

Art Progression Map

EYFS	I Wonder what is special about me?	I wonder who lives in my community?	I wonder what it would be like to live in the Artic?	I wonder how I can look after the world?	I wonder what moves?	I wonder who lives in my garden?
Key Vocabulary	Mark-make, colour, mix, primary, secondary, collage, tear, rip, arrange, print	draw, lines, circles, pencil, chalk, wavy, straight, zig-zag, long, short	dark, light, mix	draw, create, join, combine, stick,	emotions, representation	techniques, wool, thread, sew, stitch clay, mould, manipulate, sculpt
	To use simple collage techniques e.g. cutting, tearing To explore colour mixing.	To draw closed shapes with continuous lines which represent objects.	To draw with increasing detail. To draw outlines and fill with a different colour. To explore colour mixing and tones.	To use drawing to represent ideas like movement. To combine different media and materials to create a new effect	To choose colours to represent feelings.	To mould and manipulate different materials to create a desired effect To safely use and a variety of materials (e.g. needles and thread)
Year 1	Drawing: Making your mark		Painting – Colour Splash		Sculpture and 3D paper play	
Substantive Concepts	Line, pattern, texture		Colour, pattern, tone		Form, shape	
Key Vocabulary	2D shape, 3D shape, abstract, chalk, charcoal, circle, continuous, crosshatch, diagonal, dots, firmly, form, horizontal, lightly, line, mark making, narrative, observe, optical art, pastel, printing, shade, shadow, straight, texture, vertical, wavy		Blend, hue, kaleidoscope, pattern, mix, primary colour, print, secondary colour, shade, shape, space, texture, thick		Artist, carving, concertina, curve, cylinder, imagine, loop, mosaic, overlap, sculpture, spiral, three dimensional (3D), tube, zig-zag	
Substantive Knowledge	To know a range of 2D shapes and confidently draw these.		To know that the primary colours are red, yellow and blue. To know that the primary colours can be mixed to make		To know paper can change from 2D to 3D by folding, rolling and scrunching it.	

