

All Saints' Church of England Federation of Academies- Progression Map

Subject- Art and Design

Intent- At All Saints' CE Federation, our vision for Art is to equip the children with high-quality knowledge and skills they require to express their creativity through an inspiring and engaging curriculum.

The children will be inspired and engaged by different cultures, history and artists. They will be proficient in drawing, painting, printing, collage, textiles, sculpture and digital art by exploring different materials. They will also learn different techniques, such as line, tone, texture, colour, pattern, shape, 3D form and evaluate their designs which will enable the children to reach their full potential.

Substantive Concept/ Strand- Drawing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Through all topics	All the fun of the fair	Bright lights, Big city	Home is where the Heart is	Let the Battle Commence	Wanted: Dead or alive	We'll meet again.
National Curriculum Objective	ELG Fine Motor Skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Begin to show accuracy and care when drawing.	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use blending techniques to create a circus tent	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To create a sketch of the London skyline.	To improve their mastery of art and design techniques, including drawing, using pencil. To draw the Humber Bridge using different sketching techniques.	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. To create a drawing that reflects a life like looking Viking Warrior	To know about great artists and understand the historical and cultural development of their art forms. To research, plan and draw a piece of Graffiti art.	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. To create our own WW2 sketches.
Knowledge	To know which fingers to use to hold a pencil. To begin to understand which hand to hold their pencil in. To begin to understand how	To demonstrate that pencil marks can be lighter / darker depending on the pressure used to apply marks. Blend colours using oil pastels	Know that holding the pencil close to the point will help control and detail, further towards the end creates loose sketching.	Know that cross hatching and hatching can be used to show areas of light and dark. Close and layered lines show darker areas of an object.	Analyse images of Viking warriors Interpret and sketch their own viking warrior Demonstrate their knowledge of	To know that 3D objects have a texture and when this is captured in a drawing it is called implied texture.	-To Know that an artist's technique of applying lines, shapes and tone directly affects the aesthetic of an artwork.

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	different movements make different shapes.		<p>Know that refining lines increases the accuracy of their drawing.</p> <p>Know that tones can be blended together from light, mid to dark using a pencil.</p>	<p>Know that refining lines, shapes, tonal gradients will help to create a more accurate and realistic outcome (where appropriate).</p> <p>Know that tone can create contrast in a drawing (difference between light and dark).</p>	<p>shading using pencil and charcoal</p> <p>Experiment using different types of pencil to create effect</p> <p>Compare different types of mark making EG layering and stippling</p> <p>Recognise that proportion is relative to the object that it is part of</p>	<p>To know that perspective allows artists to portray form in their artwork.</p> <p>To know that the horizon line is a horizontal line that runs across the paper or canvas to represent the viewer's eye level</p> <p>Know that the vanishing point is where receding parallel lines diminish.</p>	<p>-To know that the drawing medium can be used in different ways to inform mood</p> <p>-To know that a pencil can be used in different ways to inform mood and can be used to reflect the subject matter.</p>
Skill	<p>*Experiment using a variety of pressure to mark make.</p> <p>*To build fine motor skills to create different shapes and patterns.</p>	<p>Use a variety of tools, inc. pencils, rubbers, pastels, Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour</p>	<p>* Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>* Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>* Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>* Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>* Experiment with different grades of pencil and other implements.</p> <p>* Plan, refine and alter their drawings as necessary.</p> <p>* Use their sketchbook to collect and record visual information from different sources.</p> <p>* Draw for a sustained period of time at their own level.</p> <p>* Use different media to achieve variations in line, texture, tone,</p>	<p>* Make informed choices in drawing inc. paper and media.</p> <p>* Alter and refine drawings and describe changes using art vocabulary.</p> <p>* Collect images and information independently in a sketchbook.</p> <p>* Use research to inspire drawings from memory and imagination.</p> <p>* Explore relationships between line and</p>	<p>To create a 3D piece of graffiti artwork, which has perspective.</p> <p>* Use a variety of source material for their work.</p> <p>* Work in a sustained and independent way from observation, experience and imagination.</p> <p>* Use a sketchbook to develop ideas.</p> <p>* Explore the potential properties of the visual elements, line, tone,</p>	<p>* Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>* Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook*.</p> <p>* Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>

