



## Art Progression Map

| Units of Learning<br>Kapow, PlanBee, TES   | EYFS Nursery  | EYFS Foundation Stage  | Year 1  | Year 2   | Year 3  | Year 4   | Year 5   | Year 6  |
|--|---|--|---|--|---|--|--|---|
|  | <ul style="list-style-type: none"> <li>-Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>-Develop their own ideas and then decide which materials to use to express them.</li> <li>-Join different materials and explore different textures.</li> <li>-Create closed shapes with continuous lines and begin to use these shapes to represent others.</li> <li>-Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>-Use drawing to represent ideas like movement or loud noises.</li> <li>-Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>-Explore colour and colour mixing.</li> </ul> | <ul style="list-style-type: none"> <li>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>-Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>-Create collaboratively sharing ideas, resources and skills.</li> </ul> <p><b>ELGs</b></p> <ul style="list-style-type: none"> <li>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>-Share their creations, explaining the process they have used.</li> <li>-Make use of props and materials when role playing characters in narratives and stories.</li> </ul> | <p><b>NC</b></p> <ul style="list-style-type: none"> <li>-To use a range of materials creatively to design and make products.</li> <li>-To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>-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.</li> </ul> | <p><b>NC</b></p> <ul style="list-style-type: none"> <li>-To create sketch books to record their observations and use them to review and revisit ideas 22</li> <li>-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].</li> <li>-About great artists, architects and designers in history.</li> </ul> |   |  |  |   |
| <p><b>Substantive Knowledge</b></p> <p style="color: red; text-align: center;"><b>Exploring and Developing ideas</b></p> | <p><b><u>My World Your World</u></b></p> <p>Explore different materials freely, in order to develop their ideas about how to</p>  | <p><b><u>Magical Me</u></b></p> <p>Explore, use and refine a variety of artistic effects to</p>  | <p><b><u>Self Portraits (Plan Bee)</u></b></p> <p>To investigate famous self-portraits.( Van Gogh, Picasso)</p>   | <p><b><u>Andy Warhol (PSM Capital)</u></b></p> <p>To learn about Pop Art.</p>  | <p><b><u>Prehistoric Art (Kapow)</u></b></p> <p>To apply understanding of prehistoric man made art.</p> | <p><b><u>Sculpture Mega materials Kapow</u></b></p> <p>To develop ideas for 3D work through drawing and visualisation in 2D.</p> | <p><b><u>Sculpture/Clay/Greeks (TES)</u></b></p> <p>To explore Viking art and identify its key</p> | <p><b><u>Rainforest Art (PSM Capital)</u></b></p> <p>To investigate arpilleras. (Patchwork picture)<br/><b><u>Aztec Art (PSM Capital)</u></b></p> |



# Art Progression Map

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|  | <p>use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p><b><u>Night and Day</u></b></p> <p>Explore different materials freely, in order 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><b><u>Over the Rainbow</u></b></p> <p>Explore different materials freely, in order 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><b><u>Ticket to Ride</u></b></p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.<br/>Down at the bottom of the garden</p> <p>Take part in simple pretend play, using an object to represent something else even</p> | <p>express their ideas and feelings.</p> <p>Autumn -Kapow Autumn seasonal craft (drawing, collage)</p> <p><b><u>Let's Celebrate</u></b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> | <p><b><u>Make your mark (Kapow)</u></b></p> <p>To use Bridgit Riley's work as a stimulus.</p> <p>To investigate Zaria Forman waves painting.</p> <p><b><u>Art Painting and a mixed media (Kapow)</u></b></p> <p>To apply their painting skills when working in the style of the artist Clarice Cliff and Jasper Johns.</p> | <p>To learn about Andy Warhol and his artwork.</p> <p><b><u>Sculpture- Andy Goldsworthy (Plan Bee)</u></b></p> <p>To use reflections in art work. (Andy Goldsworthy)</p> | <p><b><u>Egyptians Canopic jars</u></b></p> <p>To understand what canopic jars were used for.</p> <p>Power Prints (Kapow)<br/>To draw using tone to create a 3D effect (Georges Seurat)</p> <p>To explore proportion and tone when drawing. Alberto Giacometti and Fernando Botero.</p> <p>To plan a composition for a mixed-media drawing. Henri Matisse.</p> <p>To use shading techniques to create pattern and contrast. (Henri Moore)</p> | <p><b><u>Roman Mosaic Times (TES)</u></b></p> <p>I can discuss mosaics from Roman times and draw a creature of my choice.</p> | <p>characteristics and features.</p> <p>To understand the historical and cultural development of their art forms.</p> <p>To investigate the style of vase created in Ancient Greece</p> <p><b><u>Architecture (Kapow)</u></b></p> <p>To apply an understanding of architecture to design a building.</p> <p>To extend design ideas through research and sketchbook use. (Hundertwasser, Zaha Hadid)</p> <p><b><u>Abstract Space Art- (Kapow)</u></b></p> <p>To explore the purpose and effect of imagery.</p> <p>Understand and explain what retrofuturism is.</p> | <p>To appraise work of a modern day artist (Dan Fenelon).</p> <p><b><u>L S Lowry (PSM Capital)</u></b></p> <p>To research the artist LS Lowry in sketchbooks (drawings and annotations).</p> <p>To work collaboratively to create a large scale piece of artwork in the style of LS Lowry.</p> |
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# Art Progression Map