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	<p>To know that drawing tools can be used in a variety of ways to create different lines.</p> <p>To know lines can represent movement in drawings.</p> <p>To know that texture means 'what something feels like'.</p> <p>To know different marks can be used to represent the textures of objects.</p> <p>To know different drawing tools, make different marks.</p> <p>To know that a continuous line drawing is a drawing with one unbroken line.</p> <p>To know the properties of drawing materials eg; which one's smudge, which ones can be erased, which one's blend.</p> <p>To know how to hold and use drawing tools in different ways to create different lines and marks.</p> <p>To know how to create marks by responding to different stimulus such as music.</p> <p>To know how to overlap shapes to create new ones.</p> <p>To know how to use mark making to replicate texture.</p> <p>To know how to look carefully to make an observational drawing.</p> <p>To know how to complete a continuous line drawing.</p> <p>To know that Artists choose materials that suit what they want to make.</p> <p>To know that art is made in different ways.</p>	<p>secondary colours:</p> <ul style="list-style-type: none"> - Red + yellow = orange - Yellow + blue = green - Blue + red = purple <p>To know a pattern is a design in which shapes, colours or lines are repeated.</p> <p>To know that there are many different shades (or 'hues') of the same colour.</p> <p>To know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p> <p>To know how to combine primary-coloured materials to make secondary colours.</p> <p>To know how to mix secondary colours in paint.</p> <p>To know how to choose suitable sized paint brushes.</p> <p>To know how to clean a paintbrush to change colours.</p> <p>To know how to print with objects, applying a suitable layer of paint to the printing surface.</p> <p>To know how to overlap paint to mix new colours.</p> <p>To know how to use blowing to create a paint effect.</p> <p>To know how to make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour.</p>	<p>To know that three-dimensional art is called sculpture.</p> <p>To know paper can be shaped by cutting and folding it.</p> <p>To know how to roll and fold paper.</p> <p>To know how to cut shapes from paper and card.</p> <p>To know how to cut and glue paper to make 3D structures.</p> <p>To know how to decide the best way to glue something.</p> <p>To know how to create a variety of shapes in paper, eg spiral, zig-zag.</p> <p>To know how to make larger structures using newspaper rolls.</p> <p>To know that some artists are influenced by things happening around them.</p> <p>To know that artists living in different places at different times can be inspired by similar ideas or stories.</p> <p>To know that artists choose materials that suit what they want to make.</p> <p>To know that art is made in different ways.</p> <p>To know that art is made by all different kinds of people.</p> <p>To know that an artist is someone who creates.</p>
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	<p>To know that art is made by all different kinds of people.</p> <p>To know that an artist is someone who creates.</p>	<p>To know that art is made in different ways.</p> <p>To know that art is made by all different kinds of people.</p> <p>To know that an artist is someone who creates.</p>	
Disciplinary Concepts	<p>To explore their own ideas using a range of media.</p> <p>To use sketchbooks to explore ideas.</p> <p>To develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>To make choices about which materials to use to create an effect.</p> <p>To develop observational skills to look closely and reflect surface texture.</p> <p>To understand how artists choose materials based on their properties to achieve certain effects.</p> <p>To describe and compare features of their own and others' artwork.</p> <p>To evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>To explore their own ideas using a range of media.</p> <p>To use sketchbooks to explore ideas.</p> <p>To develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>To make choices about which materials to use to create an effect.</p> <p>To understand how artists choose materials based on their properties to achieve certain effects.</p> <p>To describe and compare features of their own and others' artwork.</p> <p>To evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>To explore their own ideas using a range of media.</p> <p>To use sketchbooks to explore ideas.</p> <p>To develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>To explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>To describe and compare features of their own and others' artwork.</p> <p>To evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>
Year 2	Craft and design - Map it out	Painting and mixed media - Life in colour	Sculpture and 3D - Clay houses
Substantive Concepts	Line	Texture, colour	Shape, texture, form
Key Vocabulary	Abstract, composition, curator, design, design brief, evaluate, felt, fibre, gallery, imaginary, inspired, landmarks, mosaic,	Collage, detail, mixing, overlap, primary colour, secondary colour, surface, texture	Casting, ceramic, cut, detail, flatten, glaze, impressing, in relief, join, negative space, pinch pot, plaster, roll, score, sculptor,

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	<p>overlap, pattern, shape, stained glass, texture, viewfinder</p>		<p>sculpture, shape, slip, smooth, surface, three-dimensional, thumb pot</p>
<p>Substantive Knowledge</p>	<p>To know that 'composition' means how things are arranged on the page. To know that shapes can be organic (natural) and irregular. To know how to draw a map to illustrate a journey. To know how to separate wool fibres ready to make felt. To know how to lay wool fibres in opposite directions to make felt. To know how to roll and squeeze the felt to make the fibres stick together. To know how to add details to felt by twisting small amounts of wool. To know how to choose which parts of their drawn map to represent in their 'stained glass'. To know how to overlap cellophane/tissue to create new colours. To know how to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. To know how to apply paint or ink using a printing roller. To know how to smooth a printing tile evenly to transfer an image. To know how to try out a variety of ideas for adapting prints into 2D or 3D artworks. To know that art can be figurative or abstract.</p>	<p>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 collage materials can be shaped to represent shapes in an image. To know patterns can be used to add detail to an artwork. To know collage materials can be chosen to represent real-life textures. To know collage materials can be overlapped and overlaid to add texture. To know drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. To know painting tools can create varied textures in paint. To know different amounts of paint and water can be used to mix hues of secondary colours.</p>	<p>To know 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 patterns can be made using shapes. To know how to smooth and flatten clay. To know how to roll clay into a cylinder or ball. To know how to make different surface marks in clay. To know how to make a clay pinch pot. To know how to mix clay slip using clay and water. To know how to join two clay pieces using slip. To know how to make a relief clay sculpture. To know how to use hands in different ways as a tool to manipulate clay. To know how to use clay tools to score clay. To know art can be figurative or abstract.</p>

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To know that artists can use the same material (felt) to make 2D or 3D artworks.
To know that artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.
To know that people use art to tell stories.
To know that people make art about things that are important to them.
To know that people make art to share their feelings.
To know that people make art to explore an idea in different ways.
To know that people make art for fun.
To know that people make art to decorate a space.
To know that people make art to help others understand something.

