

Art and Design Progression Document

Nursery- Year 6

<p>Early Learning Goals</p>	<p>Physical Development: Fine Motor Skills ELG -hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. -use a range of small tools, including scissors, paintbrushes and cutlery, and begin to show accuracy and care when drawing.</p> <p>Expressive Arts and Design: Creating with Materials ELG -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. -make use of props and materials when role playing characters in narratives and stories.</p>
<p>KS1 National Curriculum</p>	<p>Pupils should be taught: -to use a range of materials creatively to design and make products. -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. -about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
<p>KS2 National Curriculum</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. Pupils should be taught: -to create sketch books to record their observations and use them to review and revisit ideas. -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. -about great artists, architects and designers in history.</p>

The three domains of knowledge (Practical, Theoretical and Disciplinary), and the interplay between them, enable pupils to generate ideas and use sketchbooks to develop their own artistic identity.

Progression of knowledge and skills				
Making Skills				
Knowledge	EYFS	KS1	LKS2	UKS2
Drawing				
<p>Methods, techniques, media and materials</p>	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces)</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. (Autumn - Cycle B – Make Your Mark)</p> <p>Make choices about which materials to use to create an effect. (Autumn - Cycle B – Make Your Mark)</p> <p>Develop observational skills to look closely and reflect surface texture. (Autumn - Cycle B – Make Your Mark)</p> <p>-</p> <p>Further demonstrate increased control with a greater range of media. (Autumn - Cycle A – Tell a Story)</p> <p>Make choices about which materials and techniques to use to create an effect. (Autumn - Cycle A – Tell a Story)</p>	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>-</p> <p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. (Autumn - Cycle B - PowerPrints) (Autumn - Cycle B – Mega Materials) (Spring - Cycle B – Light and Dark) (Summer - Cycle B – Fabric of Nature)</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. (Autumn – Cycle A – I Need Space)</p> <p>Combine a wider range of media, eg photography and digital art effects. (Autumn – Cycle A – I Need Space)</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. (Autumn – Cycle A – I Need Space)</p> <p>-</p> <p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. (Spring – Cycle B – Make My Voice Heard)</p>

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		<p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. (Autumn - Cycle A – Tell a Story)</p>	<p>Use growing knowledge of different materials, combining media for effect. (Summer - Cycle B – Fabric of Nature)</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. (Autumn - Cycle B - PowerPrints) (Spring - Cycle B – Light and Dark) (Summer - Cycle B – Fabric of Nature)</p>	<p>Combine materials and techniques appropriately to fit with ideas. (Spring – Cycle B – Make My Voice Heard)</p> <p>Work in a sustained way over several sessions to complete a piece. (Spring – Cycle B – Make My Voice Heard)</p>
Painting and Mixed Media				
<p>Methods, techniques, media and materials</p>	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. (Autumn - Cycle B – Colour Splash)</p> <p>Make choices about which materials to use to create an effect. (Autumn - Cycle B – Colour Splash)</p> <p>-</p> <p>Further demonstrate increased control with a greater range of media. (Spring - Cycle B – Life in Colour)</p> <p>Make choices about which materials and techniques to use to create an effect. (Spring - Cycle B – Life in Colour)</p>	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>-</p> <p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Apply observational skills, showing a greater awareness of</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. (Autumn – Cycle B – Portraits)</p> <p>Combine a wider range of media, eg photography and digital art effects. (Autumn – Cycle B – Portraits)</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. (Autumn – Cycle B – Portraits)</p> <p>-</p>

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		<p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. (Spring - Cycle B – Life in Colour)</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. (Spring - Cycle B – Life in Colour)</p>	<p>composition and demonstrating the beginnings of an individual style.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. (Artist Study – Spring - A)</p> <p>Combine materials and techniques appropriately to fit with ideas. (Artist Study – Spring - A)</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. (Artist Study – Spring - A)</p>
Sculpture and 3D				
<p>Methods, techniques, media and materials</p>	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>-</p> <p>Further demonstrate increased control with a greater range of media.</p>	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. (Summer – Cycle A – Interact installations)</p> <p>Combine a wider range of media, eg photography and digital art effects.</p>

