

## Forest Park Primary School - Progression Maps

### Art

#### **Art Progression in the elements and techniques:**

Progression in art, craft and design happens over time as pupils gain increasing mastery and confidence in developing and using skills and gaining deeper knowledge and understanding.

Pupils need to consistently be supported, not by constantly moving them on to different experiences, but by providing further opportunities to deepen and extend their **skills** and **knowledge** within the context of the unit of work.

#### **National Curriculum objectives throughout KS1 and KS2**

Children should produce creative work

Explore and record their ideas

Become proficient in drawing, painting, sculpture and other craft, art and design techniques

Evaluate and analyse creative works using specific language and vocabulary

Know about great artists and architects

Know and understand the historical and cultural development of their art forms and the relevance this has to their own lives

Have a knowledge and understanding of historical and current local artists and designers and the impact on the local community/area

#### **KS1 Specific**

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.

#### **KS2 Specific**

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

Autumn term	Spring term	Summer term
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### Conceptual framework which underpins all teaching and learning in the subject:

Key concepts and skills	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Generating ideas</b>	<p>Work purposefully responding to colours, shapes, materials etc.</p> <p>Create individual representations of things such as people and objects</p>	<p>Recognise that ideas can be expressed in artwork and experiment with an open mind <i>(for instance, they enthusiastically try out and use materials that are presented to them)</i></p> <p>Use sketchbooks to record ideas and experiences</p>	<p>Try out different activities and make sensible choices about what to do next</p> <p>Use sketchbooks with increasing confidence for a range of purposes</p>	<p>Gather and review information, references and resources related to their ideas and intentions.</p> <p>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p>	<p>Select and use relevant resources and references to develop their ideas.</p> <p>Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. <i>(For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i></p>	<p>Engage in open ended research and exploration in the process of initiating and developing their own personal ideas</p> <p>Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p>	<p>Independently develop a range of ideas which show curiosity, imagination and originality</p> <p>Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(For instance, Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i></p>



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<p><b>Developing ideas</b></p>	<p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Start to record media explorations- recording in different ways. Build information on colour mixing, the colour wheel and colour spectrums.</p>	<p>Use a sketchbook to plan and develop simple ideas.</p> <p>Use a sketchbook to plan and develop ideas</p> <p>Build information on colour mixing, the colour wheel and colour spectrums.</p> <p>Collect textures and patterns to inform other work.</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.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Identify interesting aspects of objects as a starting point for work.</p> <p>Use a sketch book to express feelings about a subject</p> <p>Make notes in a sketchbook about techniques used by artists.</p> <p>Annotate ideas for improving their work through keeping notes in a sketch book</p>	<p>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>Express likes and dislikes through annotations</p> <p>Use a sketch book to adapt and improve original ideas</p> <p>Keep notes to indicate their intentions/ purpose of a piece of work</p>	<p>Use sketchbooks to plan through drawing and other preparatory work.</p> <p>Keep notes which consider how a piece of work may be developed further</p> <p>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>Adapt work as and when necessary and explain why.</p>	<p>As Y5 +</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Annotate work in sketchbook with confidence and depth.</p> <p>Use the sketch book to plan and as working document</p>
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<b>Making</b>	Work spontaneously and enjoy the act of making/creating with increased concentration and control when experimenting with tools and materials	Try out a range of materials and processes and recognise that they have different qualities use materials purposefully to achieve particular characteristics or qualities	Deliberately choose to use particular techniques for a given purpose Develop and exercise some care and control over the range of materials they use. <i>(for instance, they do not accept the first mark but seek to refine and improve)</i>	Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.  Select, and use appropriately, a variety of materials and techniques in order to create their own work.	Investigate the nature and qualities of different materials and processes systematically.  Apply the technical skills they are learning to improve the quality of their work. <i>(for instance, in painting they select and use different brushes for different purposes)</i>	confidently investigate and exploit the potential of new and unfamiliar materials <i>(for instance, try out several different ways of using tools and materials that are new to them)</i>  Use their acquired technical expertise to make work that effectively reflects their ideas and intentions.	Independently take action to refine their technical and construct skills in order to improve their mastery of materials and techniques.  Independently select and effectively use relevant processes in order to create successful and finished work
<b>Evaluating</b>  <b>Use Tower Hamlets document to aid</b>	recognise and describe key features of their own and others' work	Show interest in and describe what they think about the work of others	When looking at creative work express clear preferences and give some reasons for these <i>(for instance, be able to say "I like that because...")</i>	take the time to reflect upon what they like and dislike about their work in order to improve it <i>(for instance they think carefully before explaining to their teacher what they like and what they will do next)</i>	Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.	Regularly analyse and reflect on their progress taking account of what they hoped to achieve.	provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work
	<b>By the end of EYFS chn should know:</b>	<b>By the end of Year 1 chn should know :</b>	<b>By the end of Year 2 chn should know:</b>	<b>By the end of Year 3 chn should know:</b>	<b>By the end of Year 4 chn should know:</b>	<b>By the end of Year 5 chn should know:</b>	<b>By the end of Year 6 chn should know:</b>
<b>Knowledge</b>	that art, (design and craft) is made	some characteristics	that different forms of creative works are made by artists, crafts makers	about and describe the work	About and describe some of	how to research and discuss the	how to describe, interpret and

