

Eastbury Primary School: ART Progression Map 2023

SUBJECT: ART				
	Autumn	Spring	Summer	
EYFS	<p>Topic Title: Drawing: marvelous marks. Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p>	<p>Topic Title: Painting and Mixed media: Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.</p>	<p>Topic Title: Sculpture and 3D: Creation station Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p>	
Year 1	<p>Topic Title: Drawing: Make your mark</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that an outline is a joined up line that shows a 2D shape. To know that drawing tools can create different marks. To know that you can draw different types of lines. To know that texture means 'what something feels like'. To know that different marks can be used to represent the textures of objects. To know that different drawing tools make different marks. To know that things we see have darker and lighter areas. <p>Key Skills:</p> <ul style="list-style-type: none"> Using a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Developing observational skills to look closely and reflect surface texture through mark-making. Exploring mark-making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation, building skills and vocabulary. Experimenting with paint, using a wide variety of tools (e.g. brushes, 	<p>Topic Title: Sculpture and 3D: paper play</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture. <p>Key Skills:</p> <ul style="list-style-type: none"> Using their hands to manipulate a range of modelling materials, including paper and card. Exploring how to join and fix materials in place. Creating 3D forms to make things from their imagination or recreate things they have seen. Selecting colours, shapes and materials to suit ideas and purposes. Designing and making something that is imagined or invented. Beginning to develop skills such as measuring materials, cutting, and adding decoration. Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work. Describing and comparing features of their own work and others' artwork. <p>Key vocabulary:</p>	<p>Topic Title: Painting and mixed media: colour splash</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that the primary colours are red, yellow and blue. To know that primary colours can be mixed to make secondary colours. To know that a pattern is a design in which shapes, colours or lines are repeated. <p>Key Skills:</p> <ul style="list-style-type: none"> Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of surfaces. Beginning to explore colour mixing. Selecting colours, shapes and materials to suit ideas and purposes. Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work. <p>Key vocabulary: Blend, kaleidoscope, mix, print, shade, space, hue, pattern, primary colour, secondary colour, shape, texture, thick...</p>	

	<p>sponges, fingers) to apply paint to a range of different surfaces.</p> <ul style="list-style-type: none"> Describing and comparing features of their own work and other's art work. <p>Key vocabulary: 2D shape, 3D shape, abstract, chalk, charcoal, circle, continuous, cross-hatch, diagonal, dots...</p>	<p>artist, concertina, cylinder, loop, overlap, spiral, tube, carving, curve, imagine, mosaic, sculpture, 3D...</p>		
Year 2	<p>Topic Title: Craft and design: map it out</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that patterns can be made using shapes. To know that patterns can be used to add detail to an art work. <p>Key Skills:</p> <ul style="list-style-type: none"> Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Responding to a simple design brief with a range of ideas. Applying skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Following a plan for a making process, modifying and correcting things and knowing when to seek advice. Talking about art they have seen using some appropriate subject vocabulary. Making links between pieces of art. Explaining their ideas and opinions about their own and other's art work, giving reasons. Beginning to talk about how they could improve their own work. <p>Key vocabulary:</p>	<p>Topic Title: Painting and mixed media: life in colour</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that different amounts of paint and water can be used to mix hues of secondary colours. To know that colours can be mixed to 'match' real life objects or to create things from your imagination. To know that 'composition' means how things are arranged on the page. To know that collage materials can be shaped to represent shapes in an image. To know that shapes can be organic (natural) and irregular. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To know that patterns can be used to add detail to an artwork. To know that collage materials can be chosen to represent real-life textures. To know that collage materials can be overlapped and overlaid to add texture. <p>Key Skills:</p> <ul style="list-style-type: none"> Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next. 	<p>Topic Title: Sculpture and 3D: clay houses</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that pieces of clay can be joined using the 'scratch and slip' technique. To know that a clay surface can be decorated by pressing into it or by joining pieces on. To know that patterns can be made using shapes. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To know that patterns can be used to add detail to an artwork. <p>Key Skills:</p> <ul style="list-style-type: none"> Developing understanding of sculpture to construct and model simple forms. Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Developing basic skills for shaping and joining clay, including exploring surface texture. Following a plan for a making process, modifying and correcting things and knowing when to seek advice. Talking about art they have seen using some appropriate subject vocabulary. Explaining their ideas and opinions about their own and other's art work, giving reasons. 	