To know how to mix a variety of shades of a secondary colour.
To know how to make choices about amounts of paint to use when mixing a particular colour.
To know how to match colours seen around them.
To know how to create texture using different painting tools.
To know how to make textured paper to use in a collage.
To know how to choose and shape collage materials eg cutting, tearing.
To know how to compose a collage, arranging and overlapping pieces for contrast and effect.
To know how to add painted detail to a collage to enhance/improve it.
To know some artists create art to make people aware of good and bad things happening in the world around them.
To know art can be figurative or abstract.
To know artists try out different combinations of collage materials to create the effect they want.
To know people use art to tell stories.
To know people make art about things that are important to them.

To know artists can use the same material (felt) to make 2D or 3D artworks.
To know people use art to tell stories.
To know people make art about things that are important to them.
To know people make art to share their feelings.
To know people make art to explore an idea in different ways.

Art Progression Map

		<p>To know people make art to share their feelings. To know people make art to help others understand something.</p>	
<p>Disciplinary Concepts</p>	<p>To begin to generate ideas from a wider range of stimuli, exploring different media and techniques. To experiment in sketchbooks, using drawing to record ideas. To demonstrate increased control with a greater range of media. To use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. To talk about art they have seen using some appropriate subject vocabulary. To create work from a brief, understanding that artists are sometimes commissioned to create art. To create and critique both figurative and abstract art, recognising some of the techniques used. To explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. To talk about how they could improve their own work. To talk about how art is made.</p>	<p>To begin to generate ideas from a wider range of stimuli, exploring different media and techniques. To demonstrate increased control with a greater range of media. To make choices about which materials and techniques to use to create an effect. To use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. To develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. To talk about art they have seen using some appropriate subject vocabulary. To apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. To explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and</p>	<p>To begin to generate ideas from a wider range of stimuli, exploring different media and techniques. To experiment in sketchbooks, using drawing to record ideas. To use sketchbooks to help make decisions about what to try out next. To demonstrate increased control with a greater range of media. To use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. To talk about art they have seen using some appropriate subject vocabulary. To create and critique both figurative and abstract art, recognising some of the techniques used. To explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p>

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		<p>messages within in and showing an understanding of why they may have made it.</p> <p>To begin to talk about how they could improve their own work.</p> <p>To talk about how art is made.</p>	<p>To begin to talk about how they could improve their own work.</p> <p>To talk about how art is made.</p>
Year 3	Drawing – Growing Artists	Craft and Design – Ancient Egyptian Scrolls	Sculpture and 3D – Abstract shape and space
Substantive Concepts	Line, texture, tone		
Key Vocabulary	<p>Abstract, arrangement, blend, botanical, botanist, composition, cut, dark, even, expressive, form, frame, frottage, geometric, gestural, grip, light, line, magnified, organic, object, pressure, rubbing, scale, scientific, shading, shape, smooth, surface, tear, texture, tone, tool, viewfinder</p>	<p>Ancient, audience, civilisation, colour, composition, convey, design, Egyptian, fold, imagery, inform, layout, material, painting, papyrus, pattern, process, scale, scroll, sculpture, shape, technique, zine</p>	<p>Abstract, found objects, negative space, positive space, sculptor, sculpture, structure, three-dimensional</p>
Substantive Knowledge	<p>To know three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>To know using different tools or using the same tool in different ways can create different types of lines.</p> <p>To know surface rubbings can be used to add or make patterns.</p> <p>To know texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p>To know that 'tone' in art means 'light and dark'.</p> <p>To know shading helps make drawn objects look realistic.</p>	<p>To know pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>To know layering materials in opposite directions, make the handmade paper stronger.</p> <p>To know how to use a sketchbook to research a subject using different techniques and materials to present ideas.</p> <p>To know how to construct a new paper material using paper, water and glue</p> <p>To know how to use symbols to reflect both literal and figurative ideas.</p>	<p>To know that using light and dark colours next to each other creates contrast.</p> <p>To know three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>To know organic forms can be abstract.</p> <p>To know negative shapes show the space around and between objects.</p> <p>To know artists can focus on shapes when making abstract art.</p> <p>To know how to join 2D shapes to make a 3D form.</p>

