






## Curriculum Progression Map for Art




	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
EYFS Nursery	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
	<ul style="list-style-type: none"> <li>To use and explore a variety of media such as paint, chalk, collage, pencils, crayons both inside and outside to represent objects, feelings and ideas.</li> <li>To use a variety of different sized paintbrushes</li> <li>To begin to use a pair of scissors</li> </ul>	<ul style="list-style-type: none"> <li>To begin to know the names of different media</li> <li>To understand the safety rules for scissors</li> </ul>	<ul style="list-style-type: none"> <li>To begin to create models from playdough, plasticine using an increasing range of tools and techniques to form and make marks</li> <li>To create an object from junk modelling using simple joining techniques.</li> <li>To use both glue sticks and PVA glue</li> <li>To use scissors with increasing accuracy</li> </ul>	<ul style="list-style-type: none"> <li>To experiment with different joining techniques after adult modelling</li> <li>To know safety rules for using scissors</li> </ul>	<ul style="list-style-type: none"> <li>To use a variety of different paintbrushes to with increasing accuracy</li> <li>To begin to create their own designs and pictures using a variety of media,</li> <li>Using a variety of materials to make free collage</li> <li>To draw a simple face shape</li> </ul>	<ul style="list-style-type: none"> <li>To be able to recognise and name a variety of colours</li> <li>To explore a variety of different paintings and art pieces for stimuli – Mondrian, Kandinsky</li> </ul>
	<b>Vocabulary:</b> paint, chalk, crayon, glue, collage, pencil, colour, paintbrush,		<b>Vocabulary:</b> PVA, glue, join, model, scissors, playdough, plasticine		<b>Vocabulary:</b> paint, colour, red, blue, orange, yellow, green, pink, purple, brown, black, white, Material, collage, sequin,	
	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
EYFS Reception	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
	<ul style="list-style-type: none"> <li>To use and explore a variety of media such as paint, chalk, collage, pencils, crayons both inside and outside to represent objects, feelings and ideas.</li> <li>To be able to use a glue stick correctly</li> <li>To use PVA glue with a glue spreader</li> <li>To use a variety of different sized</li> </ul>	<ul style="list-style-type: none"> <li>To know the names of different media</li> <li>To understand the safety rules for scissors</li> <li>To understand the term artist</li> </ul>	<ul style="list-style-type: none"> <li>To create models from playdough, plasticine and clay using a range of tools and techniques to form and make marks</li> <li>To create an object from junk modelling using a range of joining techniques.</li> <li>To select and use the most appropriate glue.</li> <li>To begin to use paper as a sculpture, weaving, folding, concertina etc.</li> </ul>	<ul style="list-style-type: none"> <li>To understand which glue is more effective for different things</li> <li>To know a variety of joining techniques</li> <li>To understand the terms, fold, weave, and concertina.</li> </ul>	<ul style="list-style-type: none"> <li>To use powder paints independently</li> <li>To explore mixing two different powder paints together to create different colours.</li> <li>To create their own designs and pictures using a variety of media, explaining why they chose each one.</li> <li>Using a variety of materials to make free collage</li> </ul>	<ul style="list-style-type: none"> <li>To be able to recognise and name a variety of colours</li> <li>To explore a variety of different paintings and art pieces for stimuli – Mondrian, Kandinsky</li> </ul>

