

| Eastcote Primary Academy - Art Progression Map |   |  |   |  |   |   |   |   |
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|  | Nursery   | Reception  | Year 1  | Year 2   | Year 3  | Year 4  | Year 5  | Year 6  |
| Sketchbooks / Experimenting                    | Create closed shapes with continuous lines and begin to use these shapes to represent objects.<br>Explore colour and colour mixing.   | Explore, use and refine a variety of artistic effects to express their ideas and feelings (Expressive Arts and Design)<br><br>Create collaboratively, sharing ideas, resources and skills. (EAD) | To use drawing, painting develop and share their ideas, experiences and imagination   | Can experiment with a wide variety of materials and tools - try out different activities and make sensible choices about what to do next.  | Can use a sketchbook for different purposes, including recording observations, planning and shaping ideas for their craft project.  | Refine use of a sketchbook for different purposes, including recording observations, planning and shaping ideas for their craft project.  | Engage in open ended research and exploration in the process of initiating and developing their own personal ideas.   | Independently develop a range of ideas which show curiosity, imagination and originality.   |
| Drawing  | Draw with increasing complexity and detail (eg representing face with circle).<br><br>Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings (happiness, sadness, fear, etc.) (EAD) | Return to and build on their previous learning, refining ideas and developing their ability to represent them (EAD)  | Pupils increase their control of line and use of simple 2D shapes when drawing.<br><br>Learn how to control the pressure of their drawing materials, and explore the concept of light and dark to make tones.<br><br>Practise shading tones neatly and accurately.<br><br>Pupils try out new ways of making lines/marks using a range of drawing media and on the computer.<br><br>Use a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils and learn the differences and similarities between them. | Greater skill and control is evident when using the formal elements to draw, e.g., using simple lines and geometric shapes to create forms.<br><br>Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching.<br><br>Increasingly able to shade areas neatly without spaces and gaps.<br><br>Identify and draw detail, texture and pattern.<br><br>Learn to use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool and cotton buds, to create expressive drawings. | Identify and draw the 2D and 3D shapes in nature and the world around them.<br><br>Show an awareness of space when drawing.<br><br>Pupils can more effectively control drawing media to create dark and light tones.<br><br>They can more effectively blend shading and can rub out rough edges or refine them.<br><br>Pupils develop their confidence making marks and lines to represent a wide range of surfaces, textures and forms.<br><br>Pupils work in a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens and pastels.<br><br>They know the differences and similarities between these materials. | Develop ability to accurately identify and represent 2D and 3D geometric shapes when drawing from observation or second-hand sources.<br><br>Show an awareness of proportion and scale.<br><br>Make progress in controlling line and shading with graphite, chalks, and charcoal to show light and shadow effects.<br><br>Practise drawing quick, light lines (sketching) and more deliberate, measured lines.<br><br>Know that texture can be added or changed using different techniques such as layering marks, hatching or stippling.<br><br>Make drawings and experiment through mark making using pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means and other materials. | Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that make up objects.<br><br>When drawing from observation, consistently look at the subject to gauge accurate form (shape) and perspective (illusion of depth).<br><br>Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly.<br><br>They control the amount of force and pressure when drawing to understand the difference between sketching and using more deliberate marks.<br><br>Use a variety of techniques to add effect with growing proficiency - such as shadows, , hatching and cross-hatching.<br><br>Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control, such as pieces of card, straws, sticks, and perishable items to create more expression with drawing. | Draw with increasing confidence developing their own personal style.<br><br>Know and apply very basic one-point perspective (a drawing method which shows how things appear to get smaller as they get further away, converging towards a single 'vanishing point' on the horizon line).<br><br>Know that tone can affect mood. Know how to create contrast in artwork with a smooth gradient where appropriate.<br><br>They know how and when to sketch and when to use more confident line, controlling outcomes with growing efficiency.<br><br>Use directional shading with confidence. Independently apply a range of techniques to create texture. Have an awareness of a wide variety of mark making techniques for purpose and intention.<br><br>Pupils work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means and other materials for example). They have greater choice over what materials they should use, working to own strengths and personal tastes. |