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	<p>To know some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps.</p> <p>To know shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p>To know how to use shapes identified within in objects as a method to draw.</p> <p>To know how to create tone by shading.</p> <p>To know how to achieve even tones when shading.</p> <p>To know how to make texture rubbings.</p> <p>To know how to create art from textured paper.</p> <p>To know how to hold and use a pencil to shade.</p> <p>To know how to tear and shape paper.</p> <p>To know how to use paper shapes to create a drawing.</p> <p>To know how to use drawing tools to take a rubbing.</p> <p>To know how to make careful observations to accurately draw an object.</p> <p>To know how to create abstract compositions to draw more expressively.</p> <p>To know artists experiment with different tools and materials to create texture.</p> <p>To know artists can work in more than one medium.</p> <p>To know people use art to help explain or teach things.</p>	<p>To know how to produce and select an effective final design.</p> <p>To know how to make a scroll.</p> <p>To know how to make a zine.</p> <p>To know how to use a zine to present information.</p> <p>To know art from the past can give us clues about what it was like to live at that time.</p> <p>To know the meanings, we take from art made in the past are influenced by our own ideas.</p> <p>To know artists have different materials available to them depending on when they live in history.</p> <p>To know artists can make their own tools.</p> <p>To know artists can work in more than one medium.</p> <p>To know art can be purely decorative or it can have a purpose.</p> <p>To know people use art to tell stories and communicate.</p> <p>To know people can make art to express their views or beliefs.</p> <p>To know people use art to help explain or teach things.</p>	<p>To know how to join larger pieces of materials, exploring what gives 3D shapes stability.</p> <p>To know how to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.</p> <p>To know how to identify and draw negative spaces.</p> <p>To know how to plan a sculpture by drawing.</p> <p>To know how to choose materials to scale up an idea.</p> <p>To know how to create different joins in card eg. slot, tabs, wrapping.</p> <p>To know how to add surface detail to a sculpture using colour or texture.</p> <p>To know artists make decisions about how their work will be displayed.</p> <p>To know artists make art in more than one way.</p> <p>To know there are no rules about what art must be.</p> <p>To know art can be purely decorative, or it can have a purpose.</p> <p>To know people use art to tell stories and communicate.</p> <p>To know people make art for fun and to make the world a nicer place to be.</p>
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	To know people make art to explore big ideas, like death or nature.		
Disciplinary Concepts	<p>To generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>To use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>To confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>To use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>To develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>To discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>To discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p>	<p>To generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>To use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>To confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>To use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>To develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>To discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p>	<p>To generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>To confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>To use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>To consider how to display artwork, understanding how artists consider their viewers and the impact on them.</p> <p>To confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>To discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</p>

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		<p>To confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>To discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</p>	
Year 4	Drawing – Power Prints	Painting and Mixed Media – Light and dark	Craft and Design – Fabric of nature
Substantive Concepts			
Key Vocabulary	<p>Abstract, block print, collaborate, collaboratively, collage, combine, composition, contrast, cross-hatching, figurative, gradient, hatching, highlight, mixed media, monoprint, observational drawing, parallel, pattern, precision, printmaking, proportion, shading, shadow, symmetry, three dimensional (3D), tone, viewfinder, wax-resist</p>	<p>Abstract, composition, contrasting, dabbing paint, detailed, figurative, formal, grid, landscape, mark-making, muted, paint wash, patterned, pointillism, portrait, shade, shadow, stippling paint, technique, texture, three dimensional (3D), tint, vivid</p>	<p>Batik, colour palette, craft, craftsperson, design, develop, designer, imagery, industry, inspiration, mood board, organic, pattern, repeat, repeating, rainforest, symmetrical, texture, theme</p>
Substantive Knowledge	<p>To know how to use basic shapes to form more complex shapes and patterns.</p> <p>To know lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p> <p>To know patterns can be irregular and change in ways you wouldn't expect.</p> <p>To know how to use pencils of different grades to shade and add tone.</p>	<p>To know adding black to a colour creates a shade.</p> <p>To know adding white to a colour creates a tint.</p> <p>To know using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know using lighter and darker tints and shades of a colour can create a 3D effect.</p>	<p>To know how to use basic shapes to form more complex shapes and patterns.</p> <p>To know patterns can be irregular and change in ways you wouldn't expect.</p> <p>To know the starting point for a repeating pattern is called a motif, and a motif can be</p>

