

## Art progression map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit		<b>Drawing- Self-portrait (medium chalk)</b>	<b>Drawing- Self-portrait (medium-oil pastels)</b>	<b>Painting- pointillism (inspired by the rainforest)</b>	<b>Sculpture and painting: Greek pots (medium: mixed)</b>	<b>Line art and printing- The Mayan murals</b>	<b>Drawing- Cubism (medium-chalk)</b>
Autumn	<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. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</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 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>NC:</b></p> <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, craft makers and designers, and understand the historical and cultural development of their art form</li> </ul> <p><b>Disciplinary Knowledge:</b> Compare the art work of focus artist and form opinions, discuss examples of portraits</p> <p><b>Substantive Knowledge:</b> to know what a portrait is, features of a portrait, primary colours, colour wheel, to know what sketching is</p> <p><b>Vocabulary:</b> Line: thick, thin, broad, narrow, fine, pattern, line, shape, bold, wavy</p> <p>Colour/painting: mixing, warm colours, cool colours, primary colours, secondary colours, tone, brush strokes, layer</p> <p>Shape: oval, long, curvy, bright</p>	<p><b>NC:</b></p> <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, craft makers and designers, and understand the historical and cultural development of their art form</li> </ul> <p><b>Disciplinary Knowledge:</b> Compare the art work of focus artist and form opinions, discuss different styles of portraits,</p> <p><b>Substantive Knowledge:</b> to know what a portrait is, features of a portrait, primary colours, colour wheel, to know what sketching is, mix colours, shading techniques</p> <p><b>Vocabulary:</b> Line: thick, thin, broad, narrow, fine, pattern, line, shape, bold, wavy</p> <p>Colour/painting: mixing, warm colours, cool colours, primary colours, secondary colours, tone, brush strokes, layer</p>	<p><b>NC:</b></p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</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>Disciplinary Knowledge:</b> Compare art work between artists allowing children to form their own opinions</p> <p><b>Substantive Knowledge:</b> Identify colour wheel, primary and secondary colours ,shapes, paints and collage, sketching design</p> <p><b>Vocabulary:</b> Sketch, pointillism, tone, texture, pattern, proportion.</p> <p>Colour/painting: primary colours, secondary colours, mix, tints, shades, layering brush</p>	<p><b>NC:</b></p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</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>Disciplinary Knowledge:</b> Discuss how art reflects our experience of the world and the society that we live in, consider how artists can portray this.</p> <p><b>Substantive Knowledge:</b> Understand Sculpture, 3d, materials, tools, natural, man made, scale, form. Understand the ancient times and what greek pots were used for.</p> <p><b>Vocabulary:</b> Silhouette, clay, patterns, handles, figures, outline, amphitheatre, shape, Doric, columns, Ionic style, Corinthian, temple, theatres.</p>	<p><b>NC:</b></p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</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>Disciplinary Knowledge:</b> Explore how line art impacted on the world of art.. Examine and explore how commercial techniques are used. Consider how artists can equally coincide.</p> <p><b>Substantive Knowledge:</b> Understand methods of printing including block tile printing, colour wheel – warm colours, cool colours, harmonious hue, monochromatic.</p> <p><b>Vocabulary:</b> Stone, structures, plaza, temples, palaces, lintel, wall painting, ceramic figures, pottery, stone carvings, medium, polystyrene, printing</p>	<p><b>NC:</b></p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</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>Disciplinary Knowledge:</b> Appreciate artist artwork and compare, revisit the timeline of art, considering how the change in materials and media have impacted art</p> <p><b>Substantive Knowledge:</b> Understand mixed media collage, texture, rubbings, line, texture, tone, shape, shading, historical development of different art forms and materials.</p> <p><b>Vocabulary:</b> Primary, secondary, complimentary, contrasting, light, dark, shade, atmosphere, geometric, cubism</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit		<b>Painting- handwriting (medium- acrylic paint)</b>	<b>Textiles- printing patterns</b>	<b>Drawing- cave paintings</b>	<b>Collage- mosaics</b>	<b>Drawing- one point perspective drawing</b>	<b>Textiles- printing links with history</b>
Spring	<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. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</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 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>NC:</b></p> <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, craft makers and designers, and understand the historical and cultural development of their art form</li> </ul> <p><b>Disciplinary Knowledge:</b> Compare the art work of focus artist and form opinions, discuss examples of portraits, to mix primary colours to make secondary colours, to make gradual changes in shade</p> <p><b>Substantive Knowledge:</b> to know primary and secondary colours</p> <p><b>Vocabulary:</b> mixing, warm colours, cool colours, primary colours, secondary colours, tone, brush strokes, layer, strokes, brushes, hands, primary shades.</p>	<p><b>NC:</b></p> <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, craft makers and designers, and understand the historical and cultural development of their art form</li> </ul> <p><b>Disciplinary Knowledge:</b> Explore modern artists, research patterns and experiment</p> <p><b>Substantive Knowledge:</b> Understand colour, create patterns, understand printing techniques</p> <p><b>Vocabulary:</b> printing, dipping, pattern, textile, repetition, shape, form, primary colours, secondary colours, light, dark, materials, texture</p>	<p><b>NC:</b></p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</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>Disciplinary Knowledge:</b> Compare artwork- consider the similarities and differences, discussing preferences and appreciating different styles of art.</p> <p><b>Substantive Knowledge:</b> Understand value, hatching types (cross hatching, contour hatching, random hatching, stippling, ink wash), charcoal, smudging, blending, historical development of different art forms.</p> <p><b>Vocabulary:</b> shading, charcoal, natural paint, paint brushes, finger paint, printing, light, dark, smudge, curved lines, straight lines.</p>	<p><b>NC:</b></p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</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>Disciplinary Knowledge:</b> Look at a range of collages and compare textures, materials, colours.</p> <p><b>Substantive Knowledge:</b> Understand collage, mosaics and how to create this using techniques.</p> <p><b>Vocabulary:</b> Ripping, cutting, fresco, materials, colour, texture, group, sort, overlap, edge. Warm colour, cool colour, renaissance, arches, realistic, 3 dimensional, shadows, solid colour, brush strokes.</p>	<p><b>NC:</b></p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</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>Disciplinary Knowledge:</b> Further analyse the works of artists and compare their approaches, linking this to their prior knowledge.</p> <p><b>Substantive Knowledge:</b> Understand and use one-point perspective, value in 3D shapes, sketch architecture, line, pattern, tone, texture, colour.</p> <p><b>Vocabulary:</b> perspective, vanishing point, sketch, architecture, shape, colour and tone</p>	<p><b>NC:</b></p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</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>Disciplinary Knowledge:</b> Explore how art impacted on the world of art. Research further into history.</p> <p><b>Substantive Knowledge:</b> Use various methods of printing including blocktile printing, colour wheel – warm colours, cool colours.</p> <p><b>Vocabulary:</b> patterns, textures, block printing, printing techniques, overlapping, dyes, printing block, printing ink, roller, printing pallet</p>

