










Art and Design Progression Map Years 1 – 6



	Autumn	Spring	Summer
Year 1 	<u>Autumn 2 'Being Famous'</u> Children working at expected standard: I can ask questions and talk about art work that I see. I can talk about what I like in an artist's work. I can explore mixing colours talking about primary and secondary colours. I can talk about the effect of thick and thin brushes. I can paint my own picture using different brush sizes and mixing colours. Children working at greater depth: I can use more than one picture and compare styles in art work I can work with independence, accuracy & make improvements. I can use more ambitious vocabulary with independence and understanding when describing the art.	<u>Spring 2 'The Adventure of the Green Ship'</u> Children working at expected standard: I can draw an animal using pencil by following steps and show moods / effects. I can draw an animal using different mark making pencils and show moods / effects. I can explore different printing tools and make an animal track print. I can design my own printing tool and make an animal track print. Children working at greater depth: I can work with accuracy and detail to make improvements. I can use own imagination to make improvements and work with accuracy / design flair. In can apply knowledge skills and understanding form previous lesson with independence to enhance my work.	<u>Summer 1 'Down on the Farm'</u> <u>Summer 2 'The History Box'</u> Children working at expected standard: Can talk about different textiles and describe them. Can sort textiles and talk about how they did this. Can make an image using textiles and add to class collage. Can make own collage using tissue paper and textiles by cutting and gluing. Can follow a simple weaving pattern. I can explore my own ideas in papier mache I can cut, shape and manipulate materials, also to add texture. I can draw on my ideas and make a papier mache bowl using different techniques and materials I can apply colour or pattern to my work to add finishing touches. Children working at greater depth: Use more ambitious vocabulary to describe the textiles. To be a learning buddy to others supporting them to create collage. I can give more detailed reasons for why some materials may be better for our class collage. I can work with greater accuracy and detail, correcting and adapting own work independently. Correct mistakes independently. I can adapt, correct or extend my own understanding with independence and use my own design ideas. I can make improvements by myself and use my own design ideas. I can work with accuracy and use more detail.
Year 2 	<u>Autumn 2 'Remembrance and Remembering'</u> Children working at expected standard: I can create a printing tile and use my own ideas to plan what to do. I can use my printing tile to create my own poppy print pattern. I can create a silhouette picture using blending and smudging with pastels. I can use my own ideas and plan what to do. Children working at greater depth: I can evaluate and make improvements to my work with independence. I can make effective links with learning previous lessons to make improvements. I can accurately and effectively link learning from previous lesson. I can organise my ideas to make connections with other areas of learning. I can adapt, correct and extend my own understanding with independence to make improvements to my work.	<u>Spring 1 'Owl Who Was Afraid of the Dark'</u> Children working at expected standard: I can draw a selection of owls showing line, and tone with pencil. I can select and cut materials independently. Talk about design choices for their collage. I can create a piece of art based on Steven Brown art work. Children working at greater depth: I can return to an aspect of learning after a break and still work with confidence use line and to add detail, show patterning & texture. I can apply knowledge, skills and understanding from previous learning with security and accuracy to show control of sizing of material and where it is placed. Show simple patterns I can work with consistency of purpose to show links between Steven Brown's work and my own work. <u>Spring 2 'China'</u> Children working at expected standard: I can talk about famous artists' work and make comments. I can use ideas from someone else's work such as form and texture in my own work to chinese mask. I can talk about my Chinese mask and how I've used ideas from other artists. Children working at greater depth: I can use oracy effectively to enhance my work by using pieces of art to compare similarities and differences between practises and disciplines. I can apply a high level of confidence and show good resilience when tasks seem demanding to produce a detailed sculpture.	<u>Summer 1 "Lighthouses"</u> Children working at expected standard: I can apply high level of confidence and show good resilience when tasks seem demanding to produce a detailed sculpture. mix colours effectively and predict outcomes. I can use shades of tint and tone. I can create a collage using given materials I can give reasons for choices and images created. Children working at greater depth: I can accurately and effectively link learning from previous lessons to compare two artists work noting how they have used different features I can work with consistency of purpose to add tint / tone in greater detail. I can adapt, correct or extend their own understanding with independence. <u>Summer 2 'Pirates on Tour'</u> Children working at the expected standard: I can identify practices and disciplines from artists we've learned about this year. I can create a piece of artwork using practices and disciplines of taught artists. Children working at greater depth: I can use accurate vocabulary when explaining choices of colour and media.

