

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>Develops their own ideas through experimentation with diverse materials, e.g. light, project, image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding</p>	<p>Pupils should be taught to:</p> <p>Respond positively to ideas and starting points; Explore ideas and collect information; Describe differences and similarities 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; Try different materials and methods to improve;</p>	<p>Pupils should be taught to:</p> <p>Use sketchbooks to record ideas; Explore ideas from first-hand observations 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; Adapt and refine ideas</p>	<p>Pupils should be taught to:</p> <p>Review and revisit ideas in their sketchbooks; Use digital technology as sources for developing ideas; 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; offer feedback using technical vocabulary; Think critically about their art and design work 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>Handles tools, objects, construction and malleable materials safely and with increasing control and intention Shows a preference for a dominant hand</p>	<p>Pupils should be taught to:</p> <p>Draw lines of varying thickness; 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; Use different materials to draw, for example pastels, chalk, felt tips; 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; Use shading to show light and shadow effects; Use different materials to draw, e.g. pastels, chalk, felt tips 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; 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 Use a variety of tools and select the most appropriate 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>Us Pupils should be taught to:</p> <p>Uses simple tools to effect changes to materials</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> <p>Responds imaginatively to art works and objects.</p> <p>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 use</p>	<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>Uses simple tools to effect changes to materials</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> <p>Responds imaginatively to art works and objects.</p> <p>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;-</p>	<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 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; 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> <p>Uses simple tools to effect changes to materials</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> <p>Responds imaginatively to art works and objects.</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding</p> <p>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</p>	<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>

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Textiles	Pupils should be taught to:	Pupils should be taught to:			Pupils should be taught to:		
	<p>Uses simple tools to effect changes to materials</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> <p>Responds imaginatively to art works and objects.</p> <p>Make use of props and materials when role playing characters in narratives and stories</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>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, shape, stuffing, turn, thread, needle, textiles, decoration.</p>		

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Printing	<p>Pupils should be taught to:</p> <p>Uses simple tools to effect changes to materials</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding</p>	<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>

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Work of other artists	<p>Pupils should be taught to:</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support 75 Communication and Language: Speaking from their teacher</p> <p>Responds imaginatively to art works and objects.</p>	<p>Pupils should be taught to:</p> <p>Describe the work of famous, notable artists and designers;</p> <p>Express an opinion on the work of famous, notable artists;</p> <p>Use inspiration from famous, notable artists to create their own work and compare;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy Paul Klee</p> <p>Mark Rothko, Sonia Delauny, Picasso, Andy Warhol.</p>	<p>Pupils should be taught to:</p> <p>Express an opinion on the work of famous, notable artists , LS Lowry Joan Miró Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild</p>	<p>Pupils should be taught to:</p> <p>Use inspiration from famous artists to replicate a piece of work;</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand Gainsborough, Sonia Boyce, , Howard Hodgkin, Anish Kapoor Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood</p>	<p>Pupils should be taught to:</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: Salvador DalíLe Corbusier, Coco Chanel</p> <p>Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, , Michelangelo</p>	<p>Pupils should be taught to:</p> <p>Give detailed observations about notable artists', artisans' and designers' work;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand</p> <p>Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.</p>	<p>Pupils should be taught to:</p> <p>Give detailed observations about notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai</p>