



Christ Church C of E Primary – Art Progression Map

EYFS Framework

ELG: Fine Motor Skills

Use a range of small tools, including scissors, paint brushes and cutlery.
Begin to show accuracy when drawing.

Expressive Arts and Design

ELG: Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the processes they have used.

National Curriculum

Purpose of study

A high-quality art and design education should engage, inspire and challenge pupil, equipping them with the knowledge and skills to experiment, invent and create their own pieces of work. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history and contribute to the culture of their community.

<u>KS1</u>	<u>Using materials</u>	<u>Drawing</u>	<u>Use colour, pattern, texture, line, form, space and shape</u>	<u>Range of artists.</u>
	Use a range of materials creatively to design and make products	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Know about the work of a range of artist, crafts makers and designers, describing the differences and similarities between different practices.

<u>KS2</u>	<u>Using sketchbooks</u>	<u>Drawing, painting and sculpture</u>	<u>Study of great artists</u>
Pupils should be taught to develop their skills and refine their control with a range of materials.	Create sketch books to record their observations. To use them to keep track and evaluate their ideas.	Develop their mastery of techniques in painting, drawing and sculpture. Using a range of different materials.	Pupils should be taught about great artist, architectures and designers in history to inspire.

	<u>EYFS</u>		<u>KS1</u>		<u>KS2</u>			
	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Painting	<p>EAD Recognises colours and shapes and chooses them for a purpose.</p> <p>Uses thick paint brushes.</p> <p>Uses a range of painting materials to explore form and function</p> <p>Experiments and mixes colours together.</p> <p>PD - FM To draw and paint clearer shapes when drawing and printing.</p>	<p>EAD To know pictures do not need to use multiple colours.</p> <p>To develop an understanding that there are different types of paint and that paint can be added to, to change its colour and consistency.</p> <p>PD – FM To hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors,</p>	<p>To be able to hold and control a paintbrush accurately.</p> <p>To be able to mix primary colours to make secondary colours.</p> <p>Experiment with mixing paint and water to make thick and thin paints.</p> <p>To create a range of self-portraits using paints.</p>	<p>To control a paintbrush accurately.</p> <p>To be able to mix primary colours to make secondary colours.</p> <p>To experiment with colour.</p> <p>To add small quantities of white to create lighter shades.</p> <p>To add small quantities of black to create darker shades.</p> <p>Experiment with mixing paint and water to make thick and thin paints.</p>	<p>To learn that green, orange and purple are secondary colours produced by mixing 3 primary colours.</p> <p>To be able to mix primary colours to make secondary colours.</p> <p>To experiment with colour.</p> <p>To add small quantities of white to create lighter shades.</p> <p>To add small quantities of black to create darker shades.</p> <p>Experiment with mixing paint and</p>	<p>To be able to mix graduations of one colour e.g dark green to light green by adding white and yellower greens by adding yellow.</p> <p>To learn how to apply paint with increasing control. Choose and use the correct size brush.</p> <p>To experiment with colour. Look at a colour wheel. Discuss complementary colours. Look at examples of work with contrasting colours.</p>	<p>To discuss the work of surrealist artists, Salvador Dali, Picasso, Magritte, Miro.</p> <p>To learn how to apply paint with increasing control. Choose and use the correct size brush. Use different types of paint for different effects.</p> <p>To use black and white to make different tones of one colour.</p> <p>To be able to mix graduations of one colour e.g dark green to light green by adding white and</p>	<p>To learn how to apply paint with increasing control. Choose and use the correct size brush. Use different types of paint for different effects.</p> <p>To create foregrounds, backgrounds and mid grounds in landscapes and seascapes.</p> <p>To be able to mix graduations of one colour e.g dark green to light green by adding white and yellower greens by adding yellow.</p> <p>To be able to mix three different</p>