	<p>paintbrushes with growing accuracy.</p> <ul style="list-style-type: none"> <li>To begin to use a pair of scissors with accuracy</li> <li>Use a variety of objects to print patterns and sequences (wrapping paper/wallpaper)</li> </ul>		<a href="https://www.tate.org.uk/kids/make/sculpture/make-paper-sculpture">https://www.tate.org.uk/kids/make/sculpture/make-paper-sculpture</a>			
	<b>Vocabulary:</b> paint, chalk, crayon, glue, collage, pencil, colour, paintbrush, PVA, artist, print, pattern, sequence <b>Artist</b> – William Morris		<b>Vocabulary:</b> join, sellotape, glue, playdough, plasticine, clay, tool, pinch, roll, squeeze, paper sculpture, concertina, roll, twist, weave, fold, technique <b>Artists</b> – Henry Moore, Michael Bolus		<b>Vocabulary:</b> powder paint, colour, mix, red, blue, orange, yellow, green, pink, purple, brown, black, turquoise, white, beige. Material, collage, sequin, ribbon <b>Artists</b> - Mondrian, Kandinsky, Matisse, Mary Jo Bowers	
<b>Year 1</b>	<b><u>Portraits</u></b>		<b><u>Form – junk model, landmarks</u></b>		<b><u>Textiles - collage</u></b>	
	<b>Skills</b> To draw a 'U' for a head. To represent facial features (eyes, nose, mouth etc.) To use artists artwork as an initial stimulus. To be able to identify and discuss similarities and differences between different pieces of art. To discuss and consider ways of improving own artwork. (verbal)	<b>Knowledge</b> To learn how to draw a face. To be able to name and use facial features. To be able to draw links from own art work to other artists. How to select appropriate resource and use it effectively.	<b>Skills</b> To use a range of different materials to design and make a UK landmark. To join materials To evaluate materials and their features to decide which material would be most appropriate. To discuss and consider ways of improving their own artwork. To evaluate and improve design by adding colour and embellishment.	<b>Knowledge</b> Features of different materials. To know and recognise different landmarks around the UK.	<b>Skills</b> Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers. Collect, sort, name match colours appropriate for an image. Create and arrange shapes appropriately.	<b>Knowledge</b> To explore a range of collage art from different artists. To have some knowledge of different materials and their features.
	<b>Vocabulary:</b> portraits, facial features, drawing, difference, similarities <b>Artists:</b> Leonardo de Vinci (Mona Lisa), Rembrandt, Jan Vermeer Van Delft (The girl with the pearl earring)		<b>Vocabulary:</b> sculpture, material, landmark, evaluate, join, construct, embellishment <b>Artists:</b> Andy Scott (Kelpies), Anthony Gormley (Angel of the North)		<b>Vocabulary:</b> collage, image, fold, crumple, glue, attach, collect, sort, colour, fabric, tissue paper, crepe paper <b>Artists:</b> Matisse – the snail Eric Carle – Hungry Caterpillar <a href="https://eric-carle.com/resources/downloads-and-activities/">https://eric-carle.com/resources/downloads-and-activities/</a>	




