

St John's Catholic Primary Progression Map – Art and Design

Early years Progression maps		
30-50 months:		
Expressive arts and design	Exploring and using media and materials	<ul style="list-style-type: none"> • To explore colour and how colours can be changed. • To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects. • To begin to be interested in and describe the texture of things.
	Being imaginative	<ul style="list-style-type: none"> • To develop a preference for forms of expression. • To notice what adults do, imitating what is observed and then doing it spontaneously when the adults is not there. • To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. •
40-60 months		
Expressive arts and design	Exploring and using media and materials	<ul style="list-style-type: none"> • To explore what happens when they mix colours. • To experiment to create different textures. • To understand that different media can be combined to create new effects. • To manipulate materials to achieve a planned effect. • To construct with a purpose in mind, using a variety of resources. • To use simple tools and techniques competently and appropriately. • To select the appropriate resources and adapt work where necessary. • To select tools and techniques needed to shape, assemble and join materials they are using.
	Being imaginative	<ul style="list-style-type: none"> • To create simple representations of events, people and objects. • To choose particular colours to use for purpose.

ELG		
Expressive Arts and Design	Exploring and using media and materials	<ul style="list-style-type: none"> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Being imaginative	<ul style="list-style-type: none"> To use what they have learnt about media and material in original ways, thinking about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

KS1 and KS2 Art and Design Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Exploring line and marks.</p> <p>- Explore how to draw texture using both pencil and ready mix paint and draw single objects (toys/soft toys) with consideration of shape, space, line and texture.</p> <p>- Evaluating their work and each other's work</p> <p style="color: red;">Vincent Van Gogh.</p>	<p>- Use a variety of line, thick thin, pen pencil etc. to create patterns.</p> <p>- Use a variety of pens, pencils and charcoal etc. to create their own doodles.</p> <p>- Draw their own natural objects using a range of medium, looking closely at the close details, shapes, line, proportion and textures</p> <p style="color: red;">Liverpool Landmarks/buildings</p>	<p>- Focus on the shapes and basic details of objects. They will next draw collections of 3d shapes, e.g. bottles. They will have to look at the scale and proportions of the objects in relation to each other.</p> <p>- During this drawing they will be introduced to cross hatching using a variety of drawing mediums.</p> <p style="color: red;">Picasso's work upside down man</p>	<p>-making different tones in pencils and pastels with a focus on figurative drawing.</p> <p>Look at the proportions of the human body, scale etc. they will looking at human models and proportioned drawings of human form.</p> <p style="text-align: center;">Complete observational drawings of a person using charcoal, pastel, pencil or a mixture.</p> <p style="color: red; text-align: center;">Edgar Degas</p>	<p>- Look at how buildings are positioned in images.</p> <p>- Recap how to draw 3D shapes from year 3.</p> <p>- Use simple vanishing pints to draw buildings from different perspectives.</p> <p>- Use of cross hatching and shading to create a 3D effect.</p> <p style="color: red;">Architecture – Meg Bankier</p>	<p>- Compare similarities and differences between an young soldier and an old soldier.</p> <p>- Identify different features and the changes over time.</p> <p>- Use shading to create effect</p> <p style="color: red;">Portraits- WW2</p>

<p style="text-align: center;">Drawing Vocabulary</p>	<p>Line, Shape, Space Mark making, Texture, Broad, Fine, Medium, Pattern Portrait, landscape Position, Proportion Scale</p>	<p>Tone Shading Light Lines Horizontal Vertical, wavy Straight, Doodle Smudge, Contemporary Natural, Man made Sketch observational</p>	<p>Cross hatching 2D 3D Relation</p>	<p>Figurative Angles Figure Charcoal</p>	<p>Heavy Light Architecture Horizon Composition Vanishing point Perspective</p>	<p>Abstract Realistic Landscapes Horizontal line Fore ground Middle ground Back ground</p>
<p style="text-align: center;">Painting</p>	<p>-Name the primary and secondary colours. -Choose to use thick and thin brushes as appropriate -Paint a picture of something the can see, using Georgia O'keefe as inspiration. Mix paint to create all the secondary colours. -Mix and match colours, predict outcomes. E.g. oranges, greens, purples etc -Make tints by adding white.</p>		<p>-Predict with accuracy the colours that they mix - Know where each of the primary and secondary colours sits on the colour wheel. -Create a background using a wash -Use a range of brushes to create different effects. Mix their own brown using three colours - Use appropriate colours and tones (by adding black) to create a painting linked to the stone age topic. Linked to Stone age topic</p>		<p>-Focus on landscape paintings -Look at famous artists such as Paul Signac. - To include pointillism and apply it onto their landscape. - Revisit mixing colours and using tints and tones.</p>	

Painting Vocabulary	Primary colours Secondary colour Brush stokes Tones Mixing colours Matching colours Light and Dark Tones		Colour spectrum Deep tones Pale tones Earth tones Cave paintings strokes		Pointillism Dots Dabbing Foreground Background Landscape strokes	
Printing		-Create print using pressing, rolling, rubbing and stamping - Create a print like a designer. Investigating print from a surface	:	- Create a repeated pattern, focusing on texture. - Make a printing block -Make a two colour print William Morris		-Use a wide range of techniques in their work -Print using a number of colours -Create an accurate print design that meets a given criteria. -Print onto different materials. -Overprinting using different colours -Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods. Transition to High School Canvas

Printing Vocabulary		Print Smooth Pressure Press Roll Rub Stamp Pattern Design		Repeating pattern Carve Texture		Layers Criteria Overprint Method
Collage		<ul style="list-style-type: none"> -Cut and tear paper, card and other materials for their collages. -Group collage materials by colour and texture. -Look at the work of Michael Keck and use this to inspire their own collage. 		<ul style="list-style-type: none"> -Use materials to create a piece of texture art -Combine visual and tactile qualities. -Manipulate materials in different ways to look like a river. 	<ul style="list-style-type: none"> -Use recyclable and natural materials to create a collage (link with are we damaging our world topic). -Plan and design their own collage and sketch using pencil and then create their collage. Derek Gores 	
Collage Vocabulary		Collage Texture Pattern Shape Layers Materials		Mosaic Grouting Pattern 2d 3d Design	image colours sketches embellish designs	

<p style="text-align: center;">3D Sculpture</p>	<ul style="list-style-type: none"> -Gather and sort the materials they will need -Look at the work of Andy Goldsworthy on natural sculptures. -Form a sculpture using the natural materials gathered. 		<ul style="list-style-type: none"> -Work with life size materials -To use paper Mache/ Mod rock to begin to sculpt -Add other materials onto their work to create texture and shape. 			<ul style="list-style-type: none"> -Use observational drawings to look and sketch shoes -Use the moulding technique with foil to sculpt a shoe. -Use appropriate medium to add detail and colour to sculpture. -Create emotion through their sculpture.
<p style="text-align: center;">3D Sculpture Vocabulary</p>	<p>Natural Form Texture Material Gather Sort</p>		<p>3D – three dimensional mod rock paper mache sculpt layers Shape</p>			<p>Structure Twist Tree trunk, bark Manipulate Observational Sketch Moulding</p>