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|                                      | <p>though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p><b><u>Superheroes</u></b></p> <p>Explore different materials freely, in order 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><b>Disciplinary Knowledge</b></p> | <p><b><u>My World Your World</u></b></p> <p>Explore different materials freely, in order 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><b><u>Night and Day</u></b></p>  | <p><b><u>Magical Me</u></b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Autumn -Kapow Autumn seasonal craft(drawing, collage)</p> <p><b><u>Let's Celebrate</u></b></p> | <p><b><u>Self Portraits (Plan Bee)</u></b></p> <p>To create our own self-portrait.</p> | <p><b><u>Andy Warhol (PSM Capital)</u></b></p> <p>To look at the artist Andy Warhol and his pencil and painting techniques.</p> <p>To use a range of materials to creatively design and make a product.</p> <p><b><u>Sculpture- Andy Goldsworthy (Plan Bee)</u></b></p> | <p><b><u>Prehistoric Art (Kapow)</u></b></p> <p>To apply understanding of prehistoric man made art. (sketchbook work)</p> <p><b><u>Sculpture Clay/Canopic Jars (TES)</u></b></p> <p>To understand what canopic jars were used for.</p> | <p><b><u>Power prints (Kapow)</u></b></p> <p>To plan a composition for a mixed-media drawing. Henri Matisse.</p> <p>To use shading techniques to create pattern and contrast. Henri Moore.</p> <p>To work collaboratively to develop drawings into prints.</p> | <p><b><u>Sculpture/Clay/Greeks (TES)</u></b></p> <p>To understand the historical and cultural development of their art forms.</p> <p>To use sketchbooks to plan a sculpture through drawing.</p> <p><b><u>Architecture (Kapow)</u></b></p> | <p><b><u>Rainforest Art (PSM Capital)</u></b></p> <p>To understand what an arpillera is and how they are created.</p> <p><b><u>Aztec Art (PSM Capital)</u></b></p> <p>To develop sketch book skills by appraising an Artist. (Dan Felon)</p> <p><b><u>L S Lowry (PSM Capital)</u></b></p> <p>To work collaboratively to create a large scale</p> |



# Art Progression Map

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|  | <p>Explore different materials freely, in order 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><b><u>Over the Rainbow</u></b></p> <p>Explore different materials freely, in order 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><b><u>Ticket to Ride</u></b></p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.<br/>Down at the bottom of the garden</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a</p> | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b><u>Once Upon a Time</u></b></p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p><b><u>Amazing Animals</u></b></p> <p>KAPOW Amazing animals (sculpture) Beth Cavener, Julie Wilson, Chie Hitotsuyama</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><b><u>What's in the woods</u></b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b><u>Imagine That!</u></b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> |  | <p>To sort items by material and colour.</p> |  |  | <p>To extend design ideas through research and sketchbook use. (Hundertwasser)</p> <p><b><u>Abstract Space Art- (Kapow)</u></b></p> <p>To understand and explore decision making in creative processes.</p> <p>To develop drawn ideas through printmaking.</p> <p>To test and develop ideas using sketchbooks.</p> <p>To apply an understanding of drawing processes to revisit and improve ideas.</p> | <p>piece of artwork in the style of LS Lowry.</p> |
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# Art Progression Map

