Art and Design

Progression Mapping
Version 1

Progression Map in Art and Design

- The progression map – version 1, for art and design is set out in three sections: Drawing, Painting (to include printing) and Sculpture.

- It starts with nursery and runs through to Year 6. Although artists are suggested in the progression map, it may be that different artists are used according to locality and familiarity. In addition, an artist suggested for one age group may be used in another age group for a completely different reason.

- The progression map may need to be varied according to your school's preferences and experience and is set out here as one example, not as something agreed upon nationally.

- Where possible, we have put in exemplars for different age groups. However, we suggest you look at other resources such as 'The Goodenough Drawing Scale' to help you understand expectations for different age groups.

- Each of the three sections concludes with a one-page summary of progression in that aspect of art, i.e., drawing, painting and sculpture.

- Another version of a progression map is also included so that you can decide which approach suits your school best.

- Make use of the information to develop your own progression based on the two examples included here, or indeed, use the two examples as reference points to develop your own.

- Much of this section has been developed by Leah Basilone, headteacher at Wantage Primary Academy in Oxfordshire, which is part of the Omnia Learning Trust.

Art and Design: Drawing

Art and design area: Drawing		Year group: Nursery	
What is drawing?			
Prior learning	**New learning**	**What success looks like:**	*Future learning*
N/A	• To explore and experiment with making marks using chalk, wax crayons, pencils, colouring pencils and felt tips. • To use gross motor movements to create large marks- continuous rotations, push/pull, vertical arcs. • To talk about marks and patterns created.	• Children know that drawing tools create marks. • Children can create large and small marks using tools. • Children know the names of some drawing tools.	*In Reception . . .* • *That drawing tools create marks.* • *Name a range of drawing tools.* • *The names of different drawing tools, including chalk, charcoal and pencils.* • *Where chalk and pencils come from.*
Key vocabulary	**Expectations**	**End Point**	**Artist References**
Mark Making- describes the different lines, dots, marks, patterns, and textures we create in an artwork. **Patterns**- a repeated decorative design. **Lines**- a mark made using a drawing tool or brush.		• Know that drawings are marks left behind from dry media. • Have experiments using a variety of dry media to create marks. • Can name drawing tools; chalk, felt tips, pencils, crayons.	• Varied – linked to books and artists throughout.

Art and Design: Drawing

Art and design area: Drawing		Year group: Reception	
What is drawing?			
Prior learning	**New learning**	**What success looks like:**	*Future learning*
In Nursery . . . • I know that drawing tools create marks. • I know the names of basic drawing tools.	• To explore making different marks with different resources and begin to compare lines and pastel smudges. • To explore where chalk and pencils come from. • To discuss marks and patterns created and begin to give reasons for their choices. • Draw from memory and observation.	• Children know the names of different drawing tools, including chalk, crayons and pencils and understand their properties. • Children begin to colour in-between lines with increasing accuracy. • Children know that drawing tools create marks. • Children demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, and chalk.	*In Year 1 . . .* • *Can use a variety of drawing media to invent new lines, marks and shapes.* • *Can describe marks that they have made.* • *Understands that lines and shapes are used by artists in a range of different ways to create final pieces.* • *Knows some artists who use lines and shapes in their art.*
Key vocabulary	**Expectations**	**End Point**	**Artist References**
Drawing- a picture or diagram made with a pencil, pen, or crayon rather than paint. **Pencil**- an instrument for writing or drawing consisting of a thin stick of graphite or a similar substance enclosed in a long thin piece of wood. **Crayon**- a pencil or stick of coloured chalk or wax used for drawing. **Felt tip-** a pen with a writing point made of felt or other tightly packed fibres. **Mark Making-** describes the different lines, dots, marks, patterns, and textures we create in an artwork. **Chalk**- a white soft earthy limestone. **Patterns**- a repeated decorative design. **Lines**- a mark made using a drawing tool or brush.		• Know that drawing tools create marks. • Can name drawing tools, including chalk, charcoal and pencils. • Can explain where chalk and pencils come from.	Varied – linked to books and artists throughout.

Art and Design: Drawing

Art and design area: Drawing	Year group: Year 1

How are lines and shapes used in drawings?

Prior learning	New learning	What success looks like:	*Future learning*
In Reception . . . • To explore making different marks with different resources and begin to compare lines and pastel smudges. • To explore where chalk and pencils come from. • To discuss marks and patterns created and begin to give reasons for their choices. • Draw from memory and observation.	• To explore a range of different drawing mediums to create a range of lines and alter their thickness. • To explore how famous artists use dots, lines and shapes to create works of art. • To link a range of lines together to create a piece of artwork. • To explore how shapes can be used to create a piece of artwork. • To experiment with overlapping shapes.	• Children develop effective grip using smaller crayons, pencils and pens. • Children describe lines, shapes and patterns created. • Children demonstrate control when drawing using chalk, wax crayons, pencils, colouring pencils and felt tips.	*In Year 2 . . .* • *To explore lines and blending using pencils, pastels, chalk and oil pastels. Choose when to use dots or lines to show texture or patterns.* • *To study and analyse landscapes using artists' vocabulary.* • *To identify backgrounds and foregrounds in a landscape.* • *To study landscapes created by famous artists.* • *To use secondary source images to observe and draw a landscape.* • *To create objects in the foreground that appear larger than those in the background.*

