



Art and Design

Art Disciplinary Skills Progression Map

Nursery disciplinary progression in art	Reception disciplinary progression in art
Expressive arts and design • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear, etc. Physical development • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Literacy • Engage in extended conversations about stories, learning new vocabulary (art vocabulary)	Expressive arts and design • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. Physical development • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Literacy • Read stories that develop art schema.



Long Term Art Overview (substantive knowledge)

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Year 1	<u>Spirals</u> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	<u>Simple Printmaking</u> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.	<u>Flora & Fauna</u> Using drawing, collage and sketchbooks to explore a range of flora and fauna imagery.
Year 2	<u>Explore & Draw</u> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	<u>Expressive Painting</u> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.	<u>Music & Art</u> Explore how we can make art inspired by the sounds we hear.
Year 3	<u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance	<u>Cloth, Thread, Paint</u> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.	<u>Using Natural Materials to Make Images</u> Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype



Year 4	<u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.	<u>Exploring Still Life</u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired artwork.	<u>Festival Feasts</u> How might we use food and art to bring us together?
Year 5	<u>Typography & Maps</u> Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	<u>Mixed Media Land & City Scapes</u> Explore how artists use a variety of media to capture the spirit of the place.	<u>Fashion Design</u> The children will explore contemporary fashion designers and create their own 2d or 3d fashion design working to a brief.
Year 6	<u>2D Drawing to 3D Making</u> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	<u>Exploring Identity</u> Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait	<u>Shadow Puppets</u> Explore how traditional and contemporary artists use cutouts and shadow puppets.

Artists We Study



		<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Generating Ideas</u>	Through Sketchbooks		-Understand some of the activities which might take place in a sketchbook. -Develop a "sketchbook habit". -Begin to feel a sense of ownership about the sketchbook.	- Develop a "sketchbook habit", using a sketchbook as a place to record responses. - Develop sketchbook use for discovering, evidencing, collecting, sticking and writing notes.	- Develop a "sketchbook habit", using a sketchbook as a place to record responses. - Develop sketchbook use for discovering, evidencing, test media, collecting, sticking and writing notes. - Begin to feel a sense of ownership over their sketchbook.	- Develop a "sketchbook habit", using a sketchbook as a place to record responses. - Develop sketchbook use for discovering, evidencing, test media, collecting, sticking and writing notes. - Begin to feel a sense of ownership over their sketchbook	-Begin to feel a sense of ownership about the sketchbook, -Increasingly see the sketchbook as a place which raises questions which can be explored/answered - Using sketchbooks to discover, show you have seen, experiment, exploring media, testing ideas, collecting, sticking, writing notes, looking back, and, reflecting,	-Continue to develop a "sketchbook habit" -Begin to feel a sense of ownership about the sketchbook, -Increasingly see the sketchbook as a place which raises questions which can be explored/answered - Using sketchbooks to discover, show you have seen, experiment, exploring media, testing ideas, collecting, sticking, writing notes, looking back, and, reflecting,



	By Looking & Talking	To know what art and an artist is	-Talk about what an artist is -To recognise their own work as art	To compare the styles of two artists talking about likes and dislikes -To comment on what you see	-To explore and comment on the style, mood, shapes and compositions of works of art for impact -To use visual language to talk about a work of art (with prompting)	- To explore and comment on the style, colours, shapes and pattern within works of art -To independently use visual language to discuss and analyse	-To explore and comment on how a variety of artists have created the illusion of depth through light and perspective -To build on visual language skills to confidently discuss and analyse works of art	- To explore and comment on a wide range of techniques the artists/architects have used and be able to make links to time period and place of origin. - To use advanced visual language skills to independently and confidently research and critically analyse works of art
	Through Digital Media	- To know what art and an artist is			-Use digital media to identify and research artists, designers, architects and craftspeople.	-Use digital media to identify and research artists, designers, architects and craftspeople.	-Use digital media to identify and research artists. -Use cameras to help "see" and "collect" (digital sketchbook).	-Use digital media to identify and research artists. -Use cameras to help "see" and "collect" (digital sketchbook).
			-Begin to explore a variety of	-Develop mark-making	-Explore the relationship of	- Practise observational	-To draw letters inspired by	-To be able to intuitively draw



