



St Joseph's Art and Design Progression Map



	EYFS	KS1	Lower KS2	Upper KS2
	Nursery and Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Art & Artists <small>(Evaluation & analysis)</small>	<ul style="list-style-type: none"> Look at and discuss different artworks using simple sentences, expressing a simple opinion about an artwork. Identify colours, objects, and shapes in the artwork. Discuss their own artwork using simple language. 	<ul style="list-style-type: none"> Look at and discuss a range of artworks by artists, crafts people, and designers across time, expressing a simple opinion about an artwork (no explanation). Notice details and familiar objects/ shapes / colours in an artwork including light and dark. Make simple comparisons between artists and artworks. Make some links between their work and an artwork. Begin to comment on how an artist/designer has used colour, pattern and shape. Start to ask their own questions about an artwork. Describe and discuss their own artworks, noting key details. 	<ul style="list-style-type: none"> Continue to develop their knowledge of artists and artworks, expressing an opinion about an artwork, giving simple reasons why. Make comparisons with increasing confidence between artists and artworks, using the language of the formal elements studied. Make links between their work and the work of more than one artist. Recognise when and where an artwork was created (timeline and map). Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) Ask their own questions about artworks, developing them and sharing in class discussion. Describe and discuss their own artworks, explaining choices with appropriate vocabulary. 	<ul style="list-style-type: none"> Can discuss a range of key artists and artworks with increasing confidence, expressing an opinion about an artwork, support with reasons. Compare multiple artworks and recognise patterns and key concepts between art movements. Make clear links between their work and the work of others, noting specific influences and techniques. Explain how key artworks contributed to cultural development or historical events. Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) and comparing with other artworks. Use a question matrix to develop an increasingly complex range of questions about the artworks they study. Describe and discuss with confidence their own artworks, justifying their choices with appropriate vocabulary.

Drawing

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| <ul style="list-style-type: none">• Begin to hold a pencil correctly and use it to make marks.• Attempt to use other materials to make marks (crayons, felt tips, etc)• Represent their ideas and feelings through art.• Draw shapes that are beginning to be recognisable and appropriate e.g. a circle for a face. | <ul style="list-style-type: none">• Hold a pencil appropriately, making a range of marks and lines with a pencil and different materials, with control and awareness, using appropriate vocabulary to describe them.• Use charcoal, coloured pencils and wax crayons to draw.• Make simple observational drawings.• Draw to express emotion using mark making (e.g. angry, happy).• Record their work. | <ul style="list-style-type: none">• Hold a pencil and make marks with control.• Use sketching strokes to draw and add texture, movement, and depth.• Use felt tips, chalk pastels and oil pastels to add colour to their drawings.• Shade, blend and add highlights to show dimension using a range of pencil grades.• Consider the placement and composition when drawing.• Make more detailed observational drawings, beginning to capture facial expression.• Record their work and add it to their sketchbook, annotating with simple analysis and evaluation.• Use sketchbooks to practise techniques and skills. | <ul style="list-style-type: none">• Draw with precision and control.• Select an appropriate drawing media, which is fit for purpose (e.g., pencil, chalk pastel).• Use appropriate software to draw and design digitally.• Create texture using a single medium.• Shade, blend and add highlights to describe light and dark, contrast and shadow.• Make increasingly accurate observational drawings, using formal elements.• Explore and begin to understand perspective.• Draw human bodies, showing movement and emotion.• Record their work and add it to a sketchbook, annotating with detailed analysis and evaluation, using it to demonstrate their development of key skills. |
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<p style="text-align: center;">Painting</p>	<ul style="list-style-type: none"> • Use a brush or other tool to make marks with paint. • Choose from a range of premixed colours to create painted artworks. • Paint simple shapes and images that can be recognised or explained by the child. • Use large muscle movement to paint and make marks. 	<ul style="list-style-type: none"> • Use different sized paintbrushes appropriately with increasing control to make a range of marks with paint. • Mix primary colours to make secondary colours. • Use poster paints and watercolours on traditional surfaces. • Explore how colour can portray mood and emotion. • Paint from observation and imagination. • Use simple IT programmes to explore digital painting. • Use resist techniques (e.g., wax crayons & wash). 	<ul style="list-style-type: none"> • Use different brushes and marks to gain a desired effect (e.g. large brush for large area). • Mix shades and tints. • Mix with purpose and accuracy an increasing range of colours from primary and secondary colours. • Beginning to be able to match colours effectively to portray their subject or mimic an artist. • Use poster paints and watercolours with confidence to blend, wash, and create a range of effects. • Use cold and warm colours. • Use a range of IT programmes to explore digital painting. • Use more resist techniques (e.g., tape and ink). 	<ul style="list-style-type: none"> • Choose the appropriate medium and tools to paint for purpose (e.g. watercolour for washes and a soft brush, palette knives for texture, sponges for mottled effect). • Mix with increasing purpose and accuracy a wide range of colours. • Increasingly confident with matching colours effectively to portray their subject or mimic an artist. • Use a wider range of paints, such as acrylic to layer, build texture and re-work ideas. • Paint on non-conventional surfaces. • Use mixed media to make collages including paint. • Explore the use of a limited colour palette and the effect of this. • Use resist techniques (e.g., batik, silk painting, masking fluid and paint).
<p style="text-align: center;">Printing</p>	<ul style="list-style-type: none"> • Use pre-made stamps & found objects to explore printmaking. • Notice and continue simple patterns (ABAB). 	<ul style="list-style-type: none"> • Print using pressing, rolling, rubbing, and stamping using everyday objects, chosen to create a desired effect. • Notice more complex patterns in nature and artworks, using this to create their own (AAB, AAB, ABC, ABC). 	<ul style="list-style-type: none"> • Create simple mono prints (marbling, shaving foam, drawing on plastic/acetate). • Make and use simple stencils to print (e.g. using card or paper) using 2 colours. • Find and copy complex patterns from nature and architecture. 	<ul style="list-style-type: none"> • Create relief prints (e.g., Lino, polystyrene or collagraph print) • Make increasingly complex stencils (e.g. screen printing) and use them to print in multiple layers and colours. • Print onto a range of materials to explore texture and layers. • Use colour and print to create simple repeating and non-repeating patterns (e.g. wallpaper)

Sculpture & Collage

- Use rollers, cutters, and their hands to begin to mould soft materials, such as play dough.
- Start to use scissors appropriately to cut into materials.
- Use glue and tape to fix objects together, even if not always successful.
- Use mixed media to create simple 3-D sculptures.

- Mould play dough or other soft materials, making round and flat shapes and adding texture.
- Use appropriate materials to create a desired texture.
- Use scissors and different fixing methods when creating 3-D objects.
- Use mixed media (junk/objects) to create 3-D sculptures that can be recognised within the theme.

- Mould, carve and cut clay or other soft materials using appropriate tools.
- Build texture and shape using collage to create relief.
- Build 3-dimensional shapes from 2dimensional materials (e.g., papier mâché).
- Use a range of techniques to attach and fix shapes together.
- Use collage (e.g. mosaic) to create images, patterns and backgrounds.

- Sculpt clay and other materials with precision, including joining clay parts.
- Combine techniques and materials to create sculptures (e.g. wire or Modroc).
- Work on a small scale with precision.
- Work on a large scale, ensuring their work is balanced and secure.
- Build texture and shape using a wide range of collage materials to create a desired effect.