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	<p>to include the main features of faces.)</p>	<p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p>understanding of shape to communicate form and proportion.</p> <p>- Use growing knowledge of different materials, combining media for effect.</p> <p>Use more complex techniques to shape and join materials, such as carving and modelling wire. (Autumn - Cycle B – Mega Materials)</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. (Summer – Cycle A – Interact installations)</p> <p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. (Summer – Cycle A – Interact installations)</p> <p>Combine materials and techniques appropriately to fit with ideas. (Summer – Cycle A – Interact installations)</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. (Summer – Cycle A – Interact installations)</p>
Craft and Design				
<p>Methods, techniques, media and materials</p>	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p>	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. (Autumn - Cycle A – Ancient Egyptian Scrolls)</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. (Summer – Cycle B – Architecture)</p>

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	<p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)</p>	<p>- Further demonstrate increased control with a greater range of media. (Summer - Cycle B – Map It Out)</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. (Summer - Cycle B – Map It Out)</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p>Use hands and tools confidently to cut, shape and join materials for a purpose. (Autumn - Cycle A – Ancient Egyptian Scrolls)</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. (Autumn - Cycle A – Ancient Egyptian Scrolls)</p> <p>- Use growing knowledge of different materials, combining media for effect.</p> <p>Use more complex techniques to shape and join materials, such as carving and modelling wire.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. (Summer – Cycle B – Architecture)</p> <p>- Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p>
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Progression of Knowledge

Formal Elements

Knowledge	EYFS	KS1	LKS2	UKS2
Colour	The names of a wide range of colours.	That the primary colours are red, yellow and blue. (Autumn - Cycle B – Colour Splash)	Using light and dark colours next to each other creates contrast.	Artists use colour to create an atmosphere or to represent feelings in an artwork, for example

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	<p>Colours can be mixed to make new colours.</p>	<p>Primary colours can be mixed to make secondary colours. (Autumn - Cycle B – Colour Splash)</p> <p>-</p> <p>Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under ‘Tone’). (Spring - Cycle B – Life in Colour)</p> <p>Colours can be mixed to ‘match’ real life objects or to create things from your imagination. (Spring - Cycle B – Life in Colour)</p>	<p>Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p>-</p> <p>Adding black to a colour creates a shade. (Spring - Cycle B – Light and Dark)</p> <p>Adding white to a colour creates a tint. (Spring - Cycle B – Light and Dark)</p>	<p>by using warm or cool colours. (Autumn – Cycle B – Portraits)</p> <p>A ‘monochromatic’ artwork uses tints and shades of just one colour. (Spring – Cycle B – Make My Voice Heard)</p> <p>Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. (Spring – Cycle B – Make My Voice Heard)</p>
<p>Form</p>	<p>Modelling materials can be shaped using hands or tools.</p>	<p>Paper can change from 2D to 3D by folding, rolling and scrunching it.</p> <p>That three dimensional art is called sculpture.</p> <p>-</p> <p>That ‘composition’ means how things are arranged on the page. (Spring - Cycle B – Life in Colour) (Summer - Cycle B – Map It Out) (Autumn - Cycle A – Tell a Story)</p> <p>Pieces of clay can be joined using the ‘scratch and slip’ technique.</p> <p>A clay surface can be decorated by pressing into it or by joining pieces on</p>	<p>Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Organic forms can be abstract. –</p> <p>-</p> <p>Using lighter and darker tints and shades of a colour can create a 3D effect. (Spring - Cycle B – Light and Dark)</p> <p>Simple 3D forms can be made by creating layers, by folding and rolling materials. (Autumn - Cycle B – Mega Materials)</p>	<p>An art installation is often a room or environment in which the viewer ‘experiences’ the art all around them.</p> <p>The size and scale of three-dimensional artwork changes the effect of the piece.</p> <p>-</p> <p>The surface textures created by different materials can help suggest form in two-dimensional art work. (Spring – Cycle B – Make My Voice Heard)</p>

