonstrate pattern and texture * Use different materials to draw, for example, pastels, chalks, felt tips   **Year 2**   * Draw adding detail using a variety of different line widths * Use three grades of pencil in their drawing * Show pattern and texture in their drawing * Use shading to show light and dark features when drawing | **Children should be able to:**  **Year 3**   * Use my sketches to produce a final piece of work * Use different grades of pencil shade to show different tones and texture   **Year 4:**   * Add an explanation of my sketch to my notes * Begin to show facial expressions and body language in my sketches * Identify and draw simple objects and use marks and lines to produce texture * Explain why I have chosen specific materials to draw with | **Children should be able to:**  **Year 5:**   * Organise line, tone, shape and colour to represent figures and forms of movement * Identify and draw simple objects using dry and wet media, and use marks such as shading, hatching, patterns and lines to produce texture * Show reflections * Use shading to create mood and feeling   **Year 6**   * Create sketches that communicate emotions and a sense of self with accuracy and imagination * Explain why they have chosen specific drawing techniques and used specific media (wet and dry) to create an end result * Produce observational drawings, in proportion, using simple perspective in their work using a single focal point. |
|  | ***Build upon prior vocabulary and:***  ***line, drawing, detail, landscape/ portrait, cityscape, bold, size, fine, thin, simple, shade*** | ***Build upon prior vocabulary and:***  ***portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, grade, scale, symmetry, refine, alter, visual*** | ***Build upon prior vocabulary and:***  ***Observation, photographs, visual images, Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a tonal contrast, mixed media, shading, hatching, blending, Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background*** |
| **Painting** | **Children should be able to:**  **Year 1**   * Explore a variety of tools and techniques including brush size – thick and thin * Have an understanding of identifying primary colours by name * Mix primary shades and tones and mix colours to create new colours needed * Understand primary colours can be mixed to make secondary colours * Understand that colours can be grouped into warm and cool colours * Know that adding white will make a shade lighter and adding black will make a shade darker * Work on different scales   **Year 2**   * Use a variety of tools and techniques including choosing a brush size for a purpose * Mix primary shades and tones and mix colours to create all the secondary colours * Add white to make a lighter tint. * Add black to make a darker tone. * Work confidently on different scales | **Children should be able to:**  **Year 3:**   * Predict with accuracy the colours that I mix * Say where each of the primary and secondary colours sit on the colour wheel * Create a background using a wash * Uses a range of brushes to create different effects   **Year 4:**   * Use shading and tone to create mood and feeling * Use varied brush techniques to create shapes, textures, patterns and lines * Create textures with paint * Mix colours effectively using the correct language * Learn and practice a variety of techniques such as overlapping and montage | **Children should be able to:**  **Year 5:**   1. Create imaginative work from a variety of sources e.g. observational drawing, themes poetry and music. 2. Carry our preliminary studies, trying out different media, materials and mixing appropriate colours. 3. Develop a painting from a drawing. 4. Mix and match colours to create atmosphere and light effects. 5. Identify primary, secondary, complimentary and contrasting colours.   **Year 6:**   * Work with complimentary colours. * Create a colour palette, demonstrating mixing techniques. * Use a range of paint such as acrylic, oil paints, water colours to create visually interesting pieces. |
| **Key Skills Progression Terminology: Painting** | | | |
|  | ***Build upon prior vocabulary and:***  ***brush stroke, bold, thin, line, shape, texture, cool, warm, bright, dark, tone, contrasting, swirl*** | ***Build upon prior vocabulary and:***  ***colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco, opacity, application, properties, blocking***  ***Year 4 Vocabulary to build upon: Tint, tone, hue*** | ***Build upon prior vocabulary and:***  ***Sketchbooks, record, observation, review, revisit, improve, design techniques, materials Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination*** |
| **Collage** | **Children should be able to:**  **Year 1:**   * Begin to sort and group materials for different purposes and arrange shapes appropriately. * Fold, crumple, tear and overlap papers. * Create images from a variety of media, arranging and gluing to backgrounds. * Observe and draw shapes from observations.   **Year 2:**   * Sort and group materials for different purposes and arrange shapes appropriately. * Fold, crumple, tear and overlap papers in order to create a representation of art and say why they have chosen to use these techniques * Make a mosaic, thinking carefully about shape, colour and design * Use repeated patterns in their collage * Create images from a variety of media, arranging and gluing to backgrounds. * Observe and draw shapes with increasing detail. | **Children should be able to:**  **Year 3:**   * Cut very accurately. * Overlap materials to achieve a desired effect * Experiment with the technique of collage using different colours and textures * Refine my work as I go to ensure precision   **Year 4:**   * Select colours and materials to create effect, giving reasons for my choices. * Refine my work as I go to ensure precision. | **Children should be able to:**  **Year 5:**   * Create and arrange accurate patterns using a range of mixed media. * Plan and design a collage. * Add collage to a painted or printed background.   **Year 6:**   * Create and arrange accurate patterns using a range of mixed media. * Plan and design a collage. * Add collage to a painted or printed background. |
| **Key Skills Progression Terminology: Collage** | | | |
|  | ***Build upon prior vocabulary and:***  ***fold, crumple, overlap, tear, shape, texture*** | ***Build upon prior vocabulary and:***  ***texture, shape, form, line, space, pattern, mosaic, layering, transparent, overlapping, tactile*** | ***Build upon prior vocabulary and:***  ***create, variety, images, media, materials, fabric, crepe paper, magazines, sort, group, different purposes, colour, textures, fold, crumple, tear, overlap edges*** |