Making	Drawing		drawing materials -Start to build mark-making vocabulary -Using observational drawing to record what is seen and experimental drawing to record what is felt.	skills through experimentation with various drawing media -Explore a variety of drawing starting points, including close looking via observation from primary & secondary source material, drawing from memory and imagination.	line, form and colour. -Make larger scale drawings from observation and imagination. - Practise observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gestures, and quick sketching. -Using observational drawing as a starting point. - Continue to familiarise oneself with sketchbook / drawing exercises.	drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gestures, and quick sketching. -Use a range of drawing media in more than one way. - To use drawing to communicate a progressive narrative.	objects chosen by the individual. -To make drawings appear visually captivating by working over maps or newspapers to make marks stronger. -To use a range of mark making skills to create their own visual works on a large scale to express themes which are important to the individual.	observational drawing from short poses. - To be able to draw a wide range of different faces, noticing the variety in the faces of their peers. -To use line, mark making, value, shape, colour, pattern and composition to help create an artwork. -To use grids and negative space to develop observation drawing skills. -Explore drawing and mark making on new surfaces.
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	Painting and Collage	-To create a simple collage with paper -To explore textures -Explore colour and colour mixing. -Use a range of small tools including paint brushes -Explore paint, using fingers and other parts of their bodies as well as brushes.	-Recognise primary colours and use an experiential mixing approach to discover secondary colours. - To apply mark making skills to painting and collage. - Discover the interplay between materials for example wax and watercolour -To make a collage with paper -To explore and comment on a range of textures	- Continue to mix colours experientially. -Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project. -Explore painting on different surfaces. - Use new colour mixing knowledge and transfer it to other media. -To sort materials into specific qualities -To use a range of materials to	-Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome. -Explore painting on new surfaces using colour as decoration e.g. Paint clay tiles -To replicate a traditional dyeing process to create patterns on fabric	-Explore painting on new surfaces using colour as decoration e.g. Paint clay tiles -Combine art forms such as collage, painting and printmaking in mixed media projects e.g. Screen Printing inspired by matisse - To explore a range of media and experiment with different and unconventional ways of painting. -To use natural materials to overlap and overlay	-Explore painting on new surfaces using colour as decoration e.g. Paint clay tiles -Combine art forms such as collage, painting and printmaking in mixed media projects e.g. Screen Printing inspired by matisse - To explore a range of -Paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts.	-Combine art forms such as collage, painting and printmaking in mixed media projects -Explore painting on new surfaces -To explore the use of colour to express mood -To experiment with the application of colour and to create texture through colour



				cut, tear, glue and overlap -To arrange materials on a piece of paper to replicate a scene				
	Pattern & Printmaking	-To rub objects to recreate existing patterns and Textures onto 2D surfaces.	-Explore simple printmaking using plasticine, found materials or quick print foam. -Found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative. Use rollers or the back of a spoon to create pressure to make a print.	-Explore simple mono printing techniques using carbon paper, using observational drawing skills and mark making skills explored through drawing and colour mixing skills.	-To work with fabrics to join materials together using basic sewing skills in order to make a product -To replicate a traditional dyeing process to create patterns on fabric	-To create symmetrical and asymmetrical patterns -To explore prints and patterns through radial symmetry -To understand regular and irregular patterns.	-To explore and replicate patterns in perspective when drawing a vanishing point - To explore the patterns found in the details of a painting	-To create patterns for purpose -To explore and replicate patterns found in details of images



			-Explore pattern, line, shape and texture.					
	3D & Design	-Explore, discover and invent ways for 2d to transform into 3d sculpture. This might be through creating drawings or prints on paper which are then folded, through collage which becomes relief, through 2d shapes which are cut out and constructed with. -Explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to	Explore, discover and invent ways for 2d to transform into 3d sculpture. This might be through creating drawings or prints on paper which are then folded, through collage which becomes relief, through 2d shapes which are cut out and constructed with. -Explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to	Explore how 2d can become 3d through "design through making". -Cut simple shapes from card and use them to construct a range of forms. -Use drawn, collaged and printed elements as surface decoration for the architectural maquettes. -Use digital media (film and still photos) to create records of models made, including	-To work with fabrics to join materials together using basic sewing skills in order to make a product -To replicate a traditional dyeing process to create patterns on fabric Make an armature from paper and tape and use as the basis to explore modelling with Modroc to make sculpture. -Explore a simple clay technique such as making slab pieces, and decorate them with relief	Work with a modelling material (clay or plasticine) to create quick 3d figurative sketches from life or imagination. -Combine with developing visual literacy skills so that the 3d sketches explore how we read and communicate emotion and idea. -Develop visual literacy skills and discover how context and intention can	-Explore relationship between sculpture and design through a sketchbook project which takes film/literature/drama as its starting point and facilitates an open-ended sculptural exploration, with children working at their own pace and following their own journey -Enable evolution of ideas through a combination of	Explore set design using mixed media and linking literature, drama, music and design, e.g. Set design with primary children. - Develop drawing and making skills and combine with narrative/character development and make puppets. - Using tools to cut intricate shapes and use fastenings to create moving parts. Work collaboratively to perform, and use digital media to record e.g. Shadow puppets and whiteboards and