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<p>Shape</p>	<p>The names of simple shapes in art.</p>	<p>A range of 2D shapes and confidently draw these. (Autumn - Cycle B – Make Your Mark)</p> <p>Paper can be shaped by cutting and folding it.</p> <p>-</p> <p>Collage materials can be shaped to represent shapes in an image. (Spring - Cycle B – Life in Colour)</p> <p>Shapes can be organic (natural) and irregular. (Summer - Cycle B – Map It Out)</p> <p>Patterns can be made using shapes.</p>	<p>Negative shapes show the space around and between objects.</p> <p>Artists can focus on shapes when making abstract art.</p> <p>-</p> <p>How to use basic shapes to form more complex shapes and patterns. (Autumn - Cycle B - PowerPrints) (Summer - Cycle B – Fabric of Nature)</p>	<p>Shapes can be used to place the key elements in a composition. (Summer – Cycle B – Architecture) (Autumn – Cycle A – I Need Space)</p> <p>-</p> <p>How an understanding of shape and space can support creating effective composition. (Spring – Cycle B – Make My Voice Heard)</p>
<p>Line</p>	<p>Lines can be curved or straight and described in simple terms such as: wiggly,' straight,' 'round'.</p>	<p>Drawing tools can be used in a variety of ways to create different lines. (Autumn - Cycle B – Make Your Mark)</p> <p>Lines can represent movement in drawings. (Autumn - Cycle B – Make Your Mark)</p> <p>-</p> <p>Lines can be used to fill shapes, to make outlines and to add detail or pattern. (Autumn - Cycle A – Tell a Story)</p>	<p>Using different tools or using the same tool in different ways can create different types of lines.</p> <p>-</p> <p>Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. (Autumn - Cycle B - PowerPrints)</p>	<p>Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. (Summer – Cycle B – Architecture) (Autumn – Cycle A – I Need Space)</p> <p>-</p> <p>How line is used beyond drawing and can be applied to other art forms.</p>
<p>Pattern</p>	<p>When they have made a pattern with objects/colours/drawn marks and be able to describe it.</p>	<p>That a pattern is a design in which shapes, colours or lines are</p>	<p>Pattern can be man-made (like a printed wallpaper) or natural (like a</p>	<p>Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh</p>

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		<p>repeated. (Autumn - Cycle B – Colour Splash)</p> <p>-</p> <p>Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. (Autumn - Cycle A – Tell a Story)</p> <p>Patterns can be used to add detail to an artwork. (Spring - Cycle B – Life in Colour)</p>	<p>giraffe's skin). (Autumn - Cycle A – Ancient Egyptian Scrolls)</p> <p>Surface rubbings can be used to add or make patterns.</p> <p>-</p> <p>Patterns can be irregular, and change in ways you wouldn't expect. (Autumn - Cycle B - PowerPrints) (Summer - Cycle B – Fabric of Nature)</p> <p>The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. (Summer - Cycle B – Fabric of Nature)</p>	<p>Burman using small everyday objects to add detail to sculptures. (Autumn – Cycle B – Portraits)</p> <p>–</p> <p>Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>
<p>Texture</p>	<p>Simple terms to describe what something feels like (eg. bumpy).</p>	<p>That texture means 'what something feels like'. (Autumn - Cycle B – Make Your Mark)</p> <p>Different marks can be used to represent the textures of objects.</p> <p>Different drawing tools make different marks. (Autumn - Cycle B – Make Your Mark)</p> <p>-</p> <p>Collage materials can be chosen to represent real-life textures. (Spring - Cycle B – Life in Colour)</p>	<p>Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p>-</p> <p>How to use texture more purposely to achieve a specific effect or to replicate a natural surface. (Summer - Cycle B – Fabric of Nature)</p>	<p>How to create texture on different materials. (Autumn – Cycle A – I Need Space)</p> <p>-</p> <p>Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p>

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		<p>Collage materials can be overlapped and overlaid to add texture. (Spring - Cycle B – Life in Colour)</p> <p>Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. (Spring - Cycle B – Life in Colour)</p> <p>Painting tools can create varied textures in paint. (Spring - Cycle B – Life in Colour)</p>		
<p>Tone</p>	<p>There are different shades of the same colour and identify colours as 'light' or 'dark'.</p>	<p>That there are many different shades (or 'hues') of the same colour. (Autumn - Cycle B – Colour Splash)</p> <p>Changing the amount of the primary colours mixed affects the shade of the secondary colour produced. (Autumn - Cycle B – Colour Splash)</p> <p>-</p> <p>Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour'). (Spring - Cycle B – Life in Colour)</p>	<p>That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic.</p> <p>Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p>-</p> <p>Using lighter and darker tints and shades of a colour can create a 3D effect. (Spring - Cycle B – Light and Dark) (Summer - Cycle B – Fabric of Nature)</p>	<p>Tone can help show the foreground and background in an artwork. (Autumn – Cycle B – Portraits)</p> <p>-</p> <p>That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images. (Spring – Cycle B – Make My Voice Heard)</p>