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| Painting and mixed media | Ongoing exploration & discovery using paint & mixed media                          | <p>Mix primary colours to make secondary colours - paints, chalks, inside &amp; outside</p> <p>Exploration &amp; discovery through continuous provision, linked to units of inquiry (eg fireworks)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently (PD)</p> | <p>Develop skills in mixing paint.</p> <p>Blend colours in palettes and on the paper and develop ability in applying paint skilfully.</p> <p>Colour: use colours imaginatively learning that colour can be used to express their thoughts and feelings.</p> <p>Tone/Form: Develop their ability to make colours darker and lighter, discussing how this affects form (shape).</p> <p>Pattern and Texture: Paint patterns and add things to paint to make textures such as sand, grit, salt.</p> <p>Shape/Line: Paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours.</p> | <p>Develop brush control and learn to use different types of paint and painting surfaces.</p> <p>Identify different paintbrushes, and painting equipment.</p> <p>Paint neatly and carefully, without leaving gaps or messy edges.</p> <p>Measure and mix the paint needed and apply paint sensitively with control.</p> <p>Use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively.<br/>Colour: Develop colour mixing to make finer variations in secondary colours.</p> <p>Tone/Form: Pupils learn why darker colours appear to be close to us and lighter colours seem further away, then explore this in their art.</p> <p>Pattern and Texture: Create original patterns and make textures.</p> <p>Shape/Line: Understand the importance of outlines and paint more sophisticated shapes.</p> | <p>Develop control and precision when painting. Explore the properties of different types of paint and painting surfaces.</p> <p>Understand the various purposes of different paint brushes and tools</p> <p>Apply elements of other artists' work to their own..</p> <p>Paint with expression combining traditional painting methods with unusual tools and techniques (such as rags, sticks, fabrics, sponges etc.)<br/>Colour: Pupil's mix secondary and tertiary (mixture of secondary and primary) colours to paint with.</p> <p>Tone/Form: Create depth by varying the tones or colours, such as in skies and landscapes and see how much more interesting this makes the painting.</p> <p>Pattern and Texture: Create more complex patterns and textures.</p> <p>Line/Shape: Painting with line for expression and to define detail.</p> | <p>Use paint with sensitivity and control, more accurately applying appropriate amounts of paint to the surface.</p> <p>Experiment with colour, texture, line, shape and composition to create express purpose, mood and feelings when painting.</p> <p>Colour: Understand that colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings. Mixing colours to find the desired tone and blending colours to create a gradient.</p> <p>Tone/Form: Artwork shows awareness of how tone can make paintings more realistic or more expressive. Manipulate light and shade for dramatic effect.</p> <p>Pattern and Texture: Use pattern and texture for desired effects and decoration with more expression.</p> <p>Line/Shape: Use line with greater confidence to highlight form and shape.</p> <p>Use mixed media, including pastel, paint and collage.</p> | <p>Develop skills to paint neatly and carefully, in a more creative style when the painting demands.</p> <p>Control the amount of paint they need to use and/or use water to preserve finer details.</p> <p>Know different types of paint and when to use them, such as what paint to use for painting models and which to use for landscapes.</p> <p>Experiment with expressive painting techniques such as brush use, applying and combining media, adding things to paint etc.</p> <p>Colour: Develop ability to control colour when painting; for blending, reducing hue and improving the translucency of colour.</p> <p>Knows colour relationships such as complimentary colours (colours opposite each other on colour wheel) and harmonious colours (colours next to each other on the colour wheel).</p> <p>Mix secondary and tertiary colours, being able to control the amounts for purpose.</p> <p>Tone/ Form: Represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white.</p> <p>Pattern and Texture: Uses pattern and texture for purposeful effect.</p> <p>Line/Shape: Know how to use composition for balanced artwork. E.g.focal point in foreground.</p> | <p>Control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required.</p> <p>Painting shows a more confident ability to create 3D form, depth and distance using colour and tone.