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				colour, shape and pattern.	tone, pattern and shape, line and texture.	pattern, texture, colour and shape.	
Vocabulary	pencil, grip, press, hold, shape, lines	blending, textures, effects	tone, shade, pencil stroke, detail, observation, sketch, outline.	tone, cross hatch, gradient, light, dark, contrast	portrait, shading, stippling, grading, layering, proportion, perspective, shape, form, sparse, dense	perspective graffiti Banksy 3D shading cross hatching stippling horizon line	tone lines materials blending cross-hatching L S Lowry matchstick figures mood
Substantive Concept/ Strand- Painting and printing							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Through all topics	Ice Ice Baby/Shiver me Timbers	Fish and Ships/Going for Gold	Stone Age, Bone Age: What did they Yabba Dabba Doo?	It's electric!/ Curious about the Coast	Born in the USA/Rumble in the Jungle To infinity and beyond	Ice, Ice, Baby
National Curriculum Objective	<p>ELG- Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>ELG- Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p>	<p>to use painting and to develop and share their ideas, experiences and imagination</p> <p>To use the artwork of Claude Monet to inspire a winter landscape of our school grounds.</p> <p>To use watercolours and silhouettes to create our own pirate inspired seascape.</p>	<p>Pupils should be taught: to use a range of materials creatively to design and make products.</p> <p>To use printing to create a print of a mode of transport like the work of Edward Bawden.</p> <p>to use painting to develop and share their ideas, experiences</p>	<p>to improve their mastery of art and design techniques, including painting with a range of materials [for example, sticks, stones, straw]</p> <p>To create a piece of artwork in the style of Jackson Pollock to depict a Stone Age cave.</p>	<p>to improve their mastery of art and design techniques, including painting with a range of materials [for example, pencil, charcoal, paint.]</p> <p>To improve their mastery of painting techniques with a range of materials for pointillism.</p> <p>To create a mud drawing of a river</p>	<p>To improve their mastery of art and design techniques, using batik.</p> <p>To investigate the history of Batik.</p> <p>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]</p>	<p>-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]</p> <p>-about great artists, architects and designers in history.</p> <p>To recreate a landscape scene.</p>

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	Share their creations, explaining the process they have used.		and imagination To create a piece of sports artwork based on Keith Haring and focus on colouring.		bank using pointillism. To create a painting that reflects a Coastal scene.	Learn about great artists, architects and designers in history. To draw, plan and paint artwork in the style of Peter Thorpe.	Focus Artist Hockney
Knowledge	<p>To know how to hold a paint brush.</p> <p>To describe what they would like to paint, using objects, stories and people around them as inspiration.</p> <p>To recognise different colours.</p> <p>To begin to explore how different colours can be mixed to create a different colour.</p>	<p>Show that different media can create different effects</p> <p>Describe what they can see and like in the work of another artist/ craft maker/ designer.</p> <p>Know that when you hold a pencil close to the tip, will increase control and detail</p> <p>To blend colours to create an effect</p>	<p>From images, recognise artwork from Edward Bawden.</p> <p>To identify that Bawden used transport as a theme to many of his pieces of artwork.</p> <p>To recognise how different tools can manipulate a material to create a print.</p> <p>Know that paintbrushes can differ in appearance and purpose: - Flat brush -straight edges or blocked strokes - Rounded brush -can be used for lots of different styles of painting</p> <p>Know that holding the</p>	<p>Know that marks using paint can be symbolic with meaning created by the artist or viewer. E.g. The abstract artwork of Jackson Pollock may convey a meaning of a greater being or merely invasion of colour.</p> <p>Know that paint can be layered to add texture.</p> <p>Know that paints have different properties and can be more suited for certain projects, for example: - Watercolour = translucent, soft images. - Oil paint = thick and textured</p>	<p>Discuss which marks are symbolic to their artwork (points),</p> <p>Demonstrate that different tones can be used to create shadows</p> <p>Choose which paint brush to use to achieve desired outcome (dot size and detail)</p> <p>Use precise detail to imitate artist's style (carefully using points)</p> <p>Using their thumb for scale in the picture.</p> <p>Explain that the horizon line runs horizontally</p> <p>Recognise that vanishing points are where lines meet</p>	<p>To know how to design, make and use batik patterns.</p> <p>To know the different stitches and approve an appropriate stitch.</p> <p>Know how to create tints and shades.</p> <p>Know that paintbrushes can differ in appearance and purpose and can reflect a certain style or movement</p> <p>To know about the uses of different paint brushes including: Round or pointed tip brushes are good for sketching, outlining, detailed work and filling in small areas.</p>	<p>- To explore and evaluate the work of an artist (Hockney)</p> <p>-To know that perspective will affect the aesthetic of their artwork - thus creating more or less depth.</p> <p>-To Know that media for drawing can differ in purpose and can reflect a certain style, movement or symbolic meaning:</p>