| Key vocabulary	Expectations	End Point	Artist References
Drawing- a picture or diagram made with a pencil, pen, or crayon rather than paint. **Line**- a connection between two points. It can vary in length and size, and direction. **Shape**- the form or outline of something. **Observation**- the action or process of closely observing or monitoring something or someone. **Abstract-** modern art which does not represent images of our everyday world. It has colour, lines and shapes (form), but they are not intended to represent objects or living things.		• Can use a variety of drawing media to invent new lines, marks and shapes. • Can describe marks that they have made. • Understands that lines and shapes are used by artists in a range of different ways to create final pieces.	Roger Hargreaves Piet Modrian
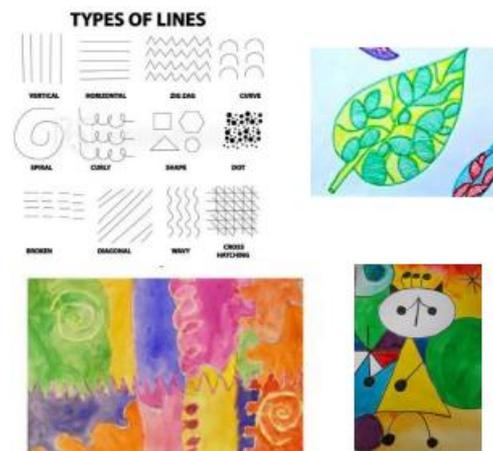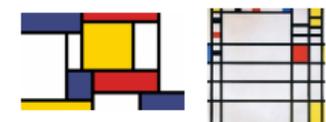
Art and Design: Drawing

Art and design area: Drawing	Year group: Year 2

How are landscapes created?

Prior learning	New learning	What success looks like:	*Future learning*
In Year 1 . . . **How lines are used in art...** • To explore a range of different drawing mediums to create a range of lines and alter their thickness. • To explore how famous artists use dots, lines and shapes to create works of art. • To link a range of lines together to create a piece of artwork.	• To explore lines and blending using pencils, pastels, chalk and oil pastels. • Choose when to use dots or lines to show texture or patterns. • To study and analyse landscapes using artists' vocabulary. • To identify backgrounds and foregrounds in a landscape. • To study landscapes created by famous artists. • To use secondary source images to observe and draw a landscape. • To create objects in the foreground that appear larger than those in the background.	• Children continue to develop an effective pencil grip when using smaller drawing tools. • Children begin to add detail to a picture and use the side of the pencil to add shading detail. • Children demonstrate control and accuracy when drawing using pencils, pastels, charcoal, chalk and oil pastels.	*In Year 3 . . .* • *To explore and experiment with graded pencils to show tone and texture and annotate findings in sketchbooks.* • *To draw from first-hand observation and secondary sources, e.g., pictures and artists' copies.* • *To explore hatching and cross-hatching to show tone and texture.* • *To identify areas of shadow and light and blend tones accurately to create soft gradients.* • *Draw on a range of different scales.*

Key vocabulary	Expectations	End Point	Artist References
Landscape- a picture representing a view of natural inland scenery. **Background**- the ground or parts of a scene that are behind the main subject of the artwork. **Horizon**- the line where the earth or sea meets the sky. **Middle ground-** is the middle distance of a painting or photograph. **Foreground**- the ground or things placed in the front of the picture. **Observation**- the action or process of closely observing or monitoring something or someone. **Blending**- the technique of gently intermingling two or more colours or values to create a gradual transition or to soften lines.		• Can identify what a landscape is. • Can identify the foreground and background in a landscape. • Understands how to use and look after oil pastels.	David Hockney Claude Monet

Art and Design: Drawing

Art and design area: Drawing	Year group: Year 3

How are hatching and cross hatching methods used to create tone in drawing?

Prior learning	New learning	What success looks like:	*Future learning*
In Year 2 . . . • To explore lines and blending using pencils, pastels, chalk and oil pastels. • Choose when to use dots or lines to show texture or patterns. • To study and analyse landscapes using artists' vocabulary. • To identify backgrounds and foregrounds in a landscape. • To study landscapes created by famous artists.	• To explore and experiment with graded pencils to show tone and texture and annotate findings in sketchbooks. • To develop charcoal skills by using the edge to create tone, pressing hard to make dense marks and using your finger to smudge. • Use drawing materials that are appropriate for different weathers – such as a stormy sea or a calm sky. • To draw from first-hand observation and secondary sources, e.g., pictures and artists' copies. • To explore hatching and cross-hatching to show tone and texture. • To identify areas of shadow and light and blend tones accurately to create soft gradients. • Draw on a range of different scales.	• Children use an eraser to expose lighter tones to show texture in an artwork. • Children know H pencils are hard and will produce light marks – best for technical drawing. • Children use different parts of charcoal to create effects. • Children know that B pencils are soft and will produce darker tones – best used for tonal drawings and shading.	*In Year 4 . . .* • *To explore blending lines to create shades and tones with different drawing mediums. Select which grade of pencil would be best to use on the chosen area to create line, tone and texture.* • *To explore how light and shadow are captured in the correct areas with knowledge of the light source.* • *To draw from observation and apply shades and tones.* • *To refine techniques when using oil pastels and blend colours to create different tones and shades.*

| Key vocabulary	Expectations	End Point	Artist References
Hatching / Cross-hatching- techniques used by draftsmen, engravers, and other artists who use mediums that do not allow blending. **Textures-** one of the seven art