


Art Progression Map

	Pre Nursery	Nursery	Reception	Y1/2	Y3/4	Y5/6
<p>Generating Ideas <i>Skills of Designing & Developing Ideas</i></p>	<p>Colour Show interest in colour</p>	<p>Multimedia Explores how objects feel. COLLAGE <i>Children apply allsorts of materials to create a sensory collage based on how they think the Gruffalo would feel. Hairy, wiry, rough, sharp, crusty, prickly, bobbly. Rip sandpaper, sand in paint, bristles off a brush glued, bubble wrap painted for warts, furry fabric, rough fabrics, weetos cereals, rice.</i></p> <p>Drawings show what the child perceives as most important about the subject. Marks recognisably represent an object for example people with head, arms and legs. Drawings include squares, rectangles and circles. Uses large and medium brushes to add colour to add lines in sweeping movements to make simple representations.</p>	<p>work purposefully responding to colours, shapes, materials etc.</p> <p>create simple representations of people and other things</p> <p>Increased detail in drawing and shape based on observations</p>	<p>Recognise that ideas can be expressed in art work – Impressionist/Modern/Environmental Land Art style Experiment with an open mind after viewing the work of Monet & Grace, Kusama, Goldsworthy and Hepworth. Try out different activities and make sensible choices about what to do next Use drawing to record ideas from real life and photographs.</p>	<p>Select and use relevant resources to develop their ideas (based on Hokusai, Picasso, Lucy Gell and Grotti Lotti)</p> <p>use sketchbooks to draw linear works depicting the style of Hokusai/Picasso/Lucy Gell and Grotti Lotti to improve understanding of how the artist worked, inform ideas and plan for an outcome. select and use relevant resources to develop their ideas (based on selected artists) use sketchbooks to draw different versions of portrait ideas in the style of Picasso to improve understanding of how the artist worked, inform ideas and plan for Clay portrait sculptures.</p> <p>use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</p>	<p>Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas for a piece of Street Art/Mural. Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information- <i>blow painting, flick from toothbrush to create a spray paint effect. make simple stencils. sketch from photographs depicting nature on a big scale. use imagination and research to transform images that portray Faunagraphic/Phlegm style. to show in advance how work will be produced. Experiment with optical illusions (Op Art) Create Zentangles in a Zen atmosphere</i> Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas for a Street art mural, Op Art Print and Zentangling. Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information- <i>Street Art Mural Op Art Sketching Foam/Polystyrene Block print carving Foam/Polystyrene Block printing</i></p>
<p>Making Skills of Making Art, Craft and Design</p>	<p>Multimedia Explores how objects feels <i>Children use spaghetti, string, pipe cleaners and tin foil to make different shaped spider webs. Children manipulate and bend pipe cleaners into circles. Twist tin foil to create a triangle webs. Break spaghetti into pieces to make a square/rectangle web.</i></p> <p>Colour Show interest in colour <i>So he wrapped up a... Children find a picture of a toy to wrap up for Christmas. Children use stencils and paint, using a festive colour palette and stippling technique make their own Christmas wrapping paper to wrap the toy in.</i></p>	<p>Computing – Creating Media I can make marks on a screen and explain which tools I used.</p>  <p><i>Children use pen tools on IWB and fingers on iPad on paint programme to re create the following marks. Use different tools such as sketching pencils, ink pens, crayons to re-create marks to add texture to 'Stickman'.</i> Explores colour and how colours can be changed. <i>Imitates marks and textures in clay/dough</i></p>	<p>Work spontaneously and enjoy the act of making/creating Sustain concentration and control when experimenting with tools and materials Use large & medium paintbrushes to add colours and lines in sweeping movements Multimedia- Manipulates malleable materials to create shapes <i>Ipads-Use rollers, spray can, palette knife, different sized paintbrushes/pens and pencils to add line and colour to the 'portrait' canvas.</i></p> <p>Drawing- Knows that lines can be used to create shapes that represent objects Drawings includes square, rectangles and circles.</p>	<p>Try out a range of materials and processes and recognise that they have different qualities- <i>use various pencil grades and pastels to create tones. manipulate papers to create relief. use of wax and watercolour paints to create a wax resist painting. work on different surfaces. Sculpt using a variety of materials and tools Monoprint using a variety of materials and tools</i></p> <p>Deliberately choose to use particular techniques for a given purpose. Use materials on offer purposefully to achieve particular characteristics or qualities of an Impressionist/Modern/Abstract/Environmental Land Art style. Develop and exercise some care and control over the range of materials they use. (for instance, they do not accept the first mark but seek to refine and improve)</p>	<p>Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques <i>block printing on fabric fabric painting quilting mark making drawing using Japanese Manga portraiture sketching-measuring dimensions of the face cubism score and slip method-clay collagraph printing illustrative techniques</i></p> <p>use different brushes/pencils/pen/paint for different purposes <i>flat pointed various sized H-6B Ink pen fabric paints printing ink watercolour paint charcoal</i></p> <p>investigate the nature and qualities of different materials and processes systematically-portraiture, cubism, clay portraiture, illustration, printing techniques</p>	<p>Confidently investigate and exploit the potential of new and unfamiliar materials – <i>Large paint brushes/hand brush Brick wall surface Outdoor paint Stencils/Masking Foam and polystyrene Printing Inks Fineliner pens of different sizes Clay & Tools</i></p> <p>Use their acquired technical expertise to create work which effectively reflects their ideas using relevant processes. Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques- <i>Observational sketching Stencil making and use Painting large scale on unfamiliar surfaces Op Art sketching Foam/Polystyrene Block printing Clay sculpture Tile making Slip and score</i></p>