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			Tone can be used to create contrast in an artwork. (Spring - Cycle B – Light and Dark)	
Progression of Knowledge and Skills				
Knowledge of Artists				
Knowledge	EYFS	KS1	LKS2	UKS2
Meanings, interpretations, materials and processes	Enjoy looking at and talking about art.	Understand how artists choose materials based on their properties in order to achieve certain effects. (Autumn - Cycle B – Make Your Mark)	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. (Autumn - Cycle A – Ancient Egyptian Scrolls)	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. (Autumn – Cycle B – Portraits) (Summer – Cycle B – Architecture) (Autumn – Cycle A – I Need Space)
	Recognise that artists create varying types of art and use lots of different types of materials.	– Talk about art they have seen using some appropriate subject vocabulary. (Spring - Cycle B – Life in Colour) (Summer - Cycle B – Map It Out) (Autumn - Cycle A – Tell a Story)	Consider how to display art work, understanding how artists consider their viewer and the impact on them. –	Discuss how artists create work with the intent to create an impact on the viewer. (Autumn – Cycle B – Portraits) (Summer – Cycle B – Architecture) (Autumn – Cycle A – I Need Space) (Artist Study – Spring - A)
	Recognise that artists can be inspired by many things.	Create work from a brief, understanding that artists are sometimes commissioned to create art. (Summer - Cycle B – Map It Out)	Use subject vocabulary confidently to describe and compare creative works. (Autumn - Cycle B – Mega Materials) (Spring - Cycle B – Light and Dark) (Summer - Cycle B – Fabric of Nature)	
		Create and critique both figurative and abstract art, recognising some of the techniques used. (Summer - Cycle B – Map It Out)	Understand how artists use art to convey messages through the choices they make. (Autumn - Cycle B – Mega Materials) (Spring - Cycle B – Light and Dark)	Consider what choices can be made in their own work to impact their viewer. (Autumn – Cycle B – Portraits) (Summer – Cycle B – Architecture) (Autumn – Cycle A – I Need Space) (Artist Study – Spring - A)
		Apply their own understanding of art materials learnt from artist		

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		<p>work to begin purposefully choosing materials for a specific effect. (Spring - Cycle B – Life in Colour) (Autumn - Cycle A – Tell a Story)</p>	<p>Work as a professional designer does, by collating ideas to generate a theme. (Summer - Cycle B – Fabric of Nature)</p>	<p>- Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. (Spring – Cycle B – Make My Voice Heard) (Artist Study – Spring - A)</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. (Artist Study – Spring - A)</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>
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Overview of Artists				
Unit	EYFS	KS1	LKS2	UKS2
Drawing		Renata Bernal Ilya Bolotowsky Zaria Forman Wassily Kandinsky Bridget Riley - Quentin Blake	Max Ernst Carl Linnaeus Georgia O’Keeffe Maud Purdy - Fernando Botero Alberto Giacometti Henri Matisse Henry Moore Ed Ruscha Georges Seurat	Teis Albers Karen Rose - Dan Fenelon Diego Rivera Leonardo Da Vinci
Painting and Mixed Media	Megan Coyle	Clarice Cliff Jasper Johns - Romare Bearden	Audrey Flack (Y4) Clara Peeters Senanayake Megan Carter William Morris	Chila Kumari Singh Burman Njideka Akunyili Crosby Vincent van Gogh Frida Kahlo Maggie Scott - Frank Bowling (Artist Study – Spring A) Richard Brackenburg David Hockney * ARTIST OF THE TERM (Artist Study – Spring A) Lubaina Himid (Artist Study – Spring A) Fiona Rae Paula Rego (Artist Study – Spring A) John Singer Sargent (Artist Study – Spring A)

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Sculpture and 3D	Beth Cavener Julie Wilson	Marco Balich Louise Bourgeois Samantha Stephenson - Ranti Bam Rachel Whiteread	Ruth Asawa Anthony Caro (Spring - Cycle A – Abstract Shape and Space) - El Anatsui Sokari Douglas-Camp Barbara Hepworth Magdelene Odundo Jaume Plensa	Cai Guo-Qiang * ARTIST OF THE TERM (Interactive Installations – Summer A) - Judith Scott Yinka Shinobare Nicola Anthony Louise Nevelson Joseph Cornell
Craft and Design		Judith Scott Cecilia Vicuña - Josef Albers Matthew Cusick Eduardo Paolozzi Maggie Scott Kim Soon-Im Susan Stockwell	Ruth Daniels (Y4)	Zaha Hadid Friedensreich Hundertwasser - Derek O Boateng Chuck Close Albrecht Durer Hannah Hoch Graham Holland Edvard Munch Chris Plowman Edward Weston
Progression of Knowledge and Skills				
Evaluating and Analysing				
Knowledge	EYFS	KS1	LKS2	UKS2
What is art? Why do people make art? How do people talk about art?	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	Describe and compare features of their own and others’ artwork. (Autumn - Cycle B – Make Your Mark) (Autumn - Cycle B – Colour Splash) Evaluate art with an understanding of how art can be varied and made in different ways and by different people. (Autumn -	Confidently explain their ideas and opinions about their own and others’ artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. (Autumn - Cycle A – Ancient Egyptian Scrolls) Discuss and begin to interpret meaning and purpose of artwork,	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. (Autumn – Cycle B – Portraits) (Summer – Cycle B – Architecture) Consider how effectively pieces of art express emotion and