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
 <p>Year 3 <u>Port Sunlight – Drawing & Digital Media</u> I can experiment with different grades of pencil. I can make marks using different drawing implements (pencil, oil pastels, charcoal) I can use drawing implements to create patterns and texture I can experiment with using software to create different lines, textures, colours and shapes I can create simple patterns using copy and paste</p>	<p><u>The UK – Collage – Megan Coyle</u> I can use ripping as a technique for collage I can use the overlaying technique for collage – building up layers</p>	<p><u>Rivers and Mountains – Printing - Hokusai</u> I can create repeating patterns I can print two colour overlays I can make printing blocks</p>	<p><u>Stone Age – Painting - Stonehenge</u> I can know use paints to make secondary and tertiary colours. I can mix colours with white and black to create tints and shades. I can use a variety of paintbrushes.</p>	<p><u>Ancient Egypt – Sculpture – Canopic</u> I can shape, form model and construct using clay. I can add colour to a clay sculpture I can consider how a piece of artwork has been created</p>	
 <p>Year 4 <u>Habitats – Painting – Kal Barteski</u> I can name tints/shades of primary and secondary colours, e.g. red (pink/burgundy) I can select paintbrushes appropriately. I can experiment with different effect and textures e.g. washes, adding things to paint.</p>	<p><u>Antarctica – Sculpture - Whales</u> I can use carving to create patterns and texture I can add layers onto my work to create texture and shape I can investigate ways of joining clay.</p>	<p><u>The Romans – Collage/Digital Media – Roman Mosaics</u> I can use a variety of collage techniques, including folding, repeating and overlapping. I can produce more intricate patterns and textures using collage. I can create, edit and manipulate photographs using software I can create more intricate patterns</p>	<p><u>The Vikings – Printing – Viking Patterns</u> I can create tessellation patterns. I can develop the use of layers and overlays (up to 6) I can attempt some tessellating pattern rotation: clockwise or anticlockwise ¼, ½, ¾ or full turns</p>	<p><u>Refugees – Drawing – Contrasting Art</u> I can make marks using a wide range of drawing implements (Y3 + chalk pastels, pencils, fine liners, felt tips) I can apply and use simple pattern and texture to a drawing. I can explore relationships between line and tone, pattern and shape, line and texture</p>	
 <p>Year 5 <u>Space – Drawing/Painting – Peter Thorpe</u> I can begin to use perspective in work using a single foci point and horizon. I can explore colour mixing and blending with coloured pencils I can apply the effect of light on objects from different directions I can demonstrate a secure knowledge of warm and cold colours. I can understand how paintings are created.(composition) I can begin to select appropriate paints for a task.</p>	<p><u>Liverpool – Digital Media – Romuald Hazouma</u> I can edit and manipulate photographs to communicate mood I can explore sculpting virtually</p>	<p><u>Benin – Sculpture -Benin</u> I can shape using a variety of mouldable materials I can transform 2D designs into 3D modes. I can create sculptures on a variety of scales</p>	<p><u>North and South America – Textiles - Weaving</u> I can begin to select appropriate materials for a task, giving reasons I can experiment with weaving I can use the running stitch and over stitch to join fabrics.</p>	<p><u>The Victorians – Printing – William Morris</u> I can create and arrange accurate patterns I can use relief and impressed printing processes I can begin to select the most suitable method of printing for a task</p>	
 <p>Year 6 <u>WW2 – Painting – Paul Nash</u> I can demonstrate a secure knowledge of complementary and contrasting colours. I can choose appropriate paint, paper and implements to adapt and extend my work.</p>	<p><u>Syria – Textiles – Diala Brisley</u> I can experiment with dyeing fabrics I can overlap and layer different media to create texture, effect and colour I can use a wide variety of stitching techniques.</p>	<p><u>Evolution and Inheritance – Digital Media (with drawing) – Edward Linley Sambourne</u> I can produce accurate drawings from observation. I can show an awareness of composition, scale and proportion. I can scale up and down images. I can create, edit and manipulate images, incorporating text I can sculpt virtually to create more complex objects</p>	<p><u>Living Things & Their Habitats – Printing – Henri Rousseau</u> I can identify different printing methods I can make decisions about the effectiveness of printing methods I can make a positive and negative print</p>	<p><u>Coasts – Sculpture – Beach Art</u> I can shape, form and join with confidence. I can use a range of materials other than clay to create 3D sculptures I can include both visual and tactile elements in my work</p>	
	<p style="text-align: center;"><u>Ongoing</u> I can generate ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work I can consider creative practitioners' reasons for working I can consider similarities/difference between the kinds of work creative practitioners' create I can describe how I might develop my work further I can consider how a piece of artwork has been created</p>				