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	<p>To know how to hold a pencil with varying pressure to create different marks.</p> <p>To know how to use observation and sketch objects quickly.</p> <p>To know how to draw objects in proportion to each other.</p> <p>To know how to use charcoal and a rubber to draw tone.</p> <p>To know how to use scissors and paper as a method to 'draw'.</p> <p>To know how to make choices about arranging cut elements to create a composition.</p> <p>To know how to create a wax resist background.</p> <p>To know how to use different tools to scratch into a painted surface to add contrast and pattern.</p> <p>To know how to choose a section of a drawing to recreate as a print.</p> <p>To know how to create a monoprints.</p> <p>To know artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.</p> <p>To know artists evaluate what they make, and talking about art is one way to do this.</p>	<p>To know tone can be used to create contrast in an artwork.</p> <p>To know how to mix a tint and a shade by adding black or white.</p> <p>To know how to use tints and shades of a colour to create a 3D effect when painting.</p> <p>To know how to apply paint using different techniques e.g. stippling, dabbing, washing.</p> <p>To know how to choose suitable painting tools.</p> <p>To know how to arrange objects to create a still-life composition.</p> <p>To know how to plan a painting by drawing first.</p> <p>To know how to organise painting equipment independently, making choices about tools and materials.</p> <p>To know artists make choices about what, how and where they create art.</p> <p>To know artworks can fit more than one genre.</p> <p>To know art is influenced by the time and place it was made, and this affects how people interpret it.</p> <p>To know artists may hide messages or meaning in their work.</p>	<p>arranged in different ways to make varied patterns.</p> <p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>To know using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know that a mood board is a visual collection which aims to convey a general feeling or idea.</p> <p>To know that batik is a traditional fabric decoration technique that uses hot wax.</p> <p>To know how to select imagery and use it as inspiration for a design project.</p> <p>To know how to make a mood board.</p> <p>To know how to recognise a theme and develop colour palettes using selected imagery and drawings.</p> <p>To know how to draw small sections of one image to docs on colours and texture.</p> <p>To know how to develop observational drawings into shapes and patterns for design.</p> <p>To know how to transfer a design using a tracing method.</p> <p>To know how to make a repeating pattern tile using cut and torn paper shapes.</p>
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			<p>To know how to use glue as an alternative batik technique to create patterns on fabric.</p> <p>To know how to use materials, like glue, in different ways depending on the desired effect.</p> <p>To know how to paint on fabric.</p> <p>To know how to wash fabric to remove glue to finish a decorative fabric piece.</p> <p>To know designers can make beautiful things to try and improve people's everyday lives.</p> <p>To know designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board.</p> <p>To know artists and designers sometimes choose techniques based on the time and money available to them.</p> <p>To know artists use drawing to plan ideas for work in different media.</p> <p>To know artists make choices about what, how and where they create art.</p> <p>To know art can be created to make money.</p> <p>To know an artist is a job for some people.</p> <p>To know art, craft and design affect the lives of people who see or use something that has been created</p>
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Art Progression Map

