

Art & Design Curriculum Progression

ART PROGRESSION MAP NEW MONUMENT AND BROADMERE

Drawing (pencils, rubbers, felt-tipped pens (black and colour), chalks, pastels, charcoal, inks, IT software) (Focus on the Artists' drawings)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artist: Vincent Van Gogh	Artist: Pablo Picasso	Artist: K Hokusai	Artist: Henri Matisse	Artist: Georges Seurat	Artist: M C Escher	Artist: Leonardo da Vinci
<p>Enjoy using a variety of media.</p> <p>Use and begin to control a range of media including pencil, black pen, chalk and IWB pen.</p> <p>Draw on different paper and surfaces</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>Experiment with a variety of media.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Draw on different surfaces. Start to record simple media explorations.</p> <p>Begin to develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p>	<p>Continue to develop control of the types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Continue to investigate textures and produce an expanding range of patterns.</p>	<p>Continue to develop greater control of the types of marks made with the range of media.</p> <p>Demonstrate experience in different grades of pencil and other media to draw different forms and shapes.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Continue to investigate textures and produce an expanding range of patterns and begin to create textures and patterns with a wider range of drawing implements.</p>	<p>Begin to develop intricate marks with a variety of media.</p> <p>Further develop techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.</p> <p>Understand which media is best suited and why.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>Include shadow to create the illusion of volume, mass and depth.</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Continue to develop intricate marks with a variety of media and develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Use sketchbooks to collect, record and plan for future works. Start to develop their own style using tonal contrast and mixed media.</p> <p>Develop further simple perspective in using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their drawings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.</p>	<p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Develop their own style of drawing through: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their work.</p>

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Painting (Watercolour, ready mixed, acrylic and ink)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artist: Aelita Andre	Artist: Jackson Pollock	Artist: Paul Klee	Artist: Piet Mondrian	Artist: Umberto Boccioni	Artist: Giuseppe Arcimboldo	Artist: Frida Kahlo
<p>Enjoy using a variety of tools including different sized brushes and tools such as sponge brushes, fingers, twig etc.</p> <p>Recognise and name primary colours being used.</p> <p>Explore what happens when colours are mixed.</p> <p>Mix and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p> <p>Develop paintbrush skills; wiping excess paint off brush, use brush gently – stroke paint on as if stroking a cat (explicitly taught skills).</p>	<p>Explore with a variety of media; different brush sizes and tools.</p> <p>Explore making paint lighter and darker without the use of black or white.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Paint on different surfaces with a range of media.</p> <p>Start to record simple media explorations on exploration sheet or in a sketch book.</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>Continue to explore with a variety of media; different brush sizes and tools</p> <p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Continue to experiment to lighten and darken paint without the use of black or white.</p> <p>Begin to mix colour shades and tones.</p> <p>Use a sketchbook/exploratory sheets to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p> <p>Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p>	<p>Begin to demonstrate control over the types of marks made and experiment with different effects and textures</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Confidently create different effects and textures with paint according to what they need for the task.</p>	<p>Demonstrate increasing control over the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Start to look at working in the style of a selected artist (not copying).</p>	<p>Confidently control types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as for planning, trying out ideas, planning colours and collecting source material for future works.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposefully control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint and creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge. Understand which colours work well in their work and why.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as for planning and collecting source material.</p> <p>Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>

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Sculpture (3D work, loose parts, clay, salt dough, boxes, pipe cleaners, wire, paper sculpture, recycled/found objects)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artist: Alexander Calder	Artist: Andy Goldsworthy	Artist: Dale Chihuly	Artist: Anish Kapoor	Artist: Anthony Gormley	Artist: Henry Moore	Artist: Various Mexican masks
<p>Experience using a range of malleable media such as clay, paper mache and salt dough etc.</p> <p>Manipulate by pressing, pinching, rolling, squeezing etc and begin to be able to describe action.</p> <p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Select tools and techniques needed to shape, assemble and join materials used.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p> <p>Explore making sculptures on a variety of scales inside and out, using loose parts.</p>	<p>Continue to experiment with a variety of malleable media such as clay, paper mache, salt dough.</p> <p>Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Cut shapes using scissors and other modelling tools with greater control and accuracy.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Shape, form, construct and model from observation and imagination.</p> <p>Use a sketchbook/planning sheet to plan and develop simple ideas and make simple informed choices of media.</p> <p>Demonstrate experience of surface patterns/textures and use them when appropriate.</p> <p>Explore techniques used by a variety of artists and make links to their own work</p>	<p>Use equipment and media with confidence.</p> <p>Learn to work to continue at a later date.</p> <p>Join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and develop ideas as well as to record media explorations and experimentations and try out ideas.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger ware using pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D art. Use language appropriate to skill and technique.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Decorate, coil, and produce marquettes (scale model or rough draft of an unfinished sculpture) confidently when necessary.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as for planning, trying out ideas and collecting source material for future works.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Use language appropriate to skill and technique.</p> <p>Demonstrate awareness of environmental sculpture and found object art. Show awareness of the effect of time upon sculptures.</p>	<p>Use tools safely and with increasing precision.</p> <p>Develop work over a period of time, securing it to continue at a later date.</p> <p>Show experience in combining pinching, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish etc.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Use sketchbooks to plan sculpture through drawing and other preparatory work. Plan how to join parts of the sculpture.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Use language appropriate to skill and technique.</p> <p>Compare different styles and approaches.</p>	<p>Use tools safely and with increasing precision.</p> <p>Develop work over a period of time, securing it to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p> <p>Use sketchbooks to plan sculpture through drawing and other preparatory work. Plan how to join parts of the sculpture. Annotate work in sketchbook.</p> <p>Solve problems as they occur. Use language appropriate to skill and technique.</p>

