



St Peter's CE (VA) Primary School

Curriculum Progression Map - Art

Objectives	EYFS	KS1	LKS2	UKS2	KS3
Drawing <ul style="list-style-type: none"> I can draw using a range of different materials. I can draw with increasing accuracy. I can communicate through drawing. 	What can be used to make marks? What different surfaces can be used? What story can I tell through drawing? How to draw a person? <ul style="list-style-type: none"> Use a range of tools to make marks/draw with. Explore different textures and how to draw people more accurately Use drawing to tell stories 	What tools/materials can be used to make marks? What different surfaces can be used to make marks on? How to create texture through drawing? How to express feelings and experiences? How to draw from observation? How to include shadows, lights and darks? How to draw a person, including anatomy? How to sketch to make quick records? <ul style="list-style-type: none"> Explore a range of drawing tools such as fingers, pastels, pencil, chalk, pens etc. Investigate lines and mark making Apply them to different surfaces. Use drawing as a way of recording experiences and feelings. Draw from imagination and from observation Sketch to make quick records of something Explore and work ideas through drawing. Develop an understanding of drawing different forms and shapes. Look at drawing by artists and comment with increasing thoughtfulness and begin to discuss the use of shadows, light and dark. 	How to capture the effect of light using a range of pencils? How to draw accurately from observation with the correct placement and proportion? How to draw to the correct scale? What different scales are there? How to create drawings on a computer? How to draw people accurately? How to capture perspective in drawing? <ul style="list-style-type: none"> Explore a range of drawing tools as KS1 but also explore the potential of various pencils (2B-HB) to show tone and texture. Build upon this to add the effect of light/shadows on a surface, on objects and people. Investigate how lines and mark making can add tone and texture. Explore the best surface to use considering the tone, shade and texture. Increase in ability to draw to the correct scale, shape and proportion. Develop into working on a variety of scales from A4 to larger scale. Draw both positive and negative shapes. Draw from observation of simple shapes and build up to more complex shapes and accurate drawing of people, building on portraiture and facial features to include proportion, placement and body shape. Begin to explore computer generated drawings in year 4. Look at drawing by artists and comment with increasing thoughtfulness and begin to discuss the use of shadows, light, tone, texture and style using artistic terminology. 	How to capture the effect of light using a range of pencils from different angles? How to interpret and create texture of a surface? How to draw a person more accurately? How to capture perspective more accurately? <ul style="list-style-type: none"> Observe and use a variety of techniques to show the effect of light on objects and people. Use rubbers to lighten, use pencil to draw tone, use tones of the same colour. Make correct choices of the best style of mark making to capture the correct texture. Look at the effect of light on an object from different directions. Use a wide range of techniques to interpret textures of a surface e.g mark making, different textured paint. Produce increasingly accurate drawings building on the correct scale, shape and texture. Produce increasingly detailed preparatory sketches for painting and other work. Begin to capture perspective with increasing accuracy. Use their own computer generated drawings to produce their own art. Work on a variety of scales and collaboratively. Select materials independently and select the appropriate techniques to create a specific outcome. Look at drawing by artists and comment with increasing thoughtfulness and begin to discuss the use of shadows, light, tone, texture and style using artistic terminology. 	<ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing. 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. By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. to use a range of techniques and media. to increase their proficiency in the handling of different materials. to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
Colour (Paint) <ul style="list-style-type: none"> I can mix colours 	How to use different colours to tell a story? What are their names? What effect can mixing colours together have? How can	What are the names of all colours? How can colours be described? How can colours be mixed to make new colours and tones by using white? How can colours be made darker by	How can primary colours be mixed to make secondary and tertiary colours in a range of tones and shades? Which type of brush to suite a particular style and technique? How to apply colour in a	How can colours be mixed to make secondary and tertiary colours of different tints, tone, shades and moods? Which type of brush to suite a particular style, technique and create a desired	<ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences Become proficient in painting. Evaluate and analyse creative works