			<p>To know artists evaluate what they make, and talking about art is one way to do this.</p>
<p>Disciplinary Concepts</p>	<p>To generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. To use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. To demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. To apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. To use subject vocabulary confidently to describe and compare creative works. To use more complex vocabulary when discussing their own and others' art.</p>	<p>To generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. To use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. To demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. To apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. To use subject vocabulary confidently to describe and compare creative works. To understand how artists use art to convey messages through the choices they make.</p>	<p>To generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. To use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. To demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. To use growing knowledge of different materials, combining media for effect. To apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. To use subject vocabulary confidently to describe and compare creative works.</p>

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		<p>To use more complex vocabulary when discussing their own and others' art.</p> <p>To discuss art, considering how it can affect the lives of the viewers or users of the piece.</p> <p>To evaluate their work more regularly and independently during the planning and making process.</p>	<p>To work as a professional designer does by collating ideas to generate a theme.</p> <p>To use more complex vocabulary when discussing their own and others' art.</p> <p>To evaluate their work more regularly and independently during the planning and making process.</p>
Year 5	Sculpture and 3D – Interactive installation	Drawing – I need space	Painting and mixed media - Portraits
Substantive Concepts			
Key Vocabulary	Analyse, art medium, atmosphere, concept, culture, display, elements, evaluate, experience, features, influence, installation art, interact, interactive, location, mixed media, performance, art, props, revolution, scale, scaled down, special effects, stencil, three dimensional	cold war, collagraph, collagraphy, composition, culture, decision, develop, evaluate, futuristic, imagery, printing, plate, printmaking, process, propaganda, purpose, repetition, Retrofuturism, revisit, space race, stimulus, technique	art medium, atmosphere, background, carbon paper, collage, composition, continuous line drawing, evaluate, justify, mixed media, monoprint, multi media, paint wash, portrait, printmaking, represent, research, self, portrait, texture, transfer
Substantive Knowledge	<p>To know an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>To know the size and scale of three-dimensional artwork change the effect of the piece.</p> <p>To know how to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</p>	<p>To know shapes can be used to place the key elements in a composition.</p> <p>To know lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p> <p>To know how to create texture on different materials.</p>	<p>To know artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p>To know artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p>

Art Progression Map

	<p>To know how to try out ideas on a small scale to assess their effect.</p> <p>To know how to use everyday objects to form a sculpture.</p> <p>To know how to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</p> <p>To know how to try out ideas for making a sculpture interactive.</p> <p>To know how to plan an installation proposal, making choices about light, sound and display.</p> <p>To know artists are influenced by what is going on around them; for example, culture, politics and technology.</p> <p>To know how an artwork is interpreted will depend on the life experiences of the person looking at it.</p> <p>To know artists create works that make us question our beliefs.</p> <p>To know art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.</p> <p>To know sometimes people disagree about whether something can be called 'art'.</p> <p>To know art doesn't always last for a long time; it can be temporary.</p> <p>To know people make art to express emotion.</p> <p>To know people make art to encourage others to question their ideas or beliefs.</p>	<p>To know what print effects different materials make.</p> <p>To know how to analyse an image that considers impact, audience and purpose.</p> <p>To know how to draw the same image in different ways with different materials and techniques.</p> <p>To know how to make a collagraph plate.</p> <p>To know how to make a collagraph print.</p> <p>To know how to develop drawn ideas for a print.</p> <p>To know how to combine techniques to create a final composition.</p> <p>To know how to decide what materials and tools to use based on experience and knowledge.</p> <p>To know artists are influenced by what is going on around them; for example, culture, politics and technology.</p> <p>To know artists 'borrow' ideas and imagery from other times and cultures to create new artworks.</p> <p>To know artists can choose their medium to create a particular effect on the viewer.</p> <p>To know artists can combine materials; for example, digital imagery, with paint or print.</p>	<p>To know tone can help show the foreground and background in an artwork.</p> <p>To know how to develop a drawing into a painting.</p> <p>To know how to create a drawing using text as lines and tone.</p> <p>To know how to experiment with materials and create different backgrounds to draw onto.</p> <p>To know how to use a photograph as a starting point for a mixed-media artwork.</p> <p>To know how to take an interesting portrait photograph, exploring different angles.</p> <p>To know how to adapt an image to create a new one.</p> <p>To know how to combine materials to create an effect.</p> <p>To know how to choose colours to represent an idea or atmosphere.</p> <p>To know how to develop a final composition from sketchbook ideas.</p> <p>To know artists are influenced by what is going on around them; for example, culture, politics and technology.</p> <p>To know artists use self-portraits to represent important things about themselves.</p> <p>To know artists can choose their medium to create a particular effect on the viewer.</p>
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Art Progression Map

