



Art and Design Progression Map

Preschool: Expressive Arts and Design – Three and four year olds

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- 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.

Skills/ knowledge	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generic skills – should be covered in all art units of work	Record, explore and experiment with ideas from first hand observations. Hold a pencil effectively- using a tripod grip in most cases. Begin to use a range of tools including paintbrushes, scissors and pencils.	Record, explore and experiment with ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds Explore the work of artists,	Record, explore and experiment with ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds Explore the work of artists,	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and



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	<p>Safely use a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. Share creations explaining the process they have used.</p>	<p>craftspeople and designers from different times and cultures for differences and similarities. Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work. Critique others' work respectfully and be tolerant of other people's opinions. Research artists, compare and evaluate their work.</p>	<p>craftspeople and designers from different times and cultures for differences and similarities. Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work. Critique others' work respectfully and be tolerant of other people's opinions. Research artists, compare and evaluate their work.</p>	<p>select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 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. Critique others' work respectfully and be tolerant of</p>	<p>select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 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. Critique others' work respectfully and be tolerant of</p>	<p>select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 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. Critique others' work respectfully and be tolerant of</p>	<p>select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 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. Critique others' work respectfully and be tolerant of</p>
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				other people's opinions. Research artists, compare and evaluate their work	other people's opinions Research artists, compare and evaluate their work	other people's opinions Research artists, compare and evaluate their work	other people's opinions Research artists, compare and evaluate their work
Exploring and Develop Ideas	Can enjoy exploring in the creative area Exposed to a variety of artists and techniques	Can respond to ideas	Can communicate ideas and meanings very simply.	Can make their own choices. Can begin to work more abstractly. Can collect visual and other information. Can experiment in different ways. Can create artwork following an idea or towards a specific purpose	Can plan work carefully before beginning Can collect visual and other information. Can work abstractly. Can collect visual and other information. Can experiment in many different ways. Can create artwork following an idea or towards a specific purpose	Can make and support their own decisions and choices Can experiment with the styles of different artists.	Can use a full range of design, experimentation, exploration alongside the work of others to develop their own work.
Sketch books	Class book with examples of artists work and their own interpretations Begin to talk about their	Can they use sketchbooks to record ideas.	Can they use sketchbooks to record ideas.	Can use sketch books to collect, record and evaluate ideas.	Can use sketch books to collect, record and evaluate ideas.	Can use sketch books to collect, record, review, revisit and evaluate their own work.	Can confidently use sketch books to collect, record, review, revisit and evaluate their own work.



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	work and others work describing techniques used						
Painting	Can mix paint and materials at random. Knows primary colours	Can name and use primary and secondary colours	Can use primary and secondary colours with a focus in mind, creating tones. Can create moods in their paintings.	Can mix colours for a purpose and predict colour outcomes. Can use a number of brush techniques using thin and thick brushes to create different effects.	Can mix colours effectively creating all the colours they need. Can create mood and feelings in their paintings.	Can express their emotions through their painting and sketches. Can create a range of moods in their paintings based on an accurate colour palette.	Can explain why they have used a specific painting and brush technique. Can explain what their own style is and combine colours, tones and tints to enhance the mood of a piece.
Collage	Can begin to use different materials to make a collage.	Can use a combination of materials that are cut, torn and glued.	Can create collage with range of materials and textures.	Can mix textures (rough and smooth, plain and patterned).	Can create multimedia collage with a range of textures and effects	Can create multimedia collage with a range of textures and effects	Can mix textures effectively (rough and smooth, plain and patterned)