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|   | <p>city with different buildings and a park.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p><b><u>Superheroes</u></b></p> <p>Explore different materials freely, in order 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>Make use of props and materials when role playing characters in narratives and stories.</p> |   |  |   |  |  |  |
| <p><b>Substantive Knowledge</b></p> <p style="color: red;"><b>Drawing</b></p> |   |  | <p><b><u>Self Portraits (Plan Bee)</u></b></p> <p>To investigate famous self-portraits.</p> |  | <p><b><u>Growing Artists- Georgia O’Keeffe (Kapow)</u></b></p> <p>To explore composition and scale to create abstract drawings (Georgia O’Keeffe)</p> | <p><b><u>Sculpture Mega materials Kapow</u></b></p> <p>To develop ideas for 3D work through drawing and visualisation in 2D.</p> <p><b><u>Painting and mixed media -light and dark (Kapow)</u></b></p> <p>To create lines and shapes using correct proportions.</p> <p><b><u>Power Prints (Kapow)</u></b></p> <p>To create several pencil tones when shading and create a simple 3D effect.</p> <p>To explore the effect of holding a pencil in different ways and applying different pressures.</p> | <p><b><u>Sculpture/Clay/Greeks (TES)</u></b></p> <p>To work from a variety of sources including observation, photographs and digital images.</p> <p><b><u>Architecture (Kapow)</u></b></p> <p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p><b><u>Abstract Space Art- (Kapow)</u></b></p> <p>To comfortably use different stimuli to draw from. Use past knowledge and experience to explore a range of drawing processes.</p> | <p><b><u>Rainforest Art (PSM Capital)</u></b></p> <p>To design a piece of sewn-artwork based on the rainforest. (understanding of Rainforest drawings)</p> <p><b><u>Aztec Art (PSM Capital)</u></b></p> <p>To use contrasting colours for effect. ( oil pastels, chalks, coloured pencils)</p> <p>To imitate artists' work in a style.</p> <p><b><u>L S Lowry (PSM Capital)</u></b></p> <p>To experiment creating own art work using a range of materials including drawing and painting in the style of LS Lowry.</p> |



# Art Progression Map

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|  |  |  |  |  |  | <p>To use charcoal and rubber to show areas of light and dark in their drawings.</p> <p>To demonstrate an awareness of the relative size of the objects they draw.</p> <p>To draw using tone to create a 3D effect.</p> <p>To explore proportion and tone when drawing. Alberto Giacometti and Fernando Botero.</p> <p>To plan a composition for a mixed-media drawing. Henri Matisse.</p> <p>To use shading techniques to create pattern and contrast. Henri Moore.</p> |  |  |
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# Art Progression Map

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|--------------------------------------|--|--|---|--|--|---|--|--|
| <p><b>Disciplinary knowledge</b></p> | <p><b><u>My World Your World</u></b></p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent others</p> <p>Explore different materials freely, in order 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><b><u>Night and Day</u></b></p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent others.</p> <p>Explore different materials freely, in order 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><b><u>Over the Rainbow</u></b></p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent others.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> | <p><b><u>Magical Me</u></b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Autumn -Kapow Autumn seasonal craft(drawing, collage)</p> <p><b><u>Let's Celebrate</u></b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b><u>Once Upon a Time</u></b></p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p><b><u>Amazing Animals</u></b></p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><b><u>What's in the Woods</u></b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b><u>Imagine That!</u></b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | <p><b><u>Self Portraits (Plan Bee)</u></b></p> <p>To investigate the different kinds of sketching pencils.</p> <p><b><u>Make Your Mark (Kapow)</u></b></p> <p>To know how to create different types of lines.</p> <p>To explore line and mark-making to draw water.</p> <p>To draw with different media.</p> <p>To develop an understanding of mark making.</p> <p>To apply an understanding of drawing materials and mark making to draw from observation.</p> | <p><b><u>Andy Warhol (PSM Capital)</u></b></p> <p>To use drawing and painting to develop my experiences and imagination.</p> <p><b><u>Sculpture- Andy Goldsworthy (Plan Bee)</u></b></p> <p>To select materials and make spirals or circles.</p> <p><b><u>Map it Out (Kapow)</u></b></p> <p>To investigate maps as a stimulus for drawing.</p> | <p><b><u>Prehistoric Art (Kapow)</u></b></p> <p>To understand scale to enlarge drawings in a different medium.</p> <p><b><u>Sculpture Clay/Canopic Jars (TES)</u></b></p> <p>To use sketching skills to draw the Egyptian Gods.</p> <p>To use shading to draw accurately.</p> <p><b><u>Growing Artists- Georgia O'Keeffe (Kapow)</u></b></p> <p>To recognise how artists use shape in drawing.</p> <p>To understand how to create tone in drawing by shading.</p> <p>To apply observational drawing skills to create detailed studies.</p> <p>To explore composition and scale to create abstract drawings</p> | <p><b><u>Painting and mixed media -light and dark (Kapow)</u></b></p> <p>Make marks, lines and shapes with drawing implements.</p> <p><b><u>Roman Mosaic Times (TES)</u></b></p> <p>I can create a mosaic drawing.</p> <p>I think carefully about the decisions I make whilst choosing what to draw and use sketching techniques to draw accurately.</p> <p><b><u>Power Prints (Kapow)</u></b></p> <p>To explore proportion and tone when drawing. Alberto Giacometti and Fernando Botero.</p> <p>To plan a composition for a mixed-media drawing. Henri Matisse.</p> <p>To use shading techniques to create pattern and contrast. Henri Moore.</p> <p>To work collaboratively to develop drawings into prints.</p> | <p><b><u>Sculpture/Clay/Greek pots (TES)</u></b></p> <p>To work from a variety of sources including observation, photographs and digital images.</p> <p>To use hatching and cross-hatching to make different levels of light and shade.</p> <p>To use stippling to create a light-to-dark shade.</p> <p>To use sketchbooks to plan a sculpture through drawing.</p> <p><b><u>Architecture (Kapow)</u></b></p> <p>To apply observational drawing skills to interpret forms accurately.</p> <p>To apply an understanding of architecture to design a building.</p> <p>To extend design ideas through research and sketchbook use.</p> <p>To use basic shapes to place key features and form the composition, measuring to work out proportions.</p> <p>To notice small details to incorporate into the drawing by observing. Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture.</p> | <p><b><u>Rainforest Art (PSM Capital)</u></b></p> <p>To design a piece of sewn-artwork based on the rainforest.</p> <p><b><u>Aztec Art (PSM Capital)</u></b></p> <p>To imitate work in an artist's style through drawing.</p> <p><b><u>L S Lowry (PSM Capital)</u></b></p> <p>To make observational drawings of Preston Docks using pencil, charcoal, oil pastel etc.</p> <p>To experiment creating own art work using a range of materials including drawing and painting in the style of LS Lowry.</p> <p>To work collaboratively to create a large scale piece of artwork in the style of LS Lowry.</p> |
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# Art Progression Map

