

**Art Progression Map**

Unit	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b> ( <i>pencil, charcoal, inks, chalk, pastels, ICT software</i> )	<p>Begin to use a variety of drawing tools</p> <p>Use drawings to tell a story</p> <p>Investigate different lines</p> <p>Explore different textures</p> <p>Encourage accurate drawings of people</p>	<p>Extend the variety of drawings tools</p> <p>Explore different textures</p> <p>Observe and draw landscapes</p> <p>Observe patterns</p> <p>Observe anatomy</p>	<p>Experiment with tools and surfaces</p> <p>Draw a way of recording experiences and feelings</p> <p>Discuss use of shadows, use of light and dark</p> <p>Sketch to make quick record</p>	<p>Experiment with the potential of various pencils</p> <p>Close observation</p> <p>Initial sketches as a preparation for painting</p> <p>Accurate drawings of people –particularly faces</p>	<p>Identify and draw the effect of light scale and proportion accurate drawings of whole people including proportion and placement</p> <p>Work on a variety of scales computer generated drawings</p>	<p>Effect of light on objects and people from different directions</p> <p>Interpret the texture of a surface</p> <p>Produce increasingly accurate drawings of people</p> <p>Concept of perspective</p>	<p>Effect of light on objects and people from different directions</p> <p>Interpret the texture of a surface</p> <p>Produce increasingly accurate drawings of people</p> <p>Concept of perspective</p>
<b>Colour</b> ( <i>painting, ink, dye, textiles, pencils, crayon, pastels</i> )	<p>Experimenting with and using primary colours</p> <p>Naming mixing (not formal)</p> <p>Learn the names of different tools that bring colour</p> <p>Use a range of tools to make coloured marks.</p>	<p>Name all the colours</p> <p>Mixing of colours</p> <p>Find collections of colour</p> <p>Applying colour with a range of tools</p>	<p>Begin to describe colours by objects</p> <p>Make as many tones of one colour as possible (using white)</p> <p>Darken colours without using black using colour on a large scale</p>	<p>Colour mixing</p> <p>Make colour wheels</p> <p>Introduce different types of brushes</p> <p>Techniques - apply colour using dotting, scratching, splashing</p>	<p>Colour mixing and matching; tint, tone, shade</p> <p>Observe colours Suitable</p> <p>Equipment for the task</p> <p>Colour to reflect mood</p>	<p>Hue, tint, tone, shades and mood explore the use of texture in colour</p> <p>Colour for purposes</p>	<p>Hue, tint, tone, shades and mood explore the use of texture in colour</p> <p>Colour for purposes</p>
<b>Texture</b> ( <i>textiles, clay, sand, plaster, stone</i> )	<p>Handling, manipulating and enjoying using materials - playdough, clay, sand, messy play, food models, collage materials, recycled materials</p> <p>Sensory experience</p> <p>Simple collages</p>	<p>Know how to cut and tear papers to use to make pictures using glue.</p> <p>Ability to recognise collage</p>	<p>Ability to explore cutting different materials and understand how to be precise.</p> <p>Understanding of how to lay out a collage.</p>	<p>Ability to cut and paste confidently.</p> <p>Show awareness in contrasting textures, colours and different materials.</p> <p>Ability to experiment with a range of collage techniques, such as layering and overlapping.</p>	<p>Know that different materials can enhance a design.</p> <p>Ability to use collage as a means of collecting ideas, i.e. mood boards/sketch books.</p> <p>Understand the different processes to create collage, i.e., cutting, tearing, and scrunching.</p>	<p>Ability to explore using mixed media to create different techniques, colours and textures.</p> <p>Understand how to use different processes to create collage, i.e., cutting, tearing, and scrunching</p>	<p>Sound knowledge of how to select and use materials to achieve a specific outcome.</p> <p>Ability to use different techniques, colours and textures.</p>

<p><b>Form</b> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )</p>	<p>Handling, feeling, enjoying and manipulating materials</p> <p>Constructing Building and destroying Shape and model</p>	<p>Construct</p> <p>Use materials to make known objects for a purpose</p> <p>Carve</p> <p>Pinch and roll coils and slabs using a modelling media.</p> <p>Make simple joins</p>	<p>Awareness of natural and manmade forms</p> <p>Expression of personal experiences and ideas</p> <p>Shape and form from direct observation</p> <p>Decorative techniques</p> <p>Replicate patterns and textures in 3-D Work and that of other sculptors</p>	<p>Shape, form, model and construct (malleable and rigid materials)</p> <p>Plan and develop understanding of different adhesives and methods of construction</p> <p>Aesthetics</p>	<p>Plan and develop</p> <p>Experience surface patterns / textures</p> <p>Discuss own work and work of other sculptors</p> <p>Analyse and interpret natural and manmade forms of construction</p>	<p>Plan and develop ideas</p> <p>Shape, form, model and join observation or imagination</p> <p>Properties of media</p> <p>Discuss and evaluate own work and that of other sculptors</p>	<p>Plan and develop ideas</p> <p>Shape, form, model and join</p> <p>Observation or Imagination</p> <p>Properties of media</p> <p>Discuss and evaluate own work and that of other sculptors</p>
<p><b>Printing</b> (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<p>Rubbings</p> <p>Print with variety of objects</p> <p>Print with block colours</p>	<p>Create patterns Develop impressed images Relief printing</p>	<p>Print with a growing range of objects</p> <p>Identify the different forms printing takes</p>	<p>Relief and impressed printing</p> <p>Recording textures/patterns</p> <p>Monoprinting</p> <p>Colour mixing through overlapping colour prints</p>	<p>Use sketchbook for recording textures/patterns</p> <p>Interpret environmental and man-made patterns</p> <p>Modify and adapt print</p>	<p>Combining prints Design prints Make connections Discuss and evaluate own work and that of others</p>	<p>Builds up drawings and images of whole or parts of items using various techniques Screen printing Explore printing techniques used by various artists</p>
<p><b>Pattern</b> (paint, pencil, textiles, clay, printing)</p>	<p>Repeating patterns Irregular painting Patterns Simple symmetry</p>	<p>Awareness and discussion of patterns Repeating patterns Symmetry</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning Natural and manmade patterns</p> <p>Discuss regular and irregular</p>	<p>Pattern in the environment Design Using ICT Make patterns on a range of surfaces Symmetry</p>	<p>Explore environmental and manmade patterns Tessellation</p>	<p>Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes</p>	<p>Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes</p>