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			<p>paintbrush close to the point will help control and detail, further towards the end creates loose brush strokes.</p> <p>Know that paints have different properties, for example:</p> <ul style="list-style-type: none"> - Watercolour = translucent - Acrylic = opaque <p>Know that directional strokes are created moving the paintbrush back and forth using contour lines.</p>			<ul style="list-style-type: none"> - Flat square end brushes are good for bold strokes, washes and filling wide spaces. The can also be used for fine lines, straight edges and stripes - Detail round brushes have short hairs. They are a good choice for working on details and making short strokes. Know that sketched paint strokes are used to map concepts on a surface. <p>A loose grip can also suggest movement in an artwork.</p>	
Skill	<ul style="list-style-type: none"> * Practice mixing different colours to investigate what colours can be made. * Experiment with different tools and paint brushes to find how they create different shapes and patterns. * Explore how to hold a paintbrush so that marks can be more controlled. 	<ul style="list-style-type: none"> * Mix a range of secondary colours, shades and tones. * Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. * Name different types of paint and their properties. * Work on a range of scales e.g. large 	<ul style="list-style-type: none"> * Design patterns of increasing complexity and repetition. * Print using a variety of materials, objects and techniques. * Mix a range of secondary colours, shades and tones. * Experiment with tools and 	<ul style="list-style-type: none"> * Paint application on a surface shows a clear process that resembles that of the artist in study. E.g. The work of Jackson Pollock and the layering of paint strokes and splatters. 	<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 	<ul style="list-style-type: none"> * Demonstrate a 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"> * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. * Adapt their work according to their views and describe how they might develop it further. * Identify artists who have worked in similar ways to

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		brush on large paper etc. * Mix and match colours using artefacts and objects.	techniques, inc. layering, mixing media, scraping through etc. * Name different types of paint and their properties. * Work on a range of scales e.g. large brush on large paper etc. * Mix and match colours using artefacts and objects.		they need for the task. * Show increasing independence and creativity with the painting process. * Demonstrate one point perspective to paint a landscape * Accurately scale objects in the foreground and background * Choose the correct apparatus for the purpose and outcome * Become proficient in painting * Improve painting technique including how to mix colours and layer paint		develop their own work * Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
Vocabulary	paint mixing brush brush stroke colour bright dark	blending landscape snowscape sketching outline Seascape Water colour wash silhouette background foreground contrast	printing, patterns, materials, objects, culture, colours, lines painting, control, opaque, translucent, properties, directional strokes,	Jackson Pollock, Stone Age, sticks, stones, straw, texture, medium, emotions, feelings, expression, painting, direction, layers, depth	pointillism, accuracy, colours, tone, George Seurat, paintbrush, shadows, detail, scale primary, secondary, coastal, water colour, blend, horizon, perspective	Batik Cross Back Running stitch Blanket Focal point Background Foreground Shape Line Contrasting colours Tint Shade	Landscape Medium David Hockney Technique Colour Texture Contrasting Complementary Perspective

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Substantive Concept/ Strand- 3D sculpture

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Through all topics	We are Great Britain	Stomp in the Swamp	Volcanoes Vs Mountains When in Rome	Invaders and Raiders	Vanishing Empire	Walk like an Egyptian
National Curriculum Objective	<p>ELG- Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>ELG- Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used.</p>	<p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>To experiment with clay and create a turret using different clay techniques.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To manipulate clay to create a dinosaur eye using different utensils to create effect.</p>	<p>To improve their mastery of art and design techniques, including sculpture with a range of materials.</p> <p>To draw, plan and sculpt their own 3D Volcano using papier mache.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>To create a Roman mosaic tile</p>	<p>To improve mastery of design techniques using drawing and clay Compare different examples of viking brooches Observe the symmetry of designs Assess the design of their finished product</p> <p>To create a piece of Viking/Anglo Saxon Jewellery that reflects the different designs and materials used.</p>	<p>To improve their mastery of art and design techniques, including painting and sculpture with a range of materials.</p> <p>To gain a broader understanding of the different Maya masks including death mask, event masks and battle mask were made and how.</p>	<p>To improve their mastery of art and design techniques, using clay.</p> <p>To use clay to create an Ancient Egyptian style Canopic Jar.</p>
Knowledge	<p>To understand different ways to rip/ tear material.</p> <p>To recognise how to hold scissors safely.</p> <p>To understand how to bind different materials together using resources such</p>	<p>To recognise how different tools can manipulate a material to create an indentation in clay.</p> <p>To recognise that different tools create different shapes</p>	<p>To recognise how different tools can manipulate a material to create an indentation in clay.</p> <p>To recognise that different tools create different shapes</p>	<p>To know the shape of a volcano</p> <p>To recognise the correct amount of material (newspaper) to create the appropriate scale.</p>	<p>when drawing from observation they must consistently look at the object for shape, form and pattern composition allows for a balanced drawing</p>	<p>-Learn about historical masks and the role they played in the Maya culture -Recognise the different types of masks - event, death and battle -Compare the different types of masks</p>	<p>-To know about the purpose and significance of canopic jars</p> <p>-To know that different techniques can be used to create different effects when working with clay</p>