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<b>Unit of work</b>		<u>Collage and painting-Seaside</u>	<u>Colour application- link to Australia indigenous art- Dot painting landscape</u>	<u>Sculpture 3D art- Make an Egyptian god</u>	<u>Painting- to portray different moods</u>	<u>Drawing and painting- Van Gogh inspired Starry Night (post impressionism)</u>	<u>Painting- Tudor portraits</u>
<b>Summer</b>	<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. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</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 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>NC:</b></p> <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, craft makers and designers, and understand the historical and cultural development of their art form</li> </ul> <p><b>Disciplinary Knowledge:</b> Look at artist work to find out the techniques used by collage artists, what colours and textures at the sea side</p> <p><b>Substantive Knowledge:</b> seaside, to know what a collage is</p> <p><b>Vocabulary:</b> Create, variety, fabric, tear, crepe paper, magazine, fold, overlap, pattern, collage, mixed medium, texture, form, space.</p>	<p><b>NC:</b></p> <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, craft makers and designers, and understand the historical and cultural development of their art form</li> </ul> <p><b>Disciplinary Knowledge:</b> Discuss and compare indigenous art, explore mixing colours to create different colours, tones and layers.</p> <p><b>Substantive Knowledge:</b> Understand techniques, types of resources used to create indigenous art, know what primary and secondary colours are.</p> <p><b>Vocabulary:</b> Create, warm colour, cool colour, primary colour, secondary colour, tool, stick, tone, layer.</p>	<p><b>NC:</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</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>Disciplinary Knowledge:</b> Discuss and appreciate the range of sculptures created by various sculptors. Consider how installations are a form of art. Children to debate this. Research Egyptian gods.</p> <p><b>Substantive Knowledge:</b> To work with various materials: recyclable materials, tin foil, soap, clay. To understand 3D.</p> <p><b>Vocabulary:</b> record, observe, materials, clay, pattern, texture, sculpt, primary colour, secondary colour, tints, shades</p>	<p><b>NC:</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</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>Disciplinary Knowledge:</b> Compare art work allowing children to form their own opinions thinking about what they prefer. Discuss different moods and how they can be portrayed.</p> <p><b>Substantive Knowledge:</b> Understand colour wheel, primary and secondary colours, geometric shapes, organic shapes, historical development of cubism, paints and collage, sketching design</p> <p><b>Vocabulary:</b> Warm colour, cool colour, realistic, abstract, shadows, solid colour, brush strokes, bright colour, mood, colour mixing, graffiti art</p>	<p><b>NC:</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</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>Disciplinary Knowledge:</b> Further analyse the works of artists and compare their approaches, linking this to their prior knowledge.</p> <p><b>Substantive Knowledge:</b> Use of city scapes, one-pointperspective, value in 3D shapes, sketch architecture, line, pattern, tone, texture, colour, historical development of paradigm shifts</p> <p><b>Vocabulary:</b> Primary, secondary, complimentary, contrasting, wax, repel, dimensional, lines, curves, blends, colour wash, drawing mediums, guidelines, landscape, mixed media, shape, tone Post –impressionist</p>	<p><b>NC:</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</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>Disciplinary Knowledge:</b> Explore tudor paintings and how they reflect the times. Explore how painting today's have changed.</p> <p><b>Substantive Knowledge:</b> Use of colour wheel, primary and secondary colours. Create a portrait thinking about background and proportion.</p> <p><b>Vocabulary:</b> intention, message, position, proportion, background, foreground</p>

## Year 7

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- 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.