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<p>Sculpture</p>	<p>Can explore with creating sculpture with everyday materials.</p>	<p>Can use a combination of shapes. Can include lines and texture. Can cut, roll and coil materials such as paper, card, clay, dough or plasticine. (Chilhuly)</p>	<p>Can use techniques such as rolling, cutting, moulding and carving to add line and shape to their work. (Clay)</p>	<p>Can create and combine shapes to create recognisable forms using a variety of materials. (Wire)</p>	<p>Can experiment with and combine materials and processes to design and make 3D forms. (Gormley)</p>	<p>Can create 3D forms to show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p>	<p>Can experiment with and combine materials and processes to design and make 3D forms with visual and tactile elements. Can use frameworks (such as wire or moulds) to provide stability and form. (Barbara Hepworth-Soap)</p>
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<p>Drawing</p>	<p>Can explore mark making. Use a range of mark making tools with different tones and thickness. Chalks, pens, pencils, crayons, felt tips etc. Select colours appropriately. Begin to draw accurate representations of people and objects. Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media. Draw on different surfaces with a range of media. Use differently textured and sized media. Shape. Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. Texture. Investigate textures by describing,</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media. Draw on different surfaces with a range of media. Use differently textured and sized media. Shape. Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. Tone. Investigate tone by drawing light/dark lines,</p>	<p>Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Lines and Marks. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.</p>	<p>Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Lines and Marks. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.</p>	<p>Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work. Lines, Marks, Tone, Form & Texture. Use dry media to make different marks, lines, patterns and shapes.</p>	<p>Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. 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. Perspective and Composition. Begin to use simple perspective in their work using a single focal point and horizon. Begin</p>
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	<p>tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations. Look and talk about what they have produced, describing simple techniques and media used</p>	<p>naming, rubbing, copying. Can experiment with a range of drawing media to form images and describe the types of marks that can be made when sketching. Continue to make accurate representations of people and objects. Begin to look at details (Frida Khalo)</p>	<p>patterns, light dark shapes etc. Texture Investigate textures by describing, naming, rubbing, copying. Can experiment with a range of drawing media to draw from direct observation when sketching. Can create different tones using light and dark. (Van Gogh)</p>	<p>Form and Shape Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. Tone Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. Texture Create textures with a wide range of drawing implements. Apply a simple</p>	<p>Form and Shape Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. Tone Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. Texture Create textures with a wide range of drawing implements. Apply a simple</p>	<p>within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. 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. Perspective and Composition Begin to use simple perspective in their work using a single focal</p>	<p>to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, Show an awareness of how paintings are created ie. Composition middle ground and background. Show an awareness of how paintings are created ie. Composition Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a</p>
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				<p>use of pattern and texture in a drawing. Can identify and begin to draw simple objects from observation, and use marks and lines to produce texture. Can use different grades of pencil shade to show different tones and textures.</p>	<p>use of pattern and texture in a drawing. Can identify and draw objects from observation, and use marks and lines to produce texture. Can organise line, tone, shape and colour and present these in Still life drawings. (Da Vinci)</p>	<p>point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. Composition Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational</p>	<p>variety of sources e.g. observational drawing, themes, poetry, music. Colour Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours. Can communicate emotions and a sense of self with accuracy and imagination in their sketches, creating detailed art work using chiaroscuro</p>
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						<p>drawing, themes, poetry, music. Colour Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours. (Rousseau)</p>	<p>techniques and expression. Can use sketching methods independently applying all previous skills, being able to explain why. Can draw from different perspectives (Isherwood)</p>
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Printing	<p>Can explore how to use objects to create prints. Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. Develop simple patterns by using objects. Enjoy using stencils to create a picture. Look and talk about what they have produced, describing simple techniques and media used</p>	<p>Can print using a variety of objects to create a repeating pattern. Use hands and feet to make simple prints.</p>	<p>Can print, using repeating or overlapping shapes, like a designer (press, roll, rub and stamp to make prints (Clarice Cliff – ceramicist- make links to the floral designs) (Pattern- Van Gogh)</p>	<p>Can make a printing block which has a two colour print replicate patterns observed.</p>	<p>Can print using at least four colours making precise repeating patterns.</p>	<p>Can print using a number of colours and build up layers of colour. Can create a print design that meets a given criteria.</p>	<p>Can overprint using different colours. Can look very carefully at the methods they use and make decisions about the effectiveness of their printing methods, displaying accurate pattern and showing fine detail. Can use a range of visual elements to reflect the purpose of the work</p>
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Digital media	Can use technology to explore the use of digital media.	Can explore using a digital camera and IT programs to create pictures, images or photographs.	Can develop how they can use digital media, including the use of mark-making tools, e.g. brush and pen tools. (Pattern- Van Gogh)	Can use a digital camera and IT programs to create images and art work that includes their own work and that of others.	Can explore when they have created digital media, how can they use editing tools to improve their work, combine graphics and texts, and explain cause and effect.	Can make conscious decisions to enhance digital media by editing and combine graphics and text based on their research. (William Morris- Wall paper maker)	Can make decisions about using different visual and tactile effects, using different software packages, to create pieces of digital art to design.
Art Appreciation	Begin to talk about their own and other's work.	Can describe what they can see and like in the work of other artists Can discuss what they think and feel about their own work and others work.	Can comment on similarities and differences in the work of other artists. Can create a piece of work in response to another artists work	Can compare the work of different artists and describe what they think or feel about own and others' work. Can explore ideas and change what they have done to give a better result. Can adapt and improve work thinking about the purpose of it.	Can express opinions about artists, commenting on the content and mood of the piece. Can experiment with different styles which artists have used. Can apply previous knowledge to improve work.	Can research and discuss the ideas and ways of great artists, architects and designers in history. Can experiment with different styles and techniques which artists have used and compare others' work with their own. Can appraise the ideas, methods and approaches	Can describe interpret and explore the ideas and ways of great artists, architects and designers in history. Can make a record about the styles and qualities in their work, and demonstrate the ability to analyse and comment on their own and others' ideas,



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						used in others' work, using a critical approach.	methods and approaches. Can use the appraisal of others for improvement. Can refine their work, often with several adaptations, to move towards an end point.
Knowledge about artists	Someone who makes art is an Artist. Know the names of the artists they have looked at.	Focus artist Where are they from? When did they live? What are they known for? (style, techniques, media) An interesting fact about the artist. 1 piece of work to focus on. (look at others but focus the children on one to learn about) Look at the work – tell the	Focus artist Where are they from? When did they live? What are they known for? (style, techniques, media) An interesting fact about the artist. 1 piece of work to focus on. (look at others but focus the children on one to learn about) Look at the work – tell the	Focus artist Where are they from? When did they live? What are they known for? (style, techniques, media) Where can you find their artwork? An interesting fact about the artist. 1 piece of work to focus on. (look at others but focus the children on one to learn about)	Focus artist Where are they from? When did they live? What are they known for? (style, techniques, media) What were/are the inspirations for their work? Where can you find their artwork? An interesting fact about the artist. 1 piece of work to focus on. (look at others	Focus artist Where are they from? When did they live? What are they known for? (style, techniques, media) What were/are the inspirations for their work? Where can you find their artwork? An interesting fact about the artist. 1 piece of work to focus on. (look at others	Focus artist Where are they from? When did they live? What are they known for? (style, techniques, media) What were/are the inspirations for their work? Where can you find their artwork? An interesting fact about the artist. 1 piece of work to focus on. (look at others



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		story of the piece.	story of the piece.	Look at the work – tell the story of the piece.	but focus the children on one to learn about) Look at the work – tell the story of the piece.	but focus the children on one to learn about) Look at the work – tell the story of the piece.	but focus the children on one to learn about) Look at the work – tell the story of the piece.
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