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	as glue and sellotape.	when manipulating clay.	when manipulating clay.	<p>Compare different types of volcanoes.</p> <p>To know how to manipulate materials (newspaper) to create different shapes and textures.</p> <p>Explore different patterns from the Roman Era to create a suitable aesthetic.</p>		<p>-Experiment with different facial features</p> <p>-Recognise how much paper, glue and force to apply to the papier mache</p>	<p>-To explore and experiment with different techniques to find the most effective method for:</p> <p>-joining pieces together</p> <p>-adding extra strength</p>
Skill	<p>* To use scissors to cut paper, beginning to investigate how to manipulate the equipment to cut different patterns.</p> <p>*To be able to describe what they have made and point out some key features.</p>	<p>* Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>* Explore sculpture with a range of malleable media, especially clay.</p> <p>* Experiment with, construct and join natural materials.</p> <p>* Explore shape and form.</p>	<p>* Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p>* Understand the safety and basic care of materials and tools.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>* Make a simple papier mache object.</p> <p>* Plan, design and make models.</p> <p>*To recognise how to join materials</p> <p>*Construct and join recycled, natural and man-made materials more confidently.</p>	<p>* Make informed choices in drawing inc. paper and media.</p> <p>* Alter and refine drawings and describe changes using art vocabulary.</p> <p>* Collect images and information independently in a sketchbook.</p> <p>* Use research to inspire drawings from memory and imagination.</p> <p>* Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>* Describe the different qualities involved in modelling, sculpture and construction.</p> <p>* Use recycled, natural and man-made materials to create sculpture.</p> <p>* Plan a sculpture through drawing and other preparatory work.</p>	<p>* Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>* Make a mould and use plaster safely.</p> <p>* Create sculpture and constructions with increasing independence.</p>

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Vocabulary	build make fix scissors	clay modelling portrait	clay, pressure, shape, pattern, equipment.	volcano, papier mache, newspaper, shape, structure, scale, layers, paint, Roman, mosaic, pattern, grout, glaze	brooch, hierarchy, clay, air dry	maya, mask, papier mache, battle, death, event, jade, glue, King Pakal	clay, coil, score, slab pot, scoring, pinch, slip
Substantive Concept/ Strand- Artists, craft makers and designers							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Through all topics	Home is where the Heart is	Around the World	Underground, Overground I like to Move it, Move it!	European Escapades	Into the Revolution	Feeling hot, hot, hot!
National Curriculum Objective	ELG- Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG- Speaking Express their ideas and feelings about their experiences using full sentences.	Pupil should be taught; 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.	Pupil should be taught; about the makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. To create different types of artwork based on different continents around the world.	Pupil should be taught; about great artists, architects and designers in history.	Recognise the great artist, architects and designers in history (European artists) Use their own interpretation to record their observations To create different pieces of art in the style of different European artists using different mediums and techniques	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] Learn about great artists, architects and designers in history. To use printing to create a piece of artwork in the style of William Morris.	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] To create our own activist art pieces. (links to climate change)
Knowledge	To begin to develop their vocabulary so that they are able to articulate how they and what they	Knows that appropriate simple shapes must be combined and used to create an overall object.	From images, recognise artwork from Henry Matisse and Joaquin Torres-Garcia.	To research the work and history of Guiseppe Arcimboldo	To know that perspective allows artists to portray form in their artwork, types of perspective.	To know how printing techniques can create a repeated pattern.	- To know that art can be used to persuade, inform and instigate social and political change.

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	notice about other pieces of art work.		To begin to explain colours that can be made using primary colours	To attempt to recreate an Arcimboldo piece using sketching and collage.		Make connections between an artwork and their own work (subject, colour, style, process or theme)	
Skill	<p>*To make comments about what they have created and why.</p> <p>*To begin to make comments about other pieces of art work they have seen and what they like about it.</p>	<p>* Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>* Use ICT</p> <p>* Investigate different kinds of art, craft and design.</p> <p>* Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>* Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>* Use ICT.</p> <p>* Investigate different kinds of art, craft and design.</p> <p>* Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>* Use ICT.</p> <p>* Investigate different kinds of art, craft and design.</p> <p>* Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>* Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>* Use ICT.</p> <p>* Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>* Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>* Use ICT.</p> <p>* Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>* Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>* Use ICT.</p> <p>* Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>
Vocabulary	like/ dislike	blending landscape snowscape sketching outline	primary colours, secondary, colours, abstract, shape, geometry, compare, culture	Guiseppe Arcimboldo, fruit, face, collage, research, influence, shapes, layers, Alberto Giacometti, sculpture, tin foil, sketch, shapes, body parts	Dali, Matisse, Coco Channel, architecture, architect, Michelangelo, Rembrandt, Anselm Kiefer,	printing William Morris repeated pattern layering technique nature	Activist Activism Political and social change Persuasion Line, shape, colour, pattern Bold

[incorporating techniques in colour, pattern, texture, line, shape, form and space]