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| <p><b>Substantive Knowledge</b><br/><b>Painting</b></p> |   |  |   |   |  | <p><b><u>Painting and mixed media -light and dark (Kapow)</u></b></p> <p>To explore still life drawing and painting.</p> <p>To investigate different ways of applying paint. To mix tints and shades of a colour.</p> <p>To explore how paint can create very different effects.</p> <p>To consider proportion and composition when planning a still-life painting.</p> <p>To apply knowledge of colour mixing and painting techniques to create a finished piece.</p> | <p><b><u>Sculpture/Clay /Greek pots (TES)</u></b></p> <p>To develop an understanding of different ways of finishing work: glaze, paint, polish etc.</p> <p>To paint an object using an appropriate colour scheme</p> <p><b><u>Abstract Space Art- (Kapow)</u></b></p> <p>To understand different colours and shades of paint appropriate to space Art. To experiment with different painting techniques.</p> | <p><b><u>Rainforest Art (PSM Capital)</u></b></p> <p>To design a piece of sewn-artwork based on the rainforest. (painting a drawing)</p> <p><b><u>Aztec Art (PSM Capital)</u></b></p> <p>To know and use contrasting colours for effect.</p> <p><b><u>L S Lowry (PSM Capital)</u></b></p> <p>To experiment creating own art work using a range of materials including drawing and painting in the style of LS Lowry.</p>                  |
| <p><b>Disciplinary Knowledge</b></p>                    | <p><b><u>My World Your World</u></b></p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent others</p> <p>Explore different materials freely, in order 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><b><u>Night and Day</u></b></p> | <p><b><u>Magical Me</u></b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b><u>Let's Celebrate</u></b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b><u>Once Upon a Time</u></b></p> | <p><b><u>Self Portraits (Plan Bee)</u></b></p> <p>To investigate different paints.</p> <p><b><u>Art Painting and a mixed media (Kapow)</u></b></p> <p>To investigate how to mix secondary colours.</p> <p>To apply knowledge of colour mixing when painting.</p> <p>To experiment with paint mixing to make a range of secondary colours.</p> | <p><b><u>Andy Warhol (PSM Capital)</u></b></p> <p>To use drawing and painting to develop my experiences and imagination.</p> <p>To use a range of art techniques (patterns and colour).</p> <p><b><u>Sculpture- Andy Goldsworthy (Plan Bee)</u></b></p> <p>To select materials and make spirals or circles.</p> | <p><b><u>Prehistoric Art (Kapow)</u></b></p> <p>To explore how natural products produce pigments to make different colours.</p> <p>To select and apply a range of painting techniques.</p> <p>To apply painting skills when creating a collaborative piece of artwork.</p> | <p><b><u>Painting and mixed media -light and dark (Kapow)</u></b></p> <p>To investigate different ways of applying paint. To mix tints and shades of a colour.</p> <p>To use tints and shades to give a three-dimensional effect when painting.</p> <p>To explore how paint can create very different effects.</p> <p><b><u>Roman Mosaic Times (TES)</u></b></p>   | <p><b><u>Sculpture/Clay/Greek pots (TES)</u></b></p> <p>To finish work: glaze, paint, polish etc and paint /glaze your own clay pot.</p> <p>To paint an object using an appropriate colour scheme</p> <p><b><u>Abstract Space Art- (Kapow)</u></b></p> <p>To understand and explore decision making in creative processes.</p> <p>To test and develop ideas using sketchbooks</p>                            | <p><b><u>Rainforest Art (PSM Capital)</u></b></p> <p>To design a piece of sewn-artwork based on the rainforest. (painting a drawing)</p> <p><b><u>Aztec Art (PSM Capital)</u></b></p> <p>To imitate work in an artist's style through painting.</p> <p>To use contrasting colours for effect</p> <p><b><u>L S Lowry (PSM Capital)</u></b></p> <p>To experiment creating own art work using a range of materials including drawing and</p> |