		paintbrushes and cutlery.		To create a range of self-portraits using paints.	water to make thick and thin paints. To create a range of self-portraits using paints.	To make a colour wheel. To create a landscape with complementing colours.	yellower greens by adding yellow. To be able to mix three different colours to make a colour e.g flesh tones. To create a landscape with contrasting colours.	colours to make a colour e.g flesh tones. To mix any colour without help.
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	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Sculpture	<p>EAD Children using a range of 'sticking' tools to join their artwork e.g. Sellotape, masking tape, PVA glue, glue stick.</p> <p>PD – FM To use spring loaded scissors to snip.</p> <p>To cut with more confidence.</p>	<p>EAD To begin to use simple joins when using different materials.</p> <p>To make models and creations for their own pleasure.</p> <p>To explore how natural resources can be manipulated to make 3D sculptures.</p> <p>PD - FM Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p>To provide opportunities using plasticine, dough, reclaimed materials, clay and papier mache.</p> <p>Experiment with different techniques such as folding, bending,</p> <p>Experiment with mixing paint and water to make thick and thin paints.</p>	<p>To provide opportunities using plasticine, dough, reclaimed materials, clay and papier mache.</p> <p>Using 3D materials to represent the real world.</p> <p>Investigating natural forms using 3D materials.</p> <p>Exploring pattern and texture, building and subtracting on the surface of a clay slab. Using adjectives as a</p>	<p>To provide opportunities using plasticine, dough, reclaimed materials, clay and papier mache.</p> <p>Using 3D materials to represent the real world.</p> <p>Investigating natural forms using 3D materials.</p> <p>Exploring pattern and texture, building and subtracting on the surface of a clay slab. Using adjectives as a</p>	<p>To provide opportunities using plasticine, dough, reclaimed materials, clay and papier mache.</p> <p>To select, sort and analyse primary and secondary source material.</p> <p>Using 3D materials to represent the real world.</p> <p>Investigating natural forms using 3D materials.</p> <p>To be able to construct 3D</p>	<p>To discuss the work of Alexander Calder and artists who use wire for sculpture.</p> <p>To provide opportunities explore other sculpture materials such as plasticine, dough, reclaimed materials, clay and papier mache.</p> <p>Using 3D materials to represent the real world.</p> <p>To be able to construct 3D forms, shapes and</p>	<p>To research and explore masks from other cultures and countries.</p> <p>To provide opportunities explore other sculpture materials such as plasticine, dough, reclaimed materials, clay and papier mache.</p> <p>To combine wire and papier mache to create robust pieces.</p> <p>To be able to construct 3D forms shapes and</p>

				<p>stimulus, e.g. spiky, soft.</p> <p>Experiment with different techniques such as folding, bending,</p> <p>To create 3D models of London and pudding lane.</p>	<p>stimulus, e.g. spiky, soft.</p> <p>Exploring pattern and texture, building and subtracting on the surface of clay slab.</p>	<p>forms, shapes and structures that are more complex.</p> <p>To be able to use the skills of cutting and carving to create form from a block.</p> <p>Exploring pattern and texture, building and subtracting on the surface of a clay slab. Using adjectives as a stimulus, e.g. spiky, soft</p>	<p>structures that are more complex.</p> <p>To use influences to create their own wire model, e.g animals, hands, flowers, plants, faces, hanging mobiles etc.</p>	<p>structures that are more complex.</p> <p>To use influence from other cultures and countries to create their own mask.</p>
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Drawing	<p>EAD Become more confident when drawing.</p> <p>PD – FM To make more controlled marks when drawing and mark making.</p>	<p>PD To begin to show accuracy and care when drawing.</p> <p>EAD To Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including</p>	<p>To use mirrors, magnifying glasses, spoons, reflective objects to view and draw objects from different angles and viewpoints.</p> <p>Look at objects from different perspectives e.g upside down, from above etc.</p>	<p>Investigate and describe a range of natural objects representing a wide range of textures (smooth, spiky, fluffy, bumpy etc.) e.g feathers, tree bark, pine cones, teddy, spoons etc.</p> <p>Experiment using a range of pencils, pressing on hard, soft, different lines, marks, etc.</p>	<p>Experiment with chalk, charcoal, pastel, biro, for mark making.</p> <p>To use a viewing frame to draw in detail.</p> <p>To demonstrate dark and light in drawings.</p> <p>Investigate and describe a range of natural objects representing a wide range of textures (smooth,</p>	<p>To use drawing to develop ideas, plan work for other areas.</p> <p>To use sketchbook as a visual diary.</p> <p>To draw the figure quickly from different viewpoints with an awareness of form and movement.</p> <p>To use ICT to manipulate images and drawings, make changes.</p>	<p>To use drawing to develop ideas, plan work for other areas.</p> <p>To use sketchbook as a visual diary.</p> <p>To draw people in action using wooden drawing mannequins.</p> <p>To draw the figure quickly from different viewpoints with an awareness of form and movement.</p>	<p>To research and discuss the work of James Mylne. Explore use of biro and ball point pens to create texture, shade and depth.</p> <p>To use sketchbook as a visual diary.</p> <p>To draw people in action using wooden drawing mannequins.</p> <p>To draw the figure quickly from different</p>