	<p>To know people can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online.</p> <p>To know some artists become well-known or famous, and people tend to talk more about their work because it is familiar.</p> <p>Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p> <p>Comparing artworks can help people understand them better.</p>	<p>To know people make art to fit in with popular ideas or fashions.</p> <p>To know people can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online.</p> <p>To know talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p>	<p>To know artists can combine materials; for example, digital imagery, with paint or print.</p> <p>To know people make art to portray ideas about identity.</p> <p>To know talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p> <p>To know comparing artworks can help people understand them better.</p>
<p>Disciplinary Concepts</p>	<p>To develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>To confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>To work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>To research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how</p>	<p>To develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>To confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>To work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p>	<p>To develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>To confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>To work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p>

Art Progression Map

	<p>the cultural and historical context may have influenced their creative work. To discuss how artists create work with the intent to create an impact on the viewer. To consider what choices can be made in their own work to impact their viewer. To discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. To consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. To use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>To combine a wider range of media, e.g. photography and digital art effects. To create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. To research and discuss 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. To discuss how artists create work with the intent to create an impact on the viewer. To consider what choices can be made in their own work to impact their viewer. To discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. To use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>To combine a wider range of media, e.g. photography and digital art effects. To create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. To research and discuss 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. To discuss how artists create work with the intent to create an impact on the viewer. To consider what choices can be made in their own work to impact their viewer. To discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. To use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
Year 6	Craft and Design – Photo opportunity	Drawing – Make my voice heard	Sculpture and 3D – Making memories
Substantive Concepts			

Art Progression Map

<p>Key Vocabulary</p>	<p>Album, arrangement, cityscape, composition, Dada, digital, editing, emulate, focus, frame, grid, image, layout, macro, monochromatic, monochrome, photography, photomontage, photorealism, photorealistic, portrait, pose, prop, proportion, recreate, replacement, saturation, software</p>	<p>Aesthetic, audience, character traits, chiaroscuro, commissioned, composition, expressive, graffiti, guerilla, imagery, impact, interpretation, mark making, Maya, Mayan, mural, representative, street art, symbol, symbolic, technique, tonal, tone</p>	<p>Assemblage, attribute, collection, composition, embedded, expression, identity, juxtaposition, literal, manipulate, originality, pitfall, relief, representation, sculpture, self, symbolic, tradition</p>
<p>Substantive Knowledge</p>	<p>To know colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>To know how an understanding of shape and space can support creating effective composition.</p> <p>To know how line is used beyond drawing and can be applied to other art forms.</p> <p>To know pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>To know how different materials can be used to produce photorealistic artwork.</p> <p>To know that macro photography is showing a subject as larger than it is in real life.</p> <p>To know how to create a photomontage.</p> <p>To know how to create artwork for a design brief.</p>	<p>To know a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>To know colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>To know the surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p>To know how an understanding of shape and space can support creating effective composition.</p> <p>To know how line is used beyond drawing and can be applied to other art forms.</p> <p>To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p> <p>To know gestural and expressive ways to make marks.</p>	<p>To know colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>To know the surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p>To know how an understanding of shape and space can support creating effective composition.</p> <p>To know how line is used beyond drawing and can be applied to other art forms.</p> <p>To know pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>To know how to translate a 2D image into a 3D form.</p> <p>To know how to manipulate cardboard to create 3D forms</p>