# Art Progression Map

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|  | <p>Create closed shapes with continuous lines and begin to use these shapes to represent others.</p> <p>Explore different materials freely, in order 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><b><u>Over the Rainbow</u></b></p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent others.</p> <p>Explore different materials freely, in order 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>Explore colour and colour mixing.</p> <p><b><u>Superheroes</u></b></p> <p>Create closed shapes with continuous lines and begin</p> | <p>Create collaboratively, sharing ideas, resources and skills.</p> <p><b><u>Amazing Animals</u></b></p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><b><u>What's in the Woods</u></b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> |  |  |  | <p>I can use tints and shades of colours.</p> <p>I can use paint to experiment with colour and painting techniques.</p> <p>I carefully control my brush and identify the shades and tones of colours accurately to make a 3D-look painting.</p> | <p>painting in the style of LS Lowry.</p> <p>To work collaboratively to create a large scale piece of artwork in the style of LS Lowry.</p> |
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# Art Progression Map

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|   | <p>to use these shapes to represent others.</p> <p>Explore different materials freely, in order 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>Down at the bottom of the garden<br/>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore different materials freely, in order 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><b>Substantive Knowledge</b><br/><b>Textiles/collage</b><br/><b>Year 2, 4 and 5 cover textiles knowledge and skills in DT units.</b></p> |   |  |  |  |  | <p><b><u>Power prints (Kapow)</u></b></p> <p>To plan a composition for a mixed-media drawing. Henri Matisse.</p> |  | <p><b><u>Rainforest Art (PSM Capital)</u></b></p> <p>To design a piece of sewn Artwork.<br/>To know how to create a running and blanket stitch.</p> <p><b><u>Aztec Art (PSM Capital)</u></b></p> <p>To use 3D techniques (layering and modroc) to create a relief.</p> |



# Art Progression Map

|                               |  |   |   |   |   |  |  |  |
|-------------------------------|--|---|---|---|---|--|--|--|
|                               |  |   |   |   |   |  |  | <b><u>Slave Trade- L S Lowry (PSM Capital)</u></b> |
| <b>Disciplinary Knowledge</b> | <p><b><u>My World Your World</u></b></p> <p>Explore different materials freely, in order 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><b><u>Night and Day</u></b></p> <p>Explore different materials freely, in order 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><b><u>Over the Rainbow</u></b></p> <p>Explore different materials freely, in order 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><b><u>Down at the Bottom of the Garden</u></b></p> <p>Explore different materials freely, in order to develop</p> | <p><b><u>Magical Me</u></b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Autumn -Kapow Autumn seasonal craft(drawing, collage)</p> <p><b><u>Let's Celebrate</u></b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b><u>Once Upon a Time</u></b></p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p><b><u>Amazing Animals</u></b></p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><b><u>What's in the Woods</u></b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b><u>Imagine That!</u></b></p> <p>Safely use and explore a variety of materials, tools</p> | <p><b><u>Self Portraits (Plan Bee)</u></b></p> <p>To use collage to create a self-portrait.</p> | <p><b><u>Map it Out (Kapow)</u></b></p> <p>To learn and apply the steps of the felt-making process.</p> <p>To experiment with a craft technique to develop an idea.</p> | <p><b><u>Growing Artists- Georgia O'Keeffe (Kapow)</u></b></p> <p>To understand how texture can be created and used to make art</p> | <p><b><u>Power prints (Kapow)</u></b></p> <p>To plan a composition for a mixed-media drawing. Henri Matisse.</p> | <p><b><u>Rainforest Art (PSM Capital)</u></b></p> <p>To know how to create a running and blanket stitch.</p> <p>To create a sewn arpillera with different sewing skills and 3D elements</p> <p><b><u>Aztec Art (PSM Capital)</u></b></p> <p>To use 3D techniques (layering and modroc) to create a relief.</p> |  |