<p>together to make new colours</p> <ul style="list-style-type: none"> I can apply colour in a variety of ways to different surfaces. 	<p>different tools be used to apply colour?</p> <ul style="list-style-type: none"> Exploring primary colours and ensure they know their names. Pupils explore mixing colours but without formal teaching of mixing Learn the names of different tools used to bring 	<p>not using black? Which tools can be used to apply colour? How can colour be applied on a large scale? What are the primary and secondary colours?</p> <ul style="list-style-type: none"> Securely know the names of all colours. Teach the mixing of primary colours. Find collections of colour- different sorts of green, blue, purple etc. Use language to evaluate- light/dark. Describe colours by object association, e.g raspberry pink. Make as many different tones of colours using primary colours and white. Darken colours without using black. Mix colours to match those of the natural world. 	<p>variety of ways?</p> <ul style="list-style-type: none"> Extend on exploring and mixing colour to applying colour mixing. Make colour wheels to show primary and secondary colours. Introduce different kinds of brushes for a specific purpose. Begin to apply colour using dotting, scratching, splashing to imitate the work of artists. Explore pointillism to control the use of the brush and application of coloured dots to explore tone and shading. Make colours shown on a commercial colour chart. Mix and match colours to those of a work of art. Work with one colour and explore the effect of changing background colour. Observe the colour on hands and faces- mix fresh colours with subtle differences of tone. 	<p>texture? How to apply colour in a variety of ways? How to use colour for a specific purpose and express feelings?</p> <ul style="list-style-type: none"> Control and experiment with particular qualities of tone, shades, hue and mood. Explore the use of texture in colour by adding sawdust, glue, shavings and sand on different surfaces. Be selective with colour for a specific purpose in mind. Use colour to express mood and feelings. Explore the different textures of paint. Encourage the independent selection of specific equipment for a particular purpose e.g. size of paintbrush or paper needed. Consider artists use of colour and application of it. Use the work of artists to impact their own work. 	<p>using the language of art, craft and design.</p> <ul style="list-style-type: none"> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. to use a range of techniques in painting to increase their proficiency in the handling of paint. to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
<p>Texture</p> <ul style="list-style-type: none"> I can manipulate materials for a purpose. I can use materials to create a picture. 	<p>How can a material be manipulated into different shapes? What does it feel like? How to create a picture by cutting/tearing and sticking? How to weave to create a picture?</p> <ul style="list-style-type: none"> Handling, manipulating and enjoying using materials. Make simple collages using paper, pasta, beans and larger tactile objects. Select, sort, tear and glue items down onto different surfaces. 	<p>How can a material be manipulated into different shapes? How to create a picture using collage and by overlapping? How to weave and stitch? How to sort different textures into categories? How to create something using textiles including using stitching?</p> <ul style="list-style-type: none"> Simple weaving of material/paper using a card loom. Mix colours and paint strips of colour to use when weaving. Add objects such as buttons, twigs and flowers to the weaving. Make collages using a range of materials building on FS. Use texture to provide information - manmade/natural materials and where they came from. Sort materials into categories such as, warm, cold, shiny, smooth etc. Discuss how textiles create things- 	<p>How can I sow using smaller needles and finer threads? How to use a range of stitches? How to tie dye and create using batik? How to use different fabrics together? What does textural art look like?</p> <ul style="list-style-type: none"> Build on previous experiences. Use smaller eyed needles and finer threads. Use colour to express an idea in weaving- seasons, moods, or create a picture. Develop and awareness of the nature of materials and surfaces. Tie dying, batik- ways of colouring or patterning material. Look at artists and make comparisons. Build on all previous experiences. Use a wider range of stitches to draw with and develop pattern and texture. Start to place more emphasis on observation and design of textural art. 	<p>How to embellish work? Which materials to select for a purpose? How to express feelings through different techniques? How to make fabric? How to work collaborately on a larger scale?</p> <ul style="list-style-type: none"> Interpret stories, music, poems and use environment as stimuli. Select specific materials for a particular outcome. Embellish work using a variety of techniques, including drawing, painting and printing on top of textural work. Consider methods of making fabric. Look at work of other artists using textiles. Develop experience in embellishing. Pulling together experience in texture to complete a piece- applique, drawing, sticking, cutting, paint, weaving and layering. Apply knowledge of different techniques to express feelings. 	<ul style="list-style-type: none"> 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. By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

		<p>curtains, clothing etc.</p> <ul style="list-style-type: none"> Develop skills of overlapping and overlaying to create effects. 	<ul style="list-style-type: none"> Use initial sketches to aid work. Continue experimenting with creating mood, feeling, movement and areas of interest. Look at fabrics from other countries and make comparisons through discussion. 	<ul style="list-style-type: none"> Use found and constructed materials. Work collaboratively on a larger scale. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials. to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
<p>Form/ Sculpture</p> <ul style="list-style-type: none"> I can construct using a range of materials and techniques. 	<p>How can different materials be put together to make things? How can they be taken apart? What shapes can be made with different materials?</p> <ul style="list-style-type: none"> Handling, feeling, manipulating materials. Constructing and building from simple objects. Pull apart and reconstruct. Shape, model from observation and imagination. Impress and apply simple decoration. Use simple language through discussion about feel, size, look and smell. 	<p>How can different materials be put together to construct something new for a purpose and observation? How can they be taken apart? What shapes can be made with different materials? How to carve into a material? How to roll coils and slabs? How can objects be decorated? How to replicate patterns in 3D? How to join materials together? Which are manmade and natural?</p> <ul style="list-style-type: none"> Use both hands to build. Construct to represent personal ideas. Use materials to make known objects for purpose, i.e puppet. Cut shapes using scissors. Carve into media using tools. Pinch and roll coils and slabs using modelling media. Make simple joins by manipulating modelling material. Discussion of weight and texture. Grow in awareness of manmade and natural forms. Express personal experiences and ideas in their work. Shape and form from direct observation. Use a range of decorative techniques 	<p>How to create a range of different shapes and forms using malleable and rigid materials? What ways can materials be attached together? How to create surface patterns and textures? Who are famous sculptors?</p> <ul style="list-style-type: none"> Grow in confidence when using a range of equipment and media for construction. Shape, form, mould, model and construct from observation and imagination. Plan and develop ideas in sketchbooks and make simple choices about media. Have an understanding of different adhesives and methods of construction. Begin to have some thoughts towards size. Simple discussion about aesthetics. Plan and develop ideas in sketchbooks and make informed choices about media. Create surface patterns. Work safely using a range of tools. Discuss their own work and the work of other sculptures. Consider light and shadow, space and size. Investigate, analyse and interpret natural and manmade forms of construction. 	<p>How to plan and develop ideas? How to create a range of different shapes, forms and models using malleable and rigid materials? How to create from observation and imagination? What ways can materials be attached together? How to create surface patterns and textures? Who are famous sculptors? How can work be improved?</p> <ul style="list-style-type: none"> Use a sketchbook to inform, plan and develop ideas. Shape form, model and join with confidence. Produce more intricate patterns and textures. Work directly from observation or imagination with confidence. Take into account the properties of media being used. Discuss and evaluate own work and that of other sculptors. Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. 	<ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences. Become proficient in sculpture. 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. By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials. to analyse and evaluate their own work, and that of others, in order