Art Progression Map

	<p>To know how to use a camera or tablet for photography.</p> <p>To know how to identify the parts of a camera.</p> <p>To know how to take a macro photo, choosing an interesting composition.</p> <p>To know how to manipulate a photograph using photo editing tools.</p> <p>To know how to use drama and props to recreate imagery.</p> <p>To know how to take a portrait photograph.</p> <p>To know how to use a grid method to copy a photograph into a drawing.</p> <p>To know artists can use symbols in their artwork to convey meaning.</p> <p>To know artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</p> <p>To know artists take risks to try out ideas; this can lead to new techniques being developed.</p> <p>To know art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</p> <p>To know art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.</p> <p>To know art can be a digital art form, like photography.</p>	<p>To know the effects different materials make.</p> <p>To know the effects created when drawing on different surfaces.</p> <p>To know how to use symbolism as a way to create imagery.</p> <p>To know how to combine imagery into unique compositions.</p> <p>To know how to achieve the tonal technique called chiaroscuro.</p> <p>To know how to make handmade tools to draw with.</p> <p>To know how to use charcoal to create chiaroscuro effects.</p> <p>To know artists can use symbols in their artwork to convey meaning.</p> <p>To know sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.</p> <p>To know artists find inspiration in other artists' work, adapting and interpreting ideas and techniques to create something new.</p> <p>To know art can be a form of protest.</p> <p>To know artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal</p>	<p>(tearing, cutting, folding, bending, ripping).</p> <p>To know how to manipulate cardboard to create different textures.</p> <p>To know how to make a cardboard relief sculpture.</p> <p>To know how to make visual notes to generate ideas for a final piece.</p> <p>To know how to translate ideas into sculptural forms.</p> <p>To know artists can use symbols in their artwork to convey meaning.</p> <p>To know art can be a form of protest.</p> <p>To know artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</p> <p>To know artists can use materials to respond to a feeling or idea in an abstract way.</p> <p>To know artists take risks to try out ideas; this can lead to new techniques being developed.</p> <p>To know artists can make work by collecting and combining ready-made objects to create 'assemblage'.</p> <p>To know art doesn't have to be a literal representation of</p>
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Art Progression Map

	<p>To know people use art as a means to reflect on their unique characteristics.</p> <p>To know art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way.</p> <p>To know people can have varying ideas about the value of art.</p>	<p>thoughts and opinions from that time.</p> <p>To know art sometimes creates difficult feelings when we look at it.</p> <p>To know artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.</p> <p>To know art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract.</p> <p>To know art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.</p> <p>To know sometimes people make art to create reactions.</p> <p>To know people use art as a means to reflect on their unique characteristics.</p> <p>To know people can have varying ideas about the value of art.</p> <p>To know art can be analysed and interpreted in lots of ways and can be different for everyone.</p> <p>To know everyone has a unique way of experiencing art.</p>	<p>something; it can sometimes be imagined and abstract.</p> <p>To know art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.</p> <p>To know sometimes people make art to create reactions.</p> <p>To know people use art as a means to reflect on their unique characteristics.</p>
Disciplinary Concepts	To draw upon their experience of creative work and their research to	To draw upon their experience of creative work and their research	To draw upon their experience of creative work and their research

Art Progression Map

	<p>develop their own starting points for creative outcomes.</p> <p>To use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>To create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>To describe, interpret and evaluate 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.</p> <p>To recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>To understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p> <p>To give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>To explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>To independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>to develop their own starting points for creative outcomes.</p> <p>To use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>To create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>To combine materials and techniques appropriate to fit with ideas.</p> <p>To work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p> <p>To describe, interpret and evaluate 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.</p> <p>To give reasoned evaluations of their own and others' work which takes account of context and intention.</p>	<p>to develop their own starting points for creative outcomes.</p> <p>To use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>To create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>To combine materials and techniques appropriate to fit with ideas.</p> <p>To work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p> <p>To describe, interpret and evaluate 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.</p> <p>To recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>To understand how art forms such as photography and sculpture continually develop over time as</p>
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Art Progression Map

		<p>To discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>To explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>To independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>artists seek to break new boundaries.</p> <p>To give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>To explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>To independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>To know art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</p> <p>To know art can represent abstract concepts, like memories and experiences.</p> <p>To know sometimes people make art to create reactions.</p> <p>To know people use art as a means to reflect on their unique characteristics.</p>
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