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	<p>by artists exhibiting care and skill and is valued for its qualities.</p> <p>how to explain what they are doing</p>	<p>of different kinds of art, craft and design</p> <p>the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</p>	<p>and designers, from all cultures and times.</p> <p>be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (<i>for instance, they know the names of the tools and colours they use</i>)</p>	<p>of some artists, craftspeople, architects and designers and be able to explain how to use some of the tools and techniques they have chosen to work with.</p>	<p>the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied.</p> <p>About, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p>	<p>ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</p> <p>how to describe the processes they are using and how they hope to achieve high quality outcomes</p>	<p>explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <p>About the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>
	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>		<b>UKS2</b>		
<b>Thread</b>	<p>Early Learning Goal: To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<ul style="list-style-type: none"> <li>● to use a range of materials creatively to design and make products</li> <li>● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● to create sketch books to record their observations and use them to review and revisit ideas</li> <li>● 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</li> <li>● about great artists, architects and designers in history</li> </ul>				

Progression of artistic skills and techniques							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</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; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Consider proportions and size of marks.</p> <p>Draw on different surfaces with a range of media.</p> <p>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>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Draw lines/marks from observations.</p> <p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Understand tone through the use of different grades of pencils</p>	<p>Develop intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to indicate facial expressions in drawings</p> <p>Begin to show consideration in the choice of pencil grade they use.</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>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. Start to develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further perspectives in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings.</p>	<p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece. 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>Have opportunities to</p>

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					<p>Further develop drawing a range of tones, lines using a pencil.</p> <p>Include in their drawing a range of technique and begin to understand why they best suit.</p> <p>Begin to show awareness of representing texture through the choice of marks and lines made</p> <p>Attempt to show reflections in a drawing</p> <p>Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</p>	<p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observation skills using a variety of view finders.</p>	<p>develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p>
<b>Painting</b>	Enjoy using a variety of tools including different size/ size brushes and tools i.e.	Experiment with paint media using a wider range of tools	Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture	Use a range of brushes to demonstrate increasing control the types of marks made and	Confidently control the types of marks made and experiment with different effects and	Confidently control the types of marks made and experiment with different effects and	Work in a sustained and independent way to develop their own style of painting. This style