| **Printing** | **Children should be able to:**  **Year 1:**   * Print with a range of hard and soft materials. * Make simple marks on rollers and printing palettes. * Take simple prints in mono-printing by rolling ink over objects. * Build repeating patterns and create their own simple pattern with a press print such as vegetables   **Year 2:**   * Print with a range of hard and soft materials using rollers, string prints, block prints * Design their own printing block. * Print onto paper and textile | **Children should be able to:**  **Year 3:**   * Use more than one colour to layer in a print * Replicate patterns from observation and make my own repeated patterns with precision.   **Year 4:**   * Create an accurate print design, using more than one colour to layer. * Print on different materials, making repeated patterns with precision and replicating these patterns from observation. * Design and make printing blocks. | **Children should be able to:**  **Year 5:**   * Develop techniques in mono, block and relief printing. * Create and arrange accurate patterns within printing techniques. * Work into prints with a range of media such as pens or paints. * Develop techniques in mono, block and relief printing.   **Year 6:**   * Confidently use relief or impressed method. * Look carefully at the methods they use and make decisions about the effectiveness of their printing methods * Design and create printing blocks/ tiles by simplifying a sketch book idea. * Explore and create prints with three overlays |
| **Key Skills Progression Terminology: Printing** | | | |
|  | ***Build upon prior vocabulary and:***  ***colour, shape, printing, printmaking, relief printing, object, stencil, pattern, texture*** | ***Build upon prior vocabulary and:***  ***line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers,***  ***water resistant***  ***Year 4 vocabulary to build upon: tint, tone, hue, marbling*** | ***Build upon prior vocabulary and:***  ***Monotype, printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collograph, Pressure Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.*** |
| **Sculpture** | **Children should be able to:**  **Year 1:**   * Use materials other than clay to create 3D sculptures - plasticene * Use a variety of techniques such as rolling and shapes including line and texture. * Use tools and materials to carve, add shape, add texture and pattern. * Develop cutting and joining skills.   **Year 2**   * Use materials other than clay to create 3D sculptures – plasticene or papier mache * Use a variety of techniques such as rolling and shapes including line and texture. * Use tools and materials to carve, add shape, add texture and pattern to clay and other malleable materials. * Develop and use a range of cutting and joining skills independently | **Children should be able to:**  **Year 3:**   * Develop their own design criteria and use these to form ideas and refer to their design criteria aa they design and make. * Begin to assemble, join and combine materials and components with some accuracy, applying varying finishing techniques. * Start to explain how particular parts of their product works and use their design criteria to evaluate their finished product.   **Year 4:**   * Develop their own design criteria and use these to form ideas; referring to these when they design and make. * Effectively assemble, join and combine materials and components with some accuracy. * Apply a range of finishing techniques. * Use their design criteria to evaluate their finished product, explaining how particular parts of their product work. | **Children should be able to:**  **Year 5:**   * Shape, model and construct from observation or imagination. * Develop cutting and joining skills in using clay including using wire, slabs, coils and slips. * Use tools and materials to carve, add shape, add texture and pattern. * Use recycled, natural and man-made materials to create sculptures, other than clay   **Year 6:**   1. Confidently use tools and materials to produce intricate textures in malleable media. 2. Plan and design a sculpture through drawing. |
| **Key Skills Progression Terminology: Sculpture** | | | |
|  | ***Build upon prior vocabulary and:***  ***form, structure, texture, shape, mark, soft, join, tram, cut, cross hatch, slip*** | ***Build upon prior vocabulary and:***  ***rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, carve*** | ***Build upon prior vocabulary and:***  ***Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, ma clay, slabs, coils, slips, materials, sculptures*** |
| **Textiles** | **Children should be able to:**  **Year 1:**   * Match, sort and group fabrics and threads. * Cut and shape fabrics using scissors and snips. * Begin to create and use dyes. * Explore attaching buttons, beads and feathers through stitching   **Year 2:**   * Match, sort and group fabrics and threads. * Weave with fabric and thread * Cut and shape fabrics using scissors and snips. * Create and use dyes. * Attach buttons, beads and feathers through stitchin**g** | **Children should be able to:**  **Year 3:**   * Begin to use a variety of techniques to create different textural effects. * Develop my skills in stitching, cutting and joining. * Select appropriate materials and give their reasons.   **Year 4:**   1. Use a variety of techniques to create different textural effects. 2. Effectively develop their skills in stitching, cutting and joining. 3. Select appropriate materials and explain their reasons. | **Children should be able to:**  **Year 5:**   * Experiment with a range of media to overlap and layer to create interesting colours, textures and effects. * Explore and use fabric to create 3D structures. * Experiment with batik technique. * Select and use tools and materials such as cutting, shaping, joining and finishing. * Evaluate a product against the original design specification.   **Year 6:**   * Confidently work with a range of media to overlap and layer to create interesting colours, textures and effects. * Confidently use different grades of threads and needles. * Add decoration to create effect. * Evaluate the product personally and seek evaluation from others. |
| **Key Skills Progression Terminology: Textiles** | | | |
|  | ***Build upon prior vocabulary and:***  ***colour, texture, length, size, shape, knotting, plaiting, fringing, twisting, cut and shape, attaching, assemble, decoration, joining, stitching*** | ***Build upon prior vocabulary and:***  ***pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration, stitch, embroidery, applique, overlapping, join, assemble*** | ***Build upon prior vocabulary and:***  ***Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture, Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Detract, Practicality, Aesthetic*** |