		<p>details</p> <p>Use drawing to represent ideas like movement or loud noises Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>		<p>Children to handle the objects to look carefully and describe what they are seeing.</p>	<p>spiky, fluffy, bumpy etc.) e.g feathers, tree bark, pine cones, teddy, spoons etc.</p> <p>Experiment using a range of pencils, pressing on hard, soft, different lines, marks, etc.</p> <p>Children to handle the objects to look carefully and describe what they are seeing</p>	<p>To include detail that is representative of what they are drawing.</p> <p>Experiment with chalk, charcoal, pastel, biro for mark making.</p> <p>To use a viewing frame to draw in detail.</p> <p>To demonstrate dark and light in drawings.</p> <p>Experiment using a range of pencils, pressing on hard, soft, different lines, marks, etc.</p>	<p>To use ICT to manipulate images and drawings, make changes.</p> <p>To include detail that is representative of what they are drawing.</p> <p>Experiment with chalk, charcoal, pastel, biro for mark making.</p> <p>To use a viewing frame to draw in detail.</p> <p>To demonstrate dark and light in drawings.</p> <p>Experiment using a range of pencils, pressing on hard, soft, different lines, marks, etc.</p>	<p>viewpoints with an awareness of form and movement.</p> <p>To use ICT to manipulate images and drawings, make changes.</p> <p>To include detail that is representative of what they are drawing.</p> <p>To use a viewing frame to draw in detail.</p> <p>To demonstrate dark and light in drawings.</p> <p>Experiment using a range of pencils and pens pressing on hard, soft, different lines, marks,</p>
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	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Collage	<p>EAD Creates independent craft using available materials.</p> <p>Uses a range of sticking tools to join their artwork.</p> <p>PD – FM To develop more independence when using scissors.</p>	<p>EAD To explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Join different materials and explore different textures.</p> <p>PD - FM Use one-handed tools and equipment, for example, making snips in paper with scissors</p>	<p>Develop accuracy in cutting and tearing.</p> <p>To experiment using different materials, paper, card and fabric to create simple collages.</p>	<p>Develop accuracy in cutting and tearing.</p> <p>To experiment using different materials, paper, card and fabric to create simple collages.</p> <p>To discuss the work of an artist, look at Matisse’s work discuss use of colour, layering, bold prints etc.</p> <p>Children investigate layering materials, colour and shape to create their own Matisse pieces.</p>	<p>To be able to curl, scrunch, shape, tear and cut.</p> <p>To experiment using different materials, paper, card and fabric to create simple collages.</p> <p>To discuss the work of an artist, look at Matisse’s work discuss use of colour, layering, bold prints etc.</p> <p>Children investigate layering materials, colour and shape to create their own Matisse pieces.</p>	<p>To be able to curl, scrunch, shape, tear and cut.</p> <p>To experiment using different materials, paper, card and fabric to create simple collages.</p> <p>To discuss the work of an artist, discuss use of colour, layering, bold prints etc.</p> <p>Children investigate layering materials, colour and shape to create their own mosaics.</p>	<p>To research and discuss the work of Hannah Hoch.</p> <p>To be able to curl, scrunch, shape, tear and cut.</p> <p>To experiment using different materials, paper, card and fabric to create simple collages.</p> <p>To discuss the work of an artist, discuss use of colour, layering, bold prints etc.</p> <p>Children investigate layering materials, colour and shape.</p> <p>To create their own collage pieces inspired by Hannah Hoch.</p>	<p>To research and discuss the work of Mike Alcantara.</p> <p>To research comics, superheroes and the work of Mike Alcantara.</p> <p>To be able to curl, scrunch, shape, tear and cut.</p> <p>To experiment using different materials, paper, card and fabric to create simple collages.</p> <p>To discuss the work of an artist, discuss use of colour, layering, bold prints etc.</p> <p>Children investigate layering materials, colour and shape.</p> <p>To create their own collage pieces inspired by Mike Alcantara</p>