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	<p>sponge brushes, fingers, twigs</p> <p>Recognise and name the primary colours being used.</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>Explore techniques such as lightening and darkening paint without the use of black or white.</p> <p>Begin to show control over the types of marks made.</p> <p>Paint on different surfaces with a range of media.</p> <p>Name the primary colours and start to identify and mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>Understand how to make tints using white and tones by adding black to make darker and lighter shades.</p> <p>Build confidence in mixing colours, shades and tones.</p> <p>Understand the colour wheel and colour spectrums.</p> <p>Be able to mix all the secondary colours using primary colours confidently.</p> <p>Name and identify the colours relating to work they have produced and studied</p> <p>Continue to control the types of marks made with the range of media.</p> <p>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</p>	<p>experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complementary colours.</p> <p>Mix colour, shades and tones with confidence.</p> <p>Become increasingly confident in creating different effects and textures with paint according to what they need for the task.</p> <p>Understand how to create a background using a wash.</p>	<p>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 complementary colours.</p> <p>Mix colour, shades and tones with confidence and name widened range of colours- pantone</p> <p>Work in the style of a selected artist (not copying).</p>	<p>textures inc. 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>Start to develop their own style using tonal contrast and mixed media.</p>	<p>may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Understanding which works well in their work, which does not and why.</p>
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<b>3D</b>	<p>Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>Experiment in a variety of malleable media such as clay, papier-mâché, salt dough, Modroc.</p> <p>Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination</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, including painting.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Use equipment and media with increasing confidence.</p> <p>explore carving as a form of 3D art.</p>	<p>Use equipment and media with confidence</p> <p>Use clay, Modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Learn to secure work to continue at a later date.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Make a slip to join to pieces of clay.</p> <p>Decorate, coil, and produce maquette's confidently when necessary. Use recycled, natural and man-made materials to create sculptures.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Gain more confidence in carving as a form of 3D art</p> <p>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>Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Use a range of materials to sculpt.</p> <p>Use language appropriate to skill and technique-verbally and written</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations.</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 etc.</p>
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				<p>patterns/ textures and use them when appropriate.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Use language appropriate to skill and technique.</p>	<p>Demonstrate awareness in environmental sculpture and found object art.</p> <p>Show awareness of the effect of time upon sculptures.</p>		<p>Use language appropriate to skill and technique.</p>
<p><b>Printmaking</b></p>	<p>Enjoy taking rubbings: leaf, brick, and coin.</p> <p>Simple pictures by printing from objects. Develop simple patterns by using objects. Enjoy using stencils to create a picture.</p> <p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p>	<p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: e.g. String and card.</p> <p>Begin to identify forms of printing: Books, posters, pictures, fabrics.</p> <p>Use printmaking to create a repeating pattern.</p>	<p>Continue to explore printing simple pictures with a range of materials</p> <p>Demonstrate at impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Take simple prints i.e. mono - poly printing.</p>	<p>Continue to explore both monoprinting and relief printing.</p>	<p>Increase awareness of mono and relief printing.</p> <p>Demonstrate experience in fabric printing.</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 detailed repeating patterns.</p>	<p>Use tools in a safe way. Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Use print as a starting point to embroidery.</p>	<p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Develop their own style using tonal contrast and mixed media.</p>



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<p><b>Texture, pattern, colour, line and tone</b></p>	<p>Enjoy playing with and using a variety of materials inc fabric</p> <p>Decorate a piece of fabric.</p> <p>Show experience in simple weaving: paper, twigs.</p> <p>Use appropriate language to describe colours, media, equipment and textures</p>	<p>Produce an expanding range of patterns and textures.</p> <p>Begin to understand how colours can link to moods and feelings in art.</p>	<p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Investigate textures and produce an expanding range of patterns.</p> <p>Use line and tone in different media to consider shape, shade, pattern and texture.</p> <p>Express links between colour and emotion</p>	<p>Create textures and patterns with a wide range of drawing implements.</p> <p>Create textures and patterns with a wide range of implements.</p> <p>Create art works from natural materials and show an awareness of different viewpoints of the same object.</p>	<p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Use complimentary and contrasting colours for effect</p>	<p>Include tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops.</p>	<p>Consider the use of colour for mood and atmosphere</p>
<p><b>Technology</b></p>		<p>Use a simple computer paint program to create a picture</p>	<p>Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it</p>	<p>Use printed images taken with a digital camera and combine them with other media to produce art work</p> <p>Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet)</p> <p>Take photographs and explain their creative vision</p>	<p>Create a piece of art that includes integrating a digital image they have taken. Take a photo from an unusual or thought-provoking viewpoint</p>	<p>Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning.</p> <p>Compose a photo with thought for textural qualities, light and shade.</p>	<p>Have the opportunity to explore modern and traditional artists using ICT and other resources.</p> <p>Combine a selection of images using digital technology considering colour, size and rotation</p>

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<p><b>Responding to art</b></p>	<p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</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>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</p> <p>Express thoughts and feelings about a piece of art.</p> <p>Reflect and explain the successes and challenges in a piece of art created.</p> <p>Explain how a piece of art makes them feel – link to emotions.</p> <p>Identify changes they might make or how their work could be developed further.</p>	<p>Continue to 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>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Respond to art from other cultures and other periods of time.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore in depth a range of great artists, architects and designers in history.</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Compare the style of different styles and approaches.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p>
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