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		<p>Cycle B – Make Your Mark) (Autumn - Cycle B – Colour Splash) - Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. (Spring - Cycle B – Life in Colour) (Summer - Cycle B – Map It Out) (Autumn - Cycle A – Tell a Story)</p> <p>Begin to talk about how they could improve their own work. (Spring - Cycle B – Life in Colour) (Summer - Cycle B – Map It Out) (Autumn - Cycle A – Tell a Story)</p> <p>Talk about how art is made. (Spring - Cycle B – Life in Colour) (Summer - Cycle B – Map It Out)</p>	<p>understanding how artists can use art to communicate. (Autumn - Cycle A – Ancient Egyptian Scrolls)</p> <p>Begin to carry out a problem-solving process and make changes to improve their work. - Use more complex vocabulary when discussing their own and others' art. (Autumn - Cycle B - PowerPrints) (Autumn - Cycle B – Mega Materials) (Spring - Cycle B – Light and Dark) (Summer - Cycle B – Fabric of Nature)</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece. (Autumn - Cycle B – Mega Materials) (Spring - Cycle B – Light and Dark)</p> <p>Evaluate their work more regularly and independently during the planning and making process. (Spring - Cycle B – Light and Dark) (Summer - Cycle B – Fabric of Nature)</p>	<p>encourage the viewer to question their own ideas.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. (Autumn – Cycle B – Portraits) - Give reasoned evaluations of their own and others' work which takes account of context and intention. (Spring – Cycle B – Make My Voice Heard)</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views. (Spring – Cycle B – Make My Voice Heard)</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. (Spring – Cycle B – Make My Voice Heard)</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. (Spring – Cycle B – Make My Voice Heard)</p>
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Overview: Progression of Skills			
Generating Ideas			
EYFS	KS1	LKS2	UKS2
<p>Talk about their ideas and explore different ways to record them using a range of media.</p>	<p>Explore their own ideas using a range of media. (Autumn - Cycle B – Make Your Mark) (Autumn - Cycle B – Colour Splash)</p> <p>-</p> <p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. (Spring - Cycle B – Life in Colour) (Summer - Cycle B – Map It Out) (Autumn - Cycle A – Tell a Story)</p>	<p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. (Autumn - Cycle B – Mega Materials) (Autumn - Cycle A – Ancient Egyptian Scrolls)</p> <p>-</p> <p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. (Autumn - Cycle B - PowerPrints) (Spring - Cycle B – Light and Dark) (Summer - Cycle B – Fabric of Nature)</p>	<p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. (Autumn – Cycle B – Portraits) (Summer – Cycle B – Architecture) (Autumn – Cycle A – I Need Space)</p> <p>-</p> <p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. (Spring – Cycle B – Make My Voice Heard)</p>
Sketchbooks			
EYFS	KS1	LKS2	UKS2
	<p>Use sketchbooks to explore ideas. (Autumn - Cycle B – Make Your Mark) (Autumn - Cycle B – Colour Splash)</p> <p>Experiment in sketchbooks, using drawing to record ideas. (Summer - Cycle B – Map It Out) (Autumn - Cycle A – Tell a Story)</p> <p>Use sketchbooks to help make decisions about what to try out next.</p>	<p>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. (Autumn - Cycle B - PowerPrints) (Autumn - Cycle B – Mega Materials) (Spring - Cycle B – Light and Dark) (Summer - Cycle B – Fabric of Nature) (Autumn - Cycle A – Ancient Egyptian Scrolls)</p> <p>-</p> <p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p>	<p>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. (Autumn – Cycle B – Portraits) (Summer – Cycle B – Architecture) (Autumn – Cycle A – I Need Space)</p> <p>-</p> <p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. (Spring – Cycle B – Make My Voice Heard)</p>