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Print	<p>EAD To use hands and fingers to create simple prints and mark making.</p> <p>Explore colour and colour mixing.</p>	<p>EAD To explore printing tools, both natural and man made. E,g, leaves and ear buds.</p> <p>To explore how patterns can be printed.</p> <p>To print using a range of media.</p>	<p>Look at and discuss patterns, texture, shape and in our environment. E.g. architecture from simple to complex.</p> <p>Children create a block or a press print.</p> <p>Develop patterns, symmetry and colour in block prints or press printing.</p> <p>Experiment with printing on a range of materials, paper, card, cloth etc.</p>	<p>To discuss the work of an artist, look at Warhol's work discuss use of colour, layering, bold prints etc.</p> <p>Children create a block or a press print.</p> <p>Use ICT to create a repeated print.</p> <p>Develop patterns, symmetry and colour in block prints or press printing.</p> <p>Experiment with printing on a range of materials, paper, card, cloth etc.</p> <p>Children choose favourite object or hero to create their own Warhol print, e.g can of coke, ketchup, favourite singer</p>	<p>To discuss the work of an artist, look at Warhol's work discuss use of colour, layering, bold prints etc.</p> <p>Children create a block or a press print.</p> <p>Use ICT to create a repeated print.</p> <p>Develop patterns, symmetry and colour in block prints or press printing.</p> <p>Experiment with printing on a range of materials, paper, card, cloth etc.</p> <p>Children choose favourite object or hero to create their own Warhol print, e.g can of coke, ketchup, favourite singer</p>	<p>To discuss the world around us, to investigate advertising and packaging of popular products.</p> <p>Children design and create packaging for a product.</p> <p>Use ICT to create a repeated print.</p> <p>Develop patterns, symmetry and colour in block prints or press printing.</p> <p>Experiment with printing on a range of materials, paper, card, cloth etc.</p>	<p>Using everyday objects to create prints e.g nuts, bolts, potato masher, bubble prints with straws, bubble wrap etc.</p> <p>To develop a print from visual research.</p> <p>To be able to overlay prints using 2 or 3 colours.</p> <p>To use knowledge of colour mixing to inform choice of colour.</p> <p>To use knowledge of colour mixing to inform choice of colour.</p> <p>To use IT to explore designs</p> <p>Develop patterns, symmetry and colour in block prints or press printing.</p> <p>Experiment with printing on a range of materials, paper, card, cloth etc.</p>	<p>To research the work of Warhol, Lichtenstein</p> <p>To develop a print from visual research.</p> <p>To be able to overlay prints using 2 or 3 colours.</p> <p>To use knowledge of colour mixing to inform choice of colour.</p> <p>To develop and repeat patterns over a large area.</p> <p>To use It to experiment with joining patterns in different ways mirror, rotation and tessellation.</p> <p>Develop patterns, symmetry and colour in block prints or press printing.</p> <p>Experiment with printing on a range of</p>

								materials, paper, card, cloth etc.
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	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Textiles	<p>EAD Children using a range of 'sticking' tools to join their artwork e.g. Sellotape, masking tape, PVA glue, glue stick.</p> <p>PD – FM To use spring loaded scissors to snip.</p> <p>To cut with more confidence.</p>	<p>EAD Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>EAD / CL Share their creations, explaining the process they have used</p>	<p>To weave using different materials. Turn back and weave a second row. Sew using simple stiches.</p> <p>Experiment with natural resources e.g wool, sticks, leafs.</p> <p>Experiment with natural dyes.</p> <p>Children create a block or a press print.</p>	<p>To experiment and investigate with joining and overlapping materials,</p> <p>To sew using using simple stiches.</p> <p>Experiment and investigate materials such as felt, cotton, tartan, lace using magnifying glasses.</p> <p>To select materials to use.</p> <p>Children use a range of materials to create puppets.</p>	<p>To experiment and investigate with joining and overlapping materials,</p> <p>To make connections with artists' work from other cultures and times, e.g. batik, tie dye, African textiles, Bengali kanthas</p> <p>To sew using simple stiches.</p> <p>To be able to sew 2 pieces of material together.</p> <p>To be able to sew buttons, sequins on material.</p> <p>Experiment and investigate materials such as felt, cotton, tartan, lace using</p>	<p>To experiment and investigate with joining and overlapping materials,</p> <p>To make connections with artists' work from other cultures and times, e.g. batik, tie dye, African textiles, Bengali kanthas</p> <p>To sew using simple stiches.</p> <p>To be able to sew 2 pieces of material together.</p> <p>To be able to sew buttons, sequins on material.</p> <p>Experiment and investigate materials such as felt, cotton, tartan, lace using</p>	<p>To use other artists' work as a stimulus for a weaving or collage focussing on some of the elements of art – colour, shape, texture, pattern, e.g. Paul Klee, African art – flags of the Afante, batik work from Kenya.</p> <p>To select materials to use.</p> <p>To experiment and investigate with joining and overlapping materials,</p> <p>To sew using simple stiches.</p> <p>To be able to sew 2 pieces of material together.</p>	<p>To research and discuss carnivals from other cultures and countries.</p> <p>To be able to use a variety of stitches for pattern and texture.</p> <p>To explain the effects of a variety of techniques and when it is suitable to use them.</p> <p>To select materials to use and to experiment joining techniques.</p> <p>To experiment and investigate with joining and overlapping materials,</p> <p>To sew using simple stiches. To be able to sew 2 pieces of material together.</p>

					<p>magnifying glasses.</p> <p>To select materials to use.</p> <p>Children use a range of materials to create cushions.</p>	<p>magnifying glasses.</p> <p>To select materials to use.</p> <p>Children use a range of materials to create cushions.</p>	<p>To be able to sew buttons, sequins on material.</p>	<p>To be able to sew buttons, sequins on material.</p> <p>To create a carnival inspired piece, e.g mask, headdress.</p>
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