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Printing (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artist: Peter Blake	Artist: Claire Halifax	Artist: Charles Fazzino	Artist: Daisy Loongkoonan	Artist: Roy Lichtenstein	Artist: Andy Warhol	Artist: William Morris
<p>Make rubbings: leaves, bricks, coins, tyres etc.</p> <p>Create simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects to print.</p> <p>Mono printing using paint in tray/tuff spot with fingers, rollers, brushes, wheels etc and laying paper on top to make print</p> <p>Marble roll prints.</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. corks, tubes, sponges etc.</p> <p>Demonstrate experience of impressed printing/mono printing: drawing into paint/ink and printing from objects. Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: String and card, card on card.</p> <p>Begin to identify forms of printing: Books, posters pictures, fabrics.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials.</p> <p>Demonstrate experience of impressed printing/mono printing: drawing into paint/ink and printing from objects. Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Make simple marks on rollers and printing palettes.</p> <p>Take simple prints i.e. mono -printing. Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.</p> <p>Experiment with overprinting motifs and colour.</p>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono-printing and relief printing.</p> <p>Record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Demonstrate experience in 3 colour printing.</p> <p>Explore 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>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p>	<p>Increase awareness of mono and relief printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Collect and record visual information from different sources.</p> <p>Plan and try out ideas, plan colours and collect source materials for future works.</p> <p>Expand experience in 3 colour printing.</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>Create repeating patterns.</p>	<p>Use tools in a safe way.</p> <p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Show experience in a range of printing techniques including block printing using polystyrene.</p> <p>Collect and record visual information from different sources.</p> <p>Plan and try out ideas, plan colours and collect source materials for future works.</p>	<p>Develop ideas from a range of sources.</p> <p>See positive and negative shapes.</p> <p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe techniques and processes.</p> <p>Collect and record visual information from different sources.</p> <p>Plan and collect source material.</p> <p>Adapt work according to their views and describe how they might develop it further. Annotate preparatory work.</p> <p>Develop their own style using tonal contrast and mixed media.</p>

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Textiles (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye). African and Asian textiles.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artist: Wassily Kandinski.	Artist: Lia Cook	Artist: Debbie Smyth	Artist: Sarah Zapata	Artist: Sheila Hicks	Artist: Alexandra Bircken	Artist: Vivienne Westwood
<p>Explore and experiment with a variety of textiles and fabric.</p> <p>Decorate a piece of fabric.</p> <p>Show experience in simple stitch/threading work (eg punching holes and threading wool or ribbon).</p> <p>Show experience in simple weaving: paper, twigs, etc.</p> <p>Show experience in fabric collage: layering fabric.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p>	<p>Begin to identify different forms of textiles.</p> <p>Have experience in colouring textiles: printing, fabric crayons.</p> <p>Use more than one type of stitch. Explain how to thread a needle and have a go.</p> <p>Have some experience of weaving and understand the process and some techniques.</p> <p>Begin to identify different types and textures of fabric and materials for collage.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p>	<p>Begin to identify different forms of textiles.</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Gain confidence in stitching two pieces of fabric together.</p> <p>Explain how to thread a needle and have a go.</p> <p>Continue to gain experience in weaving, both 3D and flat. i.e. grass through twigs, carrier bags on a bike wheel etc.</p> <p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Gain experience in applying colour with printing, dipping, fabric crayons</p>	<p>Show an awareness and name a range of different fabrics.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Continue to gain experience in applying colour.</p> <p>Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Use a sketchbook to plan, collect and develop ideas. Record textile explorations and experimentations as well as try out ideas.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p>	<p>Plan a design in a sketchbook and execute it.</p> <p>Use techniques as a basis for stitch embroidery.</p> <p>Apply decoration using needle and thread: buttons, sequins.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Record textile explorations and experimentations as well as try out ideas.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Change and modify threads and fabrics.</p> <p>Use language appropriate to skill and technique.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Plan a design in a sketchbook and execute it.</p> <p>Demonstrate experience in combining techniques to produce an end piece.</p> <p>Change and modify using a variety of threads and fabrics.</p> <p>Use language appropriate to skill and technique.</p>	<p>Experiment with a variety of techniques using ideas from sketchbook.</p> <p>Use a number of different stitches creatively to produce different patterns and textures.</p> <p>Design, plan and decorate a fabric piece.</p> <p>Explore the use of textiles around the home and in fashion (clothes, shoes and hats).</p> <p>Recognise different forms of textiles and express opinions on them.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Annotate work in sketchbook.</p> <p>Use language appropriate to skill and technique.</p> <p>Become familiar with different designers.</p>

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