		discover what they might do. -Use basic tools to help deconstruct (scissors) and then construct (glue sticks).	discover what they might do. - Use basic tools to help deconstruct (scissors) and then construct (glue sticks).	walkthrough videos of the inside of the architectural spaces.	patterns based upon observational drawing skills. -Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick).	change the meaning of objects. -Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually.	design through making and drawn inspiration. E.g. Architecture and mark making -Explore sculptural ideas of balance (physical and aesthetic) and creative risk taking and play, e.g. Making sculpture and drawing	Shadow puppet play
Evaluation	As a class	- To know what art and an artist is.	Enjoy listening to other people's views about artwork made by others. Feel able to express	Enjoy listening to other people's views about artwork made by others. Feel able to express	Enjoy listening to other people's views about artwork made by others. Feel able to	-Enjoy listening to other people's views about artwork made by others. -Feel able to	-Feel able to express and share an opinion about the artwork. -Discuss why the work was	-Feel able to express and share an opinion about the artwork. -Discuss why the work was made, as well as how.



			and share an opinion about the artwork.	and share an opinion about the artwork.	express and share an opinion about the artwork. Think about why the work was made, as well as how.	express and share an opinion about the artwork. -Think about why the work was made, as well as how.	made, as well as how. Share response to the artwork. -Ask questions about process, technique, idea or outcome.	Share response to the artwork. -Ask questions about process, technique, idea or outcome.
	In small groups	-Talk about what an artist is to their peers.	Share work to others in small groups, and listen to what they think about what you have made.	-Share work to others in small groups, and listen to what they think about what has been made. - Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. - Use documenting the artwork as	-Share work to others in small groups, and listen to what they think about what has been made. -Make suggestions about other people's work, using things that have been seen or experienced. -Take photos of work made so that a record can be kept, to be added to a digital folder/presentation	-Share work to others in small groups, and listen to what they think about what has been made. -Make suggestions about other people's work, using things that have been seen or experienced. -Take photos of work made so that a record can be kept, to	-Share work to others in small groups, and listen to what they think about what has been made. -Make suggestions about other people's work, using things that have been seen or experienced. -Take photos of work made so that a record can be kept, to be added to a	-Share work to others in small groups, and listen to what they think about what has been made. -Make suggestions about other people's work, using things that have been seen or experienced. -Take photos of work made so that a record can be kept, to be added to a digital folder/presentation



				an opportunity for discussion about how to present work, and a chance for pupils to use digital media.	n to capture progression. - Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.	be added to a digital folder/presentation to capture progression. -Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.	digital folder/presentation to capture progression. -Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media -Present work in retrospect, i.e. to class, assembly or parents.	to capture progression. -Use documenting the artwork as an opportunity for discussion about how to present work as an artist/maker/designer would to a client, and a chance for pupils to use digital media -Present work in retrospect, i.e. to class, assembly or parents.
	One to one	-To recognise their own work as art	Talk to a peer or teacher about the artwork made and share what has been enjoyed during the process, and what pupils like about the end result.	Talk to a peer or teacher about the artwork made and share what has been enjoyed during the process, and what pupils like about the end result.	Talk to a peer or teacher about the artwork made and share what has been enjoyed during the process, and what pupils like about the end result. -Discuss problems which	-Talk to a peer or teacher about the artwork made and share what has been enjoyed during the process, and what pupils like about the end result. -Discuss problems which	-Talk to a peer or teacher about the artwork made and share what has been enjoyed during the process, and what pupils like about the end result. -Discuss problems which	-Talk to a peer or teacher about the artwork made and share what has been enjoyed during the process, and what pupils like about the end result. -Discuss problems which came up and how they were



					came up and how they were solved. Think about what they might try next time.	came up and how they were solved. Think about what they might try next time.	came up and how they were solved. Think about what they might try next time. -Share how other artists/artwork inspired pupils and how their work fits into a larger context.	solved. Think about what they might try next time. -Share how other artists/artwork inspired pupils and how their work fits into a larger context.
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KS3 Progression in art (with reference to main feeder schools)

Substantive knowledge

Still Life & **Colour Theory** How do students understand & apply the formal elements through the use of drawing & painting (space, 3D form, colour & tone)?

- Pattern & Form How can students develop knowledge of pattern and colour, by exploring form and the combined relationship of all three elements?
- **Colour Theory**, Colour, mood and expression, The Formal (Visual) Elements of Art & Design, observational drawing (still life and portraiture), collage, collograph printing, wire construction and painting.

Disciplinary knowledge

- Perspective: Why is it important to know the rules of perspective? How can we imply 3D space (depth) & form on a 2D canvas? How can we reflect our identity or dual nationalities through use of design and décor?
- **Significant people:** Freidensrich Hundertwasser, Frida Kahlo, Alberto Giacometti, Kathe Kollwitz, Alexander Calder, Andrew Salgado, Henri Matisse and Andre Derain.

Items in bold are in every curriculum.