					<p>to strengthen the visual impact or applications of their work.</p> <ul style="list-style-type: none"> about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
<p>Printing/Pattern</p>	<p>How to do rubbings? What can be used to print with? Which colours can be used to print with? How to repeat patterns? What is symmetry?</p> <ul style="list-style-type: none"> Make rubbings exploring a range of patterns and textures. Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc. Produce simple pictures by printing objects. Able to work from observation and imagination. Imprint onto a range of textures- newspaper, coloured Imitate and create their own simple repeated patterns using concrete objects. Make irregular painting patterns based on real life- printing tiger skin. Simple symmetry- folding painted butterflies. 	<p>How to create patterns and discuss them? How can I impress something onto something else? How to do relief printing? How to print with a range of objects? What are the different forms of printing? How to create by arranging, folding, repeating, overlapping regular and irregular patterning?</p> <ul style="list-style-type: none"> Create patterns and pictures by printing by printing from objects using more than one colour. Develop impressed images with some added pencil and decorative detail. Relief printing with string, card etc. Use equipment and media correctly to produce a clean image. Use appropriate language to describe tools, processes etc. Use printmaking as a means of drawing, create order, symmetry and irregularity. Extend repeated patterns- overlapping, using two contrasting colours etc. Still prints with a growing range of objects, including manmade and natural printing tools. Talk simply about own work and that of other artists. Identify different forms printing takes: books, pictures, wallpaper, fabrics etc. 	<p>How to do relief and impressed printing? How to record textures and patterns? What is monoprinting? How to overlap colour in printing? How to use environmental and manmade patterns? How to modify and adapt print? How to do tessellation? How to use ICT to create patterns?</p> <ul style="list-style-type: none"> Use the equipment and media with increasing confidence. Use relief and impressed printing processes. Use a sketchbook for recording textures/patterns. Use language appropriate to skill. Discuss own work and that of other artists. Explore images through nonprinting on a variety of papers. Explore colour through overlapping colour prints deliberately. Pointillism. Use a sketchbook for recording textures/patterns. Use language appropriate to skill. Interpret environmental and manmade patterns and natural forms. Discuss the nature of effects able to modify and adapt print as work progress. Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc. Search for patterns around us in the world, pictures and objects. Use the environment and other sources to make own patterns, printing, rubbing. Use sketchbook to design own motif to repeat. Create own patterns using ICT. Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground. Consider different types of mark making to make patterns. Look at various artists creation of pattern and discuss effect. 	<p>How to combine prints together? How to develop designs through building up a bank of drawings? How to make connections? How to discuss and evaluate? What are abstract patterns? How to create a pattern for a purpose? What is screen printing? Who is a famous printer?</p> <ul style="list-style-type: none"> Build experience in combining prints taken from different objects to produce an end piece. Experiment with ideas to plan in sketchbook. Produce pictorial and patterned prints. Design prints for fabrics, book covers and wallpaper. Make connections between own work and patterns in their local environment. Discuss and evaluate their own work and that of others. Build up drawings and images of whole or parts of items using various techniques, e.g. car, relief. Recreate a scene remembered, observed or imagined through collage printing. Screen printing. Explore printing techniques using by various artists. Organise own patterns. shape to create patterns. Create own abstract pattern. Patterns reflect personal experiences and expression. Creating pattern for purpose, e.g, wallpaper. Look at various artists creation of pattern and discuss effect. Discuss own work and the work of artists, drawing on comparisons and reflecting on their own creations. 	<ul style="list-style-type: none"> 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. 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