Year 2	<u>Still life - painting</u>		<u>Pattern – lino prints and weaving</u>		<u>Clay – coil pots</u>	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
	<ul style="list-style-type: none"> <li>To explore colour mixing</li> <li>To explore different brushes To be able to demonstrate a variety of ways to make different marks</li> <li>To use simple observational skills to draw shapes and objects.</li> <li>To experiment with line, tone, colour and shape.</li> <li>To begin to use tone To use an artist's artwork as a stimulus for artwork.</li> <li>To make links between own artwork and other piece</li> <li>To reflect on artistic techniques – likes and dislikes</li> <li>To begin to consider colour choice in a piece of art</li> <li>To discuss, note and consider ways of improving own artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Know what are primary and secondary colours</li> <li>Know how to select appropriate tools and use them effectively.</li> </ul>	<ul style="list-style-type: none"> <li>To experiment and explore weaving as a textile technique.</li> <li>To consider how pattern design interlinks with this.</li> <li>To use a variety of media when weaving and explore texture.</li> <li>(paper, wool etc).</li> <li>To make links between own artwork and other artists</li> <li>To make decisions about what they are going to represent and why.</li> <li>To use work from artists as a stimulus for own work.</li> <li>To create a lino print using a polystyrene tile and sharp pencil with control and accuracy.</li> <li>Apply colour to tile and print</li> <li>Combine weaving and printing to create own Ndebele house</li> </ul>	<ul style="list-style-type: none"> <li>To understand how weaving works.</li> <li>To know of different artists</li> <li>How different colours and symbols represent different things in Kente cloth</li> <li>Recognise that rectangle, triangle, chevron and triangles are traditionally used in Ndebele art.</li> <li>To understand why Ndebele houses are painted.</li> </ul>  	<ul style="list-style-type: none"> <li>To manipulate clay in a variety of ways including: <ul style="list-style-type: none"> <li>Pinch techniques</li> <li>Simple coil techniques</li> </ul> </li> <li>To begin to understand and explore shape and form when working with Clay.</li> <li>To use artists artwork as a stimulus.</li> <li>To discuss, note and consider ways of improving own artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how different ways of manipulating clay has different results.</li> <li>To be able to make links with own artwork and other pieces of art.</li> </ul>
	<b>Vocabulary:</b> observe, still life, line, direction, shape, marks mixing, secondary colour, primary colour, tone, tint <b>Artists:</b> Frank Bowling, Paul Cézanne, John Constable, Giorgio Morandi		<b>Vocabulary:</b> weaving, textile, fabric, pattern, layers, Kente, Ndebele, colour, chevron, rectangle, triangle, line <b>Artists:</b> Various kente cloths, photographs of Ndebele houses		<b>Vocabulary:</b> pinch technique, coil technique, mould, shape, form, 3d <b>Artists:</b> Louise Goodman, Gordon Baldwin, Juan Quezada Celado Video – creating a clay coil pot <a href="https://www.youtube.com/watch?v=62-7qHckMMM">https://www.youtube.com/watch?v=62-7qHckMMM</a>	

Year 3	<u>Portraits – photography/computer collage</u>		<u>Prehistoric paintings</u>		<u>Landscapes and scenery</u> <u>Link to water and rivers</u>	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
	<ul style="list-style-type: none"> <li>To begin to explore proportions of features on a face.</li> <li>To use observational skills</li> <li>To use artists artwork as an initial stimulus for some artwork.</li> <li>To begin to make detailed comparisons between own artwork and other artists.</li> <li>To develop depth in evaluating artwork.</li> <li>To discuss and consider ways of improving own artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use different media to achieve variations in: line, tone, colour, shape and pattern.</li> <li>Know about different techniques and being able to apply them for impact.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to explore and experiment with tints and tone with various colours.</li> <li>To explore different brushes and how they can be used for technique.</li> <li>To begin to show increasing awareness of painting skill/technique when painting.</li> <li>To use line skills to draw an increasingly accurate drawing.</li> <li>To experiment and explore using different pencil gradients.</li> <li>To develop and use observational skills to when drawing shapes and objects.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how to make secondary colours from primary colours.</li> <li>To understand differences with warm/cool colours.</li> <li>Know which colours are predominantly used in cave paintings – natural colours</li> </ul> 	<ul style="list-style-type: none"> <li>To experiment with the 4 watercolour techniques – wet on wet, wet on dry, dry on wet and dry on dry.</li> <li>To combine 2 watercolours to create shade and tone</li> <li>To use inspiration from other artists to create their own river/water painting.</li> <li>To use a variety of brushes</li> </ul>	<ul style="list-style-type: none"> <li>To understand that pencil cannot be erased under watercolour</li> </ul>  
	<b>Vocabulary:</b> Anatomy, Self-portrait, Proportion, Shade, Tone, Texture <b>Artists:</b> Andy Warhol, Pablo Picasso, Paul Gauguin		<b>Vocabulary:</b> primary colours, secondary colours, warm, cool, tint, tone, gradient, observation <b>Artists:</b> various prehistoric pictures		<ul style="list-style-type: none"> <li><b>Vocabulary:</b> water colour, brush, technique, wet on wet, wet on dry, dry on wet and dry on dry, tone, shade, combine</li> <li><b>Artists:</b> Monet, Van Eyck</li> </ul>	