# Art Progression Map

|   |  |   |  |  |  |  |   |  |
|---|--|---|--|--|--|--|---|--|
|   | <p>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><b><u>Superheroes</u></b><br/>Create closed shapes with continuous lines and begin to use these shapes to represent others.</p> <p>Explore different materials freely, in order 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>and techniques, experimenting with colour, design, texture, form and function.</p> |  |  |  |  |   |  |
| <p><b>Substantive Knowledge</b><br/><b>Form</b></p> |  |   |  |  |  |  | <p><b><u>Sculpture/Clay Slabs/Vikings (TES)</u></b></p> <p>To understand the historical and cultural development of their art forms (sculpture).</p> <p>To select appropriate clay technique for a desired outcome, including how best to include additional features</p> <p><b><u>Architecture (Kapow)</u></b></p> | <p><b><u>Aztec Art (PSM Capital)</u></b></p> <p>To design a 3D model based on an artist.</p> |



# Art Progression Map

|                               |   |  |   |  |   |  |  |  |
|-------------------------------|---|--|---|--|---|--|--|--|
|                               |   |  |   |  |   |  | To apply an understanding of architecture to design a building.  |  |
| <b>Disciplinary Knowledge</b> | <p><b><u>My World Your World</u></b><br/>Explore different materials freely, in order to develop their ideas about how to use them and what to make.<br/>Develop their own ideas and then decide which materials to use to express them.</p> <p><b><u>Night and Day</u></b><br/>Explore different materials freely, in order to develop their ideas about how to use them and what to make.<br/>Develop their own ideas and then decide which materials to use to express them.</p> <p><b><u>Over the Rainbow</u></b><br/>Explore different materials freely, in order to develop their ideas about how to use them and what to make.<br/>Develop their own ideas and then decide which materials to use to express them.</p> <p><b><u>Superheroes</u></b><br/>Create closed shapes with continuous lines and begin</p> | <p><b><u>Magical Me</u></b><br/>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b><u>Let's Celebrate</u></b><br/>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b><u>Once Upon a Time</u></b><br/>Create collaboratively, sharing ideas, resources and skills.</p> <p><b><u>Amazing Animals</u></b><br/>KAPOW Amazing animals (sculpture) Beth Cavener, Julie Wilson, Chie Hitotsuyama</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><b><u>What's in the woods</u></b><br/>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b><u>Imagine That!</u></b><br/>Safely use and explore a variety of materials, tools and techniques,</p> | <p><b><u>Self Portraits (Plan Bee)</u></b><br/>To create a self-portrait from clay.</p> | <p><b><u>Sculpture- Andy Goldsworthy (Plan Bee)</u></b><br/>To use a variety of materials to create paths and walls.<br/><br/>To select materials and make spirals or circles.<br/><br/>To manipulate materials when creating sculptures.<br/><br/>To use reflections in art work.</p> | <p><b><u>Sculpture Clay/Canopic Jars (TES)</u></b><br/>To use modelling techniques.<br/><br/>To use paper and tape to model<br/><br/>To use modroc to create a sculpture.</p> | <p><b><u>Sculpture Mega materials Kapow</u></b><br/>To use more complex techniques to shape materials.<br/><br/>To explore how shapes can be formed and joined in wire.<br/><br/>To consider the effect of how sculpture is displayed.<br/><br/>To choose and join a variety of materials to make sculpture.</p> <p><b><u>Roman Mosaic Times (TES)</u></b><br/>To make a mosaic.<br/><br/>To create an effective mosaic making sure the columns and rows are aligned.<br/><br/>To use precision to create an effective mosaic.</p> | <p><b><u>Sculpture/Clay Greek pots (TES)</u></b><br/>To develop confidence working with clay adding greater detail and texture.<br/><br/>To create and combine shapes to create recognisable forms.<br/><br/>To explore and understand a range of clay techniques<br/><br/>To investigate ways of joining clay - scratch and slip.<br/><b><u>Architecture (Kapow)</u></b><br/>To create a building design based on a theme or set purpose.</p> | <p><b><u>Aztec Art (PSM Capital)</u></b><br/>To design a 3D model based on an artist.<br/><br/>To use 3D techniques (layering and modroc) to create a relief .</p> |