</p> <p>Paints from observation, showing different surfaces and textures. Uses tone, line, texture, and colour to express mood and feeling.</p> <p>Confidently articulate which painting styles they prefer and why they like them.</p> <p>Colour: Colours should be mixed with care and sensitivity to show feeling and ideas.</p> <p>Confidently mix secondary and tertiary colours, being able to control these to suit their own purpose.</p> <p>Understand colour relationships such as complimentary and harmonious colours.<br/>Tone/Form: Control paint to make things appear lighter when further away or with darker, more intense hues to bring them closer, such as when painting landscape.</p> <p>Pattern and Texture: Understands how to apply pattern and texture with confidence to decorate or embellish paintings.</p> <p>Line/Shape: Uses line with confidence to represent own ideas and compositions.</p> |
| Sculpture                | Use malleable materials to promote small motor skills (eg kinetic sand, playdough) | <p>Use a range of malleable materials to promote small motor skills (eg plasticine, clay) and to explore &amp; discover ways of representing ideas 2- and 3-dimensionally (animals, diva lamps)</p> <p>Explore ways to cut &amp; join reclaimed materials to represent objects</p>  | Pupils cut, form, tear, join and shape a range of materials (such as modelling clay,craft materials, plastic, found and natural materials) to create forms, making things they have designed, invented, or seen.  |   | They should design and make forms in 3 dimensions, understanding how to finish and present their work to a good standard. Children experience working collaboratively, deciding how to present their paper sculptures.  |   | Design and make more complex forms in 3 dimensions, using clay, understanding how to finish work to a good standard. Children will consider pattern, colour, shape and form reflective of their research into cermaics from Ancient Greece.  |  |

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| Digital  | Using interactive whiteboard to explore large-scale creative mark making  | Using Doodle Buddy on iPads to explore mark making and representations  | Pupils are introduced to drawing using a computer. They experiment and explore use of line, colour and shape. They use drawing on the computer in response to the iconic leaf design by Orla Kiely.   |  |   | Pupils have opportunities to make art using digital means. They use a computer drawing program to explore and compare their artwork trialing different media, talking about which they prefer and why.  |   | Produce more complex digital art using different computer drawing programs. Children consider the impact of print and graphics combined to create a piece of propaganda art.  |
| Craft    | Join different materials and explore different textures (EAD) Explore different materials freely to develop their own ideas about how to use them and what to make. | Explore ways to cut & join reclaimed materials to begin to represent objects.   |   | Collage is used to select and cut colours, shapes, textures, and images from a range of sources to suit ideas and purposes.  | Pupils learn about and experience the craft of weaving, exploring different materials such as paper and wool. Skills are practised and developed using looms before creating an end product.  |   | Collage using a range of textiles, paper and yarn is used to enhance historical portraiture. Pupils consider colour and pattern reflective of the era. Images are developed with more complexity.   |   |
| Printing | Ongoing exploration & discovery using a range of tools and natural objects for printing   | Exploration & discovery through continuous provision, linked to units of inquiry (eg shape/pattern hunt, bark rubbings) |   | Pupils use block printing to create artwork related to themes.   |   | Pupils create their own printing blocks to create repeat patterns with visual precision.  |   |   |
| Analyse  | Comment on the subject in an artwork.<br><br>Identify colours used.   | Discuss the shapes in an artwork and what they are (circles-faces)  | Compare their art to appropriate works of art recognising what is the same and what is different.<br><br>Learn the meanings of the words colour, line, tone, shapes, textures and patterns and begin using them in their art. Recognise when they are using the formal elements and describe how they are using them. | Pupils should discuss their work and the work of others, describing the formal elements of colour, line, shape, tone, texture and pattern.<br><br>They should develop skills in orally describing their thoughts, ideas and intentions.  | Pupils should discuss their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns.<br><br>Look at art for pleasure and purpose, talk about why they like it.   | Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns.<br><br>Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements of colour, line, shape, tone, texture and pattern).  | Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils.<br><br>Discuss significant works of art considering the social and historical factors that affect the work.<br><br>Talk about the impact of the formal elements – line, tone, colour, shape, form, comp, pattern, texture and the emotions conveyed. | Pupils should describe significant works of art considering the influence of different historical, cultural and social factors.<br><br>They should develop greater knowledge about the role of art in society and the many vocations that can be gained through art.  |