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	<p>Begins to enter the pre-schematic stage of drawing, gaining control over the marks being made.</p> <p>Begins to develop a bank of motions to produce marks.</p> <p>Uses the arm, wrist, and finger muscles.</p> <p>Experiments with blocks, colours and mark using a range of large brushes and equipment.</p> <p>Imitates marks and textures in clay/dough</p>		<p>Use pencils, line and shapes to sketch portraits. Step by step approach.</p> <p>Painting Large & medium paintbrushes to add colours and lines in sweeping movements Stores wet painting independently to dry Multimedia –Clay/Collage Manipulates malleable materials to create shapes Roll out and cut gingerbread man out with a cutter, use buttons, string, wool, paint to add decoration. Mould clay into shapes to add details (using various modelling tools) e.g eyes, buttons, mouth. Explores texture and describes orally Imitates marks and textures in clay/dough</p>		<p>apply the technical skills they are learning to improve the quality of their work.</p>	
<p>Evaluating Skills of Judgement and Evaluation</p>	<p>Multimedia Explores how objects feels</p> <p>Show interest in colour</p> <p>Shows interest in and begins to describes (simple vocabulary) the texture of objects.</p>	<p>Multimedia Explores how objects feel. Gives meaning to marks they make. Distinguishes between colours and names them.</p>	<p>recognise and describe key features of their own and others' work</p> <p>Explores making colours Distinguishes between colours and names them.</p> <p>Selects resources to use in a collage based on personal choice</p>	<p>Show interest in and describe what they think and know about the work of Claude Monet and Iris Grace ,Yayoi Kusama, Barbara Hepworth and Andy Goldsworthy using Evaluation Questions- <i>Form, Process, Mood</i></p> <p>When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...")</p> <p>Evaluate work using 0-5 scale on their Learning Journey</p>	<p>Regularly analyse and reflect on their progress taking account of what they hoped to achieve using their 'Learning Journey'</p> <p>Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work using Evaluation Questions- <i>Form, Context, Content, Process, Mood</i></p> <p>take the time to reflect upon what they like and dislike about their work in order to improve it</p>	<p>Regularly analyse and reflect on their progress taking account of what they hoped to achieve using their 'Learning Journey'</p> <p>Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work using Evaluation Questions- <i>Form, Context, Content, Process, Mood</i></p>
<p>Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i></p>	<p>Multimedia Explores how objects feels</p> <p>Show interest in colour</p>	<p>Multimedia Explores how objects feel.</p> <p>Understands that they can use lines to enclose a space and begins to use these shapes to represent objects. Distinguishes between colours and names them.</p> <p>Explores texture and describes orally</p>	<p>that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. how to explain what they are doing</p> <p>Explores making colours Distinguishes between colours and names them.</p> <p>Selects own painting technique, resources and tools</p> <p>Experiments with tints and shades</p> <p>Attempts to keep colours clean by washing brushes</p> <p>Explores texture and describes orally</p>	<p>To recognise and describe some simple characteristics of different kinds of art, craft and design- colour ,movement, line, shape and texture. Name tools, materials, techniques and the formal elements (colours, tones, line wax resist, collage, still lif ,sculpture ,print, monoprint ,abstract form) that they use. Know that different forms of creative works are made by artists, crafts makers and designers, from all cultures and times (Japan, France, British, Male/Female, 1800's-present day ,autism ,mental illness)</p> <p>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)</p>	<p>Be able to explain how to use some of the tools and techniques chosen to work with. Know about and describe the work of Cubist artist Pablo Picasso/Edo artist Hokusia/Japanese Manga/Lucy Gell/ Grotti Lotti and techniques they use. Know how to use tools, material and techniques effectively and safely.</p>	<p>Research and discuss the ideas and approaches of a various artists, taking account of their particular cultural context and intentions-</p> <p>To describe the processes they are using and how they hope to achieve high quality outcomes-</p> <p><i>Observational sketching</i> <i>Stencil making and use</i> <i>Painting large scale on unfamiliar surfaces</i> <i>Op Art sketching</i> <i>Foam/Polystyrene Block printing</i> <i>Clay sculpture</i> <i>Tile making</i> <i>Slip and score</i></p> <p>Know <i>Foam/Polystyrene Block printing/clay sculpting</i> the technical vocabulary –<i>printing, Op art, clay</i></p> <p>Research and discuss the ideas and approaches of a various artists, taking account of their particular cultural context and intentions- <i>Faunagraphic & Phlegm-Street artists</i> <i>Transforms rundown Urban spaces, Op art illusions, calming qualities of Zentangle</i> Know the technical vocabulary – e.g <i>stencilling, freehand drawing, sculpt ,mould, texture ,pattern ,slip & score</i></p>

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