# Art Progression Map

|   |   |   |  |  |  |  |   |   |
|---|---|---|--|--|--|--|---|---|
|   | <p>to use these shapes to represent others.</p> <p>Explore different materials freely, in order 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>Down at the bottom of the garden</p> <p>Explore different materials freely, in order 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>experimenting with colour, design, texture, form and function.</p> |  |  |  |  |   |   |
| <p><b>Substantive Knowledge</b><br/><b>Printing</b></p> |   |   |  |  |  |  | <p><b>Architecture (Kapow)</b><br/>Follow steps to create a print with clear lines, with some smudging.</p> <p>To apply composition skills to develop a drawing into print.</p> | <p><b>Abstract Space Art- (Kapow)</b><br/>Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing.</p> |





# Art Progression Map

|                                      |  |   |   |  |  |   |   |  |
|--------------------------------------|--|---|---|--|--|---|---|--|
| <p><b>Disciplinary Knowledge</b></p> | <p><b><u>My World Your World</u></b></p> <p>Explore different materials freely, in order 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><b><u>Night and Day</u></b></p> <p>Explore different materials freely, in order 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><b><u>Over the Rainbow</u></b></p> <p>Explore different materials freely, in order 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><b><u>Down at the bottom of the garden</u></b></p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> | <p><b><u>Magical Me</u></b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b><u>Let's Celebrate</u></b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b><u>Once Upon a Time</u></b></p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p><b><u>Amazing Animals</u></b></p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><b><u>What's in the Woods</u></b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | <p><b><u>Art Painting and a mixed media (Kapow)</u></b></p> <p>To explore colour when printing.</p> | <p><b><u>Andy Warhol (PSM Capital)</u></b></p> <p>To use a range of art techniques (patterns and colour).</p> <p><b><u>Map it Out (Kapow)</u></b></p> <p>To develop ideas and apply craft skills when printmaking.</p> |  | <p><b><u>Power prints (Kapow)</u></b></p> <p>To work collaboratively to develop drawings into prints.</p> | <p><b><u>Architecture (Kapow)</u></b></p> <p>Follow steps to create a print with clear lines, with some smudging.</p> <p>To apply composition skills to develop a drawing into print.</p> <p><b><u>Abstract Space Art- (Kapow)</u></b></p> <p>To develop drawn ideas through printmaking.</p> <p>To select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. Apply confident skills to make an effective collagraph print.</p> |  |
|--------------------------------------|--|---|---|--|--|---|---|--|



# Art Progression Map

|   |  |  |  |  |  |   |  |  |
|---|--|--|--|--|--|---|--|--|
|   | <p>Develop their own ideas and then decide which materials to use to express them.</p> <p><b>Superheroes</b><br/>Create closed shapes with continuous lines and begin to use these shapes to represent others.</p> <p>Explore different materials freely, in order 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><b>Substantive Knowledge</b><br/><b>Evaluating and developing work</b></p> |  |  | <p><b>Art Painting and a mixed media (Kapow)</b></p> <p>To compare and discuss Artwork</p> | <p><b>Map it Out (Kapow)</b></p> <p>To present artwork and evaluate it against a design brief.</p> | <p><b>Sculpture Clay/Canopic Jars (TES)</b></p> <p>To evaluate their sculpture.</p> <p><b>Growing Artists- Georgia O'Keeffe (Kapow)</b></p> <p>To evaluate own Art work.</p> | <p><b>Sculpture Mega materials Kapow</b></p> <p>To evaluate their own and others' work.</p> <p><b>Painting and mixed media -light and dark (Kapow)</b></p> <p>To evaluate their own and others' work.</p> <p><b>Roman Mosaic Times (TES)</b></p> <p>I can use vocabulary to effectively evaluate my own and others work.</p> <p><b>Power prints (Kapow)</b></p> | <p><b>Sculpture/Clay/Greek pots (TES)</b></p> <p>To make suggestions how my design could be improved.</p> <p><b>Architecture (Kapow)</b></p> <p>To explore and evaluate the intention of a design.</p> <p><b>Abstract Space Art- (Kapow)</b></p> <p>To apply understanding of drawing processes to revisit and improve ideas</p> | <p><b>Rainforest Art (PSM Capital)</b></p> <p>To evaluate arpilleras in sketchbooks.</p> <p><b>Aztec Art (PSM Capital)</b></p> <p>To reflect and review on the artistic process.</p> <p><b>L S Lowry (PSM Capital)</b></p> |



