

Art Programme of Study Progression Map



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and Developing Ideas.		<p>Pupils should be taught to:</p> <p>Respond positively to ideas and starting points;</p> <p>Explore ideas and collect information;</p> <p>Describe differences and similarities</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve</p>	<p>Pupils should be taught to:</p> <p>Describe differences and similarities and make links to their own work;</p> <p>Try different materials and methods to improve;</p>	<p>Pupils should be taught to:</p> <p>Use sketchbooks to record ideas;</p> <p>Explore ideas from first-hand observations</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form</p>	<p>Pupils should be taught to:</p> <p>Question and make observations about starting points, and respond positively to suggestions;</p> <p>Adapt and refine ideas</p>	<p>Pupils should be taught to:</p> <p>Review and revisit ideas in their sketchbooks;</p> <p>Use digital technology as sources for developing ideas;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure</p>	<p>Pupils should be taught to:</p> <p>Renew and revisit ideas in their sketchbooks;</p> <p>offer feedback using technical vocabulary;</p> <p>Think critically about their art and design work</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>
Drawing		<p>Pupils should be taught to:</p> <p>Draw lines of varying thickness;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail,</p>	<p>Pupils should be taught to:</p> <p>Use dots and lines to demonstrate pattern and texture;</p> <p>Use different materials to draw, for example pastels, chalk, felt tips;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p>Pupils should be taught to:</p> <p>Experiment with showing line, tone and texture with different hardness of pencils;</p> <p>Use shading to show light and shadow effects;</p> <p>Use different materials to draw, e.g. pastels, chalk, felt tips</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>Pupils should be taught to:</p> <p>Show an awareness of space when drawing;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>Pupils should be taught to:</p> <p>Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching</p> <p>Use a variety of tools and select the most appropriate</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>	<p>Pupils should be taught to:</p> <p>Depict movement and perspective in drawings; use a variety of tools and select the most appropriate</p>

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Painting		<p>Pupils should be taught to:</p> <p>Name the primary and secondary colours;</p> <ul style="list-style-type: none"> Experiment with different brushes (including brushstrokes) and other painting tools; Mix primary colours to make secondary colours; Add white and black to alter tints and shades; use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke 	<p>Pupils should be taught to:</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> create a colour palette, demonstrating mixing techniques use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists

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Sculpture		<p>Pupils should be taught to:</p> <p>Use a variety of techniques, e.g. rolling, cutting, pinching.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor</p>	<p>Pupils should be taught to:</p> <p>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card</p> <p>Use a variety of shapes, including lines and texture</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>Pupils should be taught to:</p> <p>Cut, make and combine shapes to create recognisable forms;</p> <p>Use clay and other malleable materials and practise joining techniques;</p>	<p>Pupils should be taught to:</p> <p>Use clay and other malleable materials and practise joining techniques;</p> <p>Add materials to the sculpture to create detail;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet</p>	<p>Pupils should be taught to:</p> <p>Plan and design a sculpture;</p> <p>Use tools and materials to carve, add shape, add texture and pattern;</p> <p>Develop cutting and joining skills, e.g. using wire, coils, slabs and slips</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark</p>	<p>Pupils should be taught to:</p> <p>Use materials other than clay to create a 3D sculpture.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>
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Collage		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay • use a variety of techniques, e.g. rolling, cutting, pinching; • use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor. 	<p>Pupils should be taught to:</p> <p>Add texture by mixing materials;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features</p>	<p>Pupils should be taught to:</p> <p>Select colours and materials to create effect, giving reasons for their choices;</p> <p>Refine work as they go to ensure precision;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern</p>	<p>Pupils should be taught to:</p> <p>Select appropriate materials, giving reasons;</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</p> <p>Develop skills in stitching, cutting and joining;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration</p>	<p>Pupils should be taught to:</p> <p>Add collage to a painted or printed background</p> <p>Use a range of mixed media;</p> <p>Plan and design a collage;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p>	<p>Pupils should be taught to:</p> <p>Create and arrange accurate patterns.</p>
Textiles		<p>Pupils should be taught to:</p> <p>Show pattern by weaving;</p> <p>Use a dyeing technique to alter a textile's colour and pattern;</p> <p>Decorate textiles with glue or stitching, to add colour and detail;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>			<p>Pupils should be taught to:</p> <p>Select appropriate materials, giving reasons;</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; develop skills in stitching, cutting and joining;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour,</p>		

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					shape, stuffing, turn, thread, needle, textiles, decoration.		
Printing		<p>Pupils should be taught to:</p> <p>Children can: copy an original print; demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape</p>	<p>Pupils should be taught to:</p> <p>Use a variety of materials, e.g. sponges, fruit, blocks.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p>Pupils should be taught to:</p> <p>Make repeated patterns with precision;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape,</p>	<p>Pupils should be taught to:</p> <p>Use more than one colour to layer in a print;</p> <p>Replicate patterns from observations;</p> <p>Make printing blocks</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p>Pupils should be taught to:</p> <p>Design and create printing blocks/tiles;</p> <p>Develop techniques in mono, block and relief printing</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph</p>	<p>Pupils should be taught to:</p> <p>Design and create printing blocks/tiles</p> <p>Create and arrange accurate patterns</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern</p>