| Evaluate | Discuss what they have created.   | Discuss what they like and dislike about a piece of art.  | Develop skills in orally describing their thoughts, ideas and intentions about their work.<br><br>Take pleasure in the work that they have created and see that it gives other people pleasure too.<br><br>They form opinions about the process of their work saying what went well and how they might improve it.    | Pupils develop skills in verbally describing their thoughts, ideas and intentions about their work. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. .<br><br>They offer critical advice to others understanding that all artists do this. | Uses evaluation to understand what they need to do to improve and that all artists do this.<br><br>Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes.<br><br>Understand how evaluating work during the creative process, as well as at the end, can help to feed the process.<br><br>They offer advice, confidence and praise to others. | Reflect regularly upon their work throughout the creative process.<br><br>Use evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes.<br><br>They offer advice, confidence and praise to others.<br><br>Take photos and videos and use this as a way to re-see their work. | Make careful and considerate judgments about their work. Regularly reflect and analyse progress taking into account the intention of the piece.<br><br>Use evaluation to understand what they need to do to improve and that all artists do this.<br><br>Take photos and videos and use this as a way to re-see their work.   | Provide a reasoned evaluation of their work, taking into account starting points, intention and context.<br><br>Understand that the making process is very difficult and so pupils should know that they should not be too self-critical.<br><br>Try to fairly appraise their own work and others' work and understand how to improve it, accepting criticism of other pupils.<br><br>They should know that most artists struggle with this and that it is a vital part of the art process. |

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| Artists,<br>craftsmakers and<br>designers | Use illustrators' images to inspire children's independent mark making (The Very Hungry Caterpillar, I am a Tiger) | Draw inspiration from illustrators of popular books (Rainbowfish, The Colour Monster) when making choices for colour & texture in children's own creations | Study famous works of art, craft and design, learning how and when they were made. They describe the content and the feelings and emotions conveyed by the work. | Study significant works of art, craft and design, learning how and when they were made. They describe the content, feelings and emotions conveyed by the work to a more competent level. | Study significant works of art, craft and design, giving personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. | Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make art, including the work of other cultures, past and present. | Study significant works of art using the following method:<br>Content – Describe the art. Social, historical factors affect the work.<br>Process – When and how made? What materials and techniques are used?<br>Formal elements – line, tone, colour, shape, form, comp, pattern, texture.<br>Mood – what emotions does the work convey?<br>Applying: Make studies of artist's work to learn the techniques and processes used. Use some of what they have learned from artist's studies to produce original work | Study significant works of art using the following method:<br>Content – Describe the art. What social, historical factors affect the work?<br>Process – When and how was the work made? What materials and techniques are used?<br>Formal elements – line, tone, colour, shape, form, composition, pattern, texture.<br>Mood – what emotions does the work convey?<br>Applying: Make studies of artist's work to learn the techniques and processes used. Use some of what they have learned from their artist's studies to produce original work. |
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|   |  | 1  | 2  | 3  | 4  | 5   | 6  |  |
|   | Drawing  | ✓  | ✓  | ✓  | ✓  | ✓   | ✓  |  |
|   | Painting and mixed media   | ✓  | ✓  | ✓  | ✓  | ✓   | ✓  |  |
| Sculpture                                 | ✓  |  | ✓  |  | ✓  |   |  |  |
| Printing                                  |  | ✓  |  | ✓  |  |   |  |  |
| Craft                                     | ✓  |  | ✓  |  | ✓  |   |  |  |
| Digital                                   |  |  |  | ✓  |  | ✓   |  |  |