# Art Progression Map

|                               |   |  |  |   |  |  |   |   |
|-------------------------------|---|--|--|---|--|--|---|---|
|                               |   |  |  |   |  | To work collaboratively to develop drawings into prints.   |   |   |
| <b>Disciplinary Knowledge</b> | <p><b><u>My World Your World</u></b><br/>Explore different materials freely, in order to develop their ideas about how to use them and what to make.<br/>Develop their own ideas and then decide which materials to use to express them.</p> <p><b><u>Night and Day</u></b><br/>Explore different materials freely, in order to develop their ideas about how to use them and what to make.<br/>Develop their own ideas and then decide which materials to use to express them.</p> <p><b><u>Over the Rainbow</u></b><br/>Explore different materials freely, in order to develop their ideas about how to use them and what to make.<br/>Develop their own ideas and then decide which materials to use to express them.</p> <p><b><u>Ticket to ride</u></b><br/>Explore different materials freely, in order to develop</p> | <p><b><u>Magical Me</u></b><br/>Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br/><br/>Autumn -Kapow Autumn seasonal craft(drawing, collage)</p> <p><b><u>Let's Celebrate</u></b><br/>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b><u>Amazing Animals</u></b><br/>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><b><u>What's in the Woods</u></b><br/>Share their creations, explaining the process they have used.</p> <p><b><u>Imagine that!</u></b><br/>Share their creations, explaining the process they have used.</p> <p>Summer - Painting focus<br/>KAPOW<br/>(painting/printing)<br/>Kandinsky<br/>giuseppe arcimboldo<br/>(collage)</p> | <p><b><u>Art Painting and a mixed media (Kapow)</u></b><br/><br/>To compare and discuss Artwork.</p> | <p><b><u>Map it Out (Kapow)</u></b><br/><br/>To present artwork and evaluate it against a design brief.</p> | <p><b><u>Sculpture Clay/Canopic Jars (TES)</u></b><br/><br/>To evaluate their sculpture.</p> <p><b><u>Growing Artists- Georgia O'Keeffe (Kapow)</u></b><br/><br/>To evaluate own Art work.</p> | <p><b><u>Sculpture Mega materials Kapow</u></b><br/><br/>To evaluate their own and others' work.</p> <p><b><u>Painting and mixed media -light and dark (Kapow)</u></b><br/><br/>To evaluate their own and others' work.</p> <p><b><u>Roman Mosaic Times (TES)</u></b><br/><br/>I can use vocabulary to effectively valuate my own and others work.</p> <p><b><u>Power prints (Kapow)</u></b><br/><br/>To work collaboratively to develop drawings into prints.</p> | <p><b><u>Sculpture/Greek pots (TES)</u></b><br/><br/>To make suggestions how my design could be improved.</p> <p><b><u>Architecture (Kapow)</u></b><br/><br/>To explore and evaluate the intention of a design.</p> <p><b><u>Abstract Space Art- (Kapow)</u></b><br/>To apply understanding of drawing processes to revisit and improve ideas</p> | <p><b><u>Rainforest Art (PSM Capital)</u></b><br/><br/>To evaluate arpilleras in sketchbooks_</p> <p><b><u>Aztec Art (PSM Capital)</u></b><br/><br/>To reflect and review on the artistic process.</p> <p><b><u>L S Lowry (PSM Capital)</u></b><br/><br/>To evaluate artwork.</p> |



# Art Progression Map

|  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|
|  | <p>their ideas about how to use them and what to make.<br/>Develop their own ideas and the decide which materials to use to express them</p> <p><b><u>Down at the bottom of the garden</u></b><br/>Explore different materials freely, in order to develop their ideas about how to use them and what to make.<br/>Develop their own ideas and then decide which materials to use to express them.</p> <p><b><u>Superheroes</u></b><br/>Create closed shapes with continuous lines and begin to use these shapes to represent others.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.<br/>Develop their own ideas and then decide which materials to use to express them.</p> |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|

Key Vocabulary (Please see link below for all Art and Design Vocabulary)

[https://docs.google.com/document/d/19ipbvlje\\_z7wcqR9Nd8b0pV\\_A9YzKUb9/edit?usp=sharing&oid=117728287798473773576&rtpof=true&sd=true](https://docs.google.com/document/d/19ipbvlje_z7wcqR9Nd8b0pV_A9YzKUb9/edit?usp=sharing&oid=117728287798473773576&rtpof=true&sd=true)



# Art Progression Map