	<p>Abstract, curator, design brief, felt, gallery, inspired, mosaic, pattern, composition, design, evaluate...</p>	<ul style="list-style-type: none"> • Further developing mark-making within a greater range of media, demonstrating increased control. • Developing observational skills to look closely and reflect surface texture through mark-making. • Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint. • Creating a range of secondary colours by using different amounts of each starting colour or adding water. • Making choices about which materials to use for collage based on colour, shape and pattern; experimenting with overlapping and layering materials to create interesting effects. • Talking about art they have seen using some appropriate subject vocabulary. <p>Key vocabulary: Collage, mixing, primary colour, surface, detail, overlap, secondary colour, texture...</p>	<p>Key vocabulary: Casting, cut, flattening, impressing, join, pinch pot, roll, sculpture, shape, smooth, three dimensional, ceramic, mosaic, glaze, details...</p>
<p>Year 3</p>	<p>Topic Title: Drawing: growing artists</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that different drawing tools can create different types of lines. • To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe’s skin). • To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. • To know some basic rules for shading when drawing, e.g. shade in one direction, blend tones smoothly and with no gaps. 	<p>Topic Title: Craft and design: Ancient Egyptian scrolls</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. <p>Key Skills:</p> <ul style="list-style-type: none"> • Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process. • Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. • Drawing with expression and beginning to experiment with gestural and quick sketching. 	<p>Topic Title: Sculpture and 3D: Abstract shape and space</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • To know that organic forms can be abstract. • To know that artists can focus on shapes when making abstract art. • To know that negative shapes show the space around and between objects. <p>Key Skills:</p> <ul style="list-style-type: none"> • Generating ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. • Planning and thinking through the making process to create 3D forms.

	<ul style="list-style-type: none"> ● To know that shading helps make drawn objects look more three dimensional. ● To know that 'tone' in art means 'light and dark'. <p>Key Skills:</p> <ul style="list-style-type: none"> ● Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. ● Confidently using a range of materials, selecting and using these appropriately with more independence. ● Drawing with expression and beginning to experiment with gestural and quick sketching. ● Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. ● Confidently explaining their ideas and opinions about their own and other's art work, giving reasons. ● Using sketchbooks as part of the problem-solving process and making changes to improve their work. <p>Key vocabulary: Abstract, blend, botanist, cut, even, form, frottage, gestural, light, magnified, object, arrangement, botanical, composition, dark, expressive, frame, geometric, grip, line, organic...</p>	<ul style="list-style-type: none"> ● Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. ● Using mixed media techniques to make different surfaces for painting and drawing. ● Learning a new making technique (paper making) and applying it as part of their own project. ● Investigating the history of a craft technique and sharing that knowledge in a personal way. ● Designing and making creative work for different purposes, evaluating the success of the techniques used. ● Using their own experiences to explain how art works may have been made. <p>Key vocabulary: Ancient, civilisation, composition, design, fold, inform, material, papyrus, process, scroll, shape, audience, colour, convey, Egyptian, imagery...</p>	<ul style="list-style-type: none"> ● Shaping materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). ● Exploring how shapes can be used to create abstract artworks in 3D. ● Using subject vocabulary to describe and compare creative works. ● Explaining their ideas and opinions about their own and other's art work, giving reasons. ● Using sketchbooks as part of the problem-solving process and make changes to improve their work. <p>Key vocabulary: Abstract, negative space, sculpture, structure, found objects, positive space, sculptor, 3D...</p>
Year 4	<p>Topic Title: Drawing: Power prints</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● To know how to use basic shapes to form more complex shapes and patterns. 	<p>Topic Title: Painting and mixed media: Light and dark</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● To know that adding black to a colour creates a shade. ● To know that adding white to a colour creates a tint. 	<p>Topic Title: Craft and design: Fabric of nature</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● To know how to use basic shapes to form more complex shapes and patterns. ● To know that symmetry can be used to create repeating patterns.

