

Art Progression Map



	Year 3			Year 4			Year 5			Year 6		
Vocabulary	Viewpoint Perspective Texture Proportion Tone Patterns Background Foreground	Light Shadow Critic Man-mad Natural Appreciate Space	Shape Texture Traditional Modern Compare Contrast Opinion	Aesthetics Architecture Line Tone Pattern Shape	Colour Sketch Foreground Mid-ground Background Symmetrical	Shade Hue Artists Compare Contrast.	Portrait Self-portrait Expression Fonts Line Calligram	Compare Contrast Traditional Post-modern Modern Cubism	Abstract Sculpture Clay bust Appreciation Pop-art Screen printing.	Tone Line Texture Light Dark Hatching	Contour hatching Cross-hatching Stippling Random hatching Ink wash Charcoal	Isometric Sculpture Paper sculpture Surrealism Imagery Mechanism
Exploring and developing ideas (ONGOING)	<ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Question and make thoughtful observations about starting points and select ideas to use in their work. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 			<ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Question and make thoughtful observations about starting points and select ideas to use in their work. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 			<ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Question and make thoughtful observations about starting points and select ideas to use in their work. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 			<ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Question and make thoughtful observations about starting points and select ideas to use in their work. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 		
Evaluating and developing work (ONGOING)	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. 			<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. 			<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further 			<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. □ Adapt their work according to their views and describe how they might develop it further. 		
Drawing	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 			<ul style="list-style-type: none"> Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. 			<ul style="list-style-type: none"> Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 			<ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media. □ Identify artists who have worked in a similar way to their own work. □ Develop ideas using different or mixed media, using a sketchbook. □ Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. 		
Painting	<ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. 			<ul style="list-style-type: none"> Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. 			<ul style="list-style-type: none"> Demonstrate and secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. 			<ul style="list-style-type: none"> Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition). 		
Printing	<ul style="list-style-type: none"> Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. to explore pattern and shape, creating designs for printing. 			<ul style="list-style-type: none"> Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, silkscreen and coldwater paste. 			<ul style="list-style-type: none"> Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours. 			<ul style="list-style-type: none"> Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently 		

Art Progression Map



	Year 3	Year 4	Year 5	Year 6
Textiles/collage	<ul style="list-style-type: none"> • Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. • Name the tools and materials they have used. Develop skills in stitching, Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc 	<ul style="list-style-type: none"> • Match the tool to the material. • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. • Experiments with paste resist. 	<ul style="list-style-type: none"> • Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. • Extend their work within a specified technique. • Use a range of media to create collage. Experiment with using batik safely. 	<ul style="list-style-type: none"> • Awareness of the potential of the uses of material. • Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.
3 D form/ sculpture	<ul style="list-style-type: none"> • Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and modelling other shapes. • Cut and join wood safely and effectively. • Make a simple papier mache object. • Plan, design and make models. 	<ul style="list-style-type: none"> • Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials. 	<ul style="list-style-type: none"> • Describe the different qualities involved in modelling, sculpture and construction. • . Develop skills in using clay inc. slabs, coils, slips, etc. • Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> • Use recycled, natural and manmade materials to create sculpture • Make a mould and use plaster safely. • Create sculpture and constructions with increasing independence.