Year 4	<u>Dragon art – sketching and clay</u>		<u>Still life – pastel wax resist</u>		<u>Rainforests - collage</u>	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
	<ul style="list-style-type: none"> <li>To begin to be inspired by other artists and their pattern choices.</li> <li>To develop skill with different pencil gradients.</li> <li>To use various types of media to achieve: line, texture, tone, colour, shape, pattern.</li> <li>To use a range of different resources to create detail including: slips, slab, joining To use artists artwork as an initial stimulus to inspire artwork.</li> <li>To begin to reflect on outcome of artwork and compare this to that of other artists.</li> <li>To acknowledge colour choice having a possible impact upon mood in a piece of artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Know primary, secondary and tertiary colours.</li> <li>Know what are warm and cool colours.</li> <li>Know how to use different resources to create detail</li> </ul>	<ul style="list-style-type: none"> <li>To develop skill with different pencil gradients.</li> <li>To use research to inspire drawings from memory or imagination.</li> <li>To independently create more detailed drawings of objects and shapes. (observational)</li> <li>To begin to be inspired by other artists in pattern choices.</li> <li>To consider using colours as a way to inform pattern techniques.</li> <li>To experiment how to create detail with different brushes and how they can be used for technique.</li> <li>To use artists artwork as an initial stimulus to inspire artwork.</li> </ul>	<ul style="list-style-type: none"> <li>To explore and learn how to make tertiary colours.</li> <li>To begin to identify warm/cool colours.</li> <li>Wax will stop colour running and contain ink - resist</li> </ul> 	<ul style="list-style-type: none"> <li>Create images from a variety of media</li> <li>Can select, sort and modify materials by, cutting, tearing with care before adding other marks and colour to represent an idea.</li> <li>Use adhesives to select and place cut and torn shapes onto a surface to convey an idea.</li> <li>In collage, develop skills in overlapping and overlaying to create effects</li> </ul> 	<ul style="list-style-type: none"> <li>Knowledge of flora and fauna in the rainforest</li> <li>Understanding of texture and tone.</li> <li>To understand the terms overlapping and overlaying</li> </ul> 
	<b>Vocabulary:</b> proportion, shade, tone, colour, shape, pattern, detail, slip, slab, roll, smooth <b>Artists:</b> Bob Eggleton, Larry Elmore, Anne Stokes		<b>Vocabulary:</b> Primary Colours Secondary Colours Tertiary Colours, resist, still life, colour, tone, pattern, shape, line, texture, <b>Artists:</b> Edgar Degas <a href="https://www.tate.org.uk/kids/explore/who-is/who-edgar-degas">https://www.tate.org.uk/kids/explore/who-is/who-edgar-degas</a> Paul Cezanne – The Basket of Apples		<b>Vocabulary:</b> collage, overlay, overlap, texture, tone, rainforest, adhesive, media, modify <b>Artists:</b> H. Rousseau John Dyer with the Yawanawá tribe	

Year 5	<u>Self portraits</u>		<u>Batik – linked to fruit around the world</u>		<u>Sculpture – mod roc, papier mache mountain ranges</u>	
	Skills	Knowledge	Skills-	Knowledge	Skills	Knowledge
	<ul style="list-style-type: none"> <li>To begin to explore further and develop the understanding and application of primary, secondary, tertiary and warm/cool colours when painting.</li> <li>To explore how to colour match when painting with colour mixing knowledge.</li> <li>To use tints and tones in painting.</li> <li>To explore various different elements of art: - Line - Tone - Pattern - Texture - Colour - Shape To create an increasingly accurate drawing of a person; drawing on proportions.</li> <li>To begin to explore expression in portraits.</li> <li>To draw a body with appropriate scales and proportions.</li> <li>To begin to create expressive patterns which reflect themselves.</li> <li>To reflect on own artwork and meaning behind this piece.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to make choices about colour when painting.</li> <li>Know how to create detail with different brushes and different techniques that can be used e.g. layering of paint.</li> <li>Know about proportions in drawing a person.</li> <li>To understand and explain the primary and secondary colours.</li> </ul>	<ul style="list-style-type: none"> <li>Use sketch book to plan ideas and then review and create.</li> <li>To stretch fabric required for work and sketch image on</li> <li>To use tainting to add wax to fabric</li> <li>Mixing dyes to required colour and apply to fabric</li> <li>Iron fabric to remove wax</li> </ul>	<ul style="list-style-type: none"> <li>Wax will stop colour running and contain ink - resist</li> <li>Batik originates from Indonesia</li> </ul>	<ul style="list-style-type: none"> <li>To use ModRoc effectively to construct sculpture.</li> <li>To plan sculpture through drawing and other preparatory work.</li> <li>To consider and acknowledge the involved in modelling, sculpture and construction.</li> <li>To use recycled, natural, man-made materials to create a 3D Sculpture.</li> <li>To evaluate and develop formed artwork.</li> </ul>	<ul style="list-style-type: none"> <li>To have awareness of what different mountains and mountain ranges look like through internet sources and photographs</li> <li>To be familiar with a variety of sculptures and artists</li> </ul>

	<b>Vocabulary:</b> proportion, observe, scale, detail, tone, texture, sketch, depth, primary colours, secondary colours, tertiary colours, detail, layer <b>Artists:</b> David Hockney, Frida Khalo		<b>Vocabulary:</b> tainting, wax resist, dye, iron, Artists: <b>Artists:</b> Chuah Thean Teng, Noel Dyrenforth, <a href="https://www.batikguild.org.uk/artists">https://www.batikguild.org.uk/artists</a>		<b>Vocabulary: Vocabulary:</b> Sculpture, ModRoc, Natural, Man-made, Recycled, Materials, construct <b>Artists:</b> Henry Moore, Leonardo Da Vinci	
<b>Year 6</b>	<b>Illusions and cityscapes</b>		<b>Climate change animation</b>		<b>Yewtree Memories collage</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>To make independent choices in drawing including media. To creatively draw from imagination and observation. To use observational skills to draw shapes/objects from different perspectives. (observational)</li> <li>To be able to draw comparisons and contrasts between artists and their techniques.</li> <li>To consider the impact of artwork and how the effects impact mood.</li> <li>To be able to explain inspiration behind own artwork and choices for techniques being used.</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Know about perspective</li> <li>Know how to apply previously learnt skills Know what an illusion is.</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>To manipulate resources using prior knowledge and terminology.</li> <li>To use sculpting knowledge to construct, plan and create a clay model.</li> <li>To research and develop own response through experimentation.</li> <li>To evaluate and develop formed artwork.</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Know how animation works and how to manipulate their sculptures in small steps to create an animation.</li> <li>Know how to combine skills from other curriculum areas to create a short animation film.</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>To use a variety of drawing/painting/collage techniques to create a memory picture or scrapbook</li> <li>To attach items using appropriate adhesive</li> <li>To overlap and overlay techniques to develop texture and effect</li> <li>To plan and evaluate as they go along to create a desired effect</li> <li>To portray a story through different media</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>To have previous experience of various media and how to apply.</li> </ul> 
	<b>Vocabulary:</b> 3D, sculpture, evaluate, research, construct, plan <b>Artists:</b> Escher, Faith Ringgold, Stephen Wiltshire, Edward Hopper, Stuart Davis		<b>Vocabulary:</b> figure, storyboard, frame, manipulate, animation <b>Artists:</b> Nick Park (Wallace and Gromit), Suzie Templeton (Peter and the wolf)		<b>Vocabulary:</b> memory, collage, effect, texture, overlay, overlap, media, material <b>Leslie Fehling – memory collage</b>	



Childhood memories collage