	<ul style="list-style-type: none"> ● To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. ● To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. ● To know that tone can be used to create contrast in an artwork. <p>Key Skills:</p> <ul style="list-style-type: none"> ● Generating ideas from a range of stimuli, using research and evaluation of techniques to develop ideas and planning more purposefully for an outcome. ● Using sketchbooks purposefully to improve understanding, developing ideas and planning for an outcome. ● Using growing knowledge of different drawing materials, combining media for effect. ● Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. ● Evaluating their work more regularly and independently during the planning and making process. <p>Key vocabulary: Abstract, collaborate, collage, composition, cross-hatching, gradient, highlight, monoprint, parallel, precision, proportion, shadow, 3D, block print, combine, figurative, mixed media, observational drawing, pattern, print making...</p>	<ul style="list-style-type: none"> ● To know that using lighter and darker tints and shades of a colour can create a 3D effect. ● To know how to use texture more purposefully to achieve a specific effect or to replicate a natural surface. ● To know that using lighter and darker tints and shades of a colour can create a 3D effect. ● To know that tone can be used to create contrast in an artwork. <p>Key Skills:</p> <ul style="list-style-type: none"> ● Generating ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. ● Using sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. ● Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. ● Exploring the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint. ● Developing greater skill and control when using paint to depict forms, e.g. beginning to use tone by mixing tints and shades of colours to create 3D effects. ● Using subject vocabulary confidently to describe and compare creative works. ● Building a more complex vocabulary when discussing their own and others' art. ● Evaluating their work more regularly and independently during the planning and making process. <p>Key vocabulary: Abstract, contrasting, detailed, formal, landscape, muted, patterned, portrait, shadow, technique, 3D, composition,</p>	<ul style="list-style-type: none"> ● To know that patterns can be irregular, and change in ways you wouldn't expect. <p>Key Skills:</p> <ul style="list-style-type: none"> ● Generating ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. ● Using sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. ● Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. ● Using growing knowledge of different drawing materials, combining media for effect. ● Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. ● Showing an understanding of appropriate finish and presenting work to a good standard. ● Learning new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. ● Designing and making art for different purposes and beginning to consider how this works in creative industries. ● Using subject vocabulary confidently to describe and compare creative works. ● Using their own experiences of techniques and making processes to explain how art works may have been made. ● Building a more complex vocabulary when discussing their own and others' art. ● Evaluating their work more regularly and independently during the planning and making process.
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		dabbing paint, figurative, grid, mark-making, paint wash, pointillism...		Key vocabulary: Batik, craft, design, designer, industry, mood board, pattern, repeating, symmetrical, colour pallet, develop, imagery, inspiration, organic, repeat, rainforest, texture, theme...
Year 5	<p>Topic Title: Sculpture and 3D: interactive installations</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that an art installation is often a room or environment in which the viewer ‘experiences’ the art all around them. To know that the size and scale of three-dimensional art work changes the effect of the piece. To know how to create texture on different materials. <p>Key Skills:</p> <ul style="list-style-type: none"> Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Applying known techniques with a range of media, selecting these independently in response to a stimulus. Combining a wider range of media, e.g. photography and digital art effects. Investigating how scale, display location and interactive elements impact 3D art. Planning a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. 	<p>Topic Title: Drawing: I need space.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that different marks and lines can be used to create specific effects. To know how to create texture on different materials. To know that prints need contrast between light and dark areas to make the image visible. <p>Key Skills:</p> <ul style="list-style-type: none"> Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Using a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey. Applying known techniques with a range of media, selecting these independently in response to a stimulus. Drawing in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. Developing an artwork from a drawing or other initial stimulus. Designing and making art for different purposes and beginning to consider how this works in creative industries e.g. in architecture, 	<p>Topic Title: Printing and mixed media: Portraits</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. To know that different marks and lines can be used to create specific effects. To know that artists create pattern to add expressive detail and texture to art works. <p>Key Skills:</p> <ul style="list-style-type: none"> Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Using a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey. Applying known techniques with a range of media, selecting these independently in response to a stimulus. Applying paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials. 	

	<ul style="list-style-type: none"> ● Persevering when constructions are challenging and working to problem solve more independently. ● Designing and making art for different purposes and beginning to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. ● Extending ideas for designs through sketchbook use and research, justifying choices made during the design process. ● Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. ● Discussing the processes used by themselves and by other artists, and describe the particular outcome achieved. ● Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. <p>Key vocabulary: Analyse, atmosphere, culture, elements, experience, influence, interact, location, performance act, art medium,</p>	<p>magazines, logos, digital media and interior design.</p> <ul style="list-style-type: none"> ● Extending ideas for designs through sketchbook use and research, justifying choices made during the design process. ● Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. ● Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. <p>Key vocabulary: Collagraphy, cold war, culture, develop, futuristic, printing plate, process, purpose, Retrofuturism, space race, composition, decision, evaluate, imagery, printmaking, propaganda, repetition...</p>	<ul style="list-style-type: none"> ● Developing an artwork from a drawing or other initial stimulus. ● Exploring how collage can extend original ideas. ● Combining a wider range of media, e.g. photography and digital art effects. ● Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. ● Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. <p>Key vocabulary: Art medium, background, collage, continuous line, drawing, justify, monoprint, paint wash, printmaking, research, texture, atmosphere, carbon paper, composition, evaluate, mixed media, multimedia, portrait, represent, self-portrait, transfer...</p>
Year 6	<p>Topic Title: Craft and design: photo opportunity</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● To know that a 'monochromatic' artwork uses tints and shades of just one colour. <p>Key Skills:</p> <ul style="list-style-type: none"> ● Drawing upon their experience of creative work and their research to 	<p>Topic Title: Drawing: Make my voice heard.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● To know how line is used beyond drawing and can be applied to other art forms. ● To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images. <p>Key Skills:</p>	<p>Topic Title: Sculpture and 3D: Making memories.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● To know that the surface textures created by different materials can help suggest form in two-dimensional art work. ● To know how an understanding of shape and space can support creating effective composition.

	<p>develop their own starting points for creative outcomes.</p> <ul style="list-style-type: none"> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Pushing the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. Analysing and describing the elements of other artists' work, e.g. the effect of colour or composition. Developing personal, imaginative responses to a design brief, using sketchbooks and independent research. Justifying choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome. Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, and describing how the cultural and historical context may have influenced their creative work. Giving reasoned evaluations of their own and others work which takes account of context and intention. Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. <p>Key vocabulary: Album, cityscape, Dada, editing, focus, grid, layout, monochromatic, photography, photorealism, portrait, prop, recreate, saturation, arrangement, composition, digital, emulate, frame, image, macro, pose, proportion...</p>	<ul style="list-style-type: none"> Drawing on their experience of creative work and their research to develop their own starting points for creative outcomes. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Drawing expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Applying new drawing techniques to improve their mastery of materials and techniques. Pushing the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. Analysing and describing the elements of other artists' work, e.g. the effect of colour or composition. Developing personal, imaginative responses to a design brief, using sketchbooks and independent research. Justifying choices made during a design process, explaining how the work of creative practitioners have influence their final outcome. Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. <p>Key vocabulary: Aesthetics, character traits, commissioned, expressive, guerrilla, impact, mark making, Mayan, representative, symbol technique, audience, chiaroscuro, composition, graffiti, imagery, interpretation, Maya, mural...</p>	<ul style="list-style-type: none"> To know how line is used beyond drawing and can be applied to other art forms. To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. <p>Key Skills:</p> <ul style="list-style-type: none"> Drawing upon their experience of creative work, and their research, to develop their own starting points for creative outcomes. Using personal plans and ideas to design and construct more complex sculptures and 3D forms. Combining materials and techniques appropriately to fit with ideas. Problem-solving, editing and refining to create desired effects and end results. Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. <p>Key vocabulary: Assemblage, collection, embedded, identify, literal, originality, relief, sculpture, symbolic, attribute, composition, expression, juxtaposition, manipulate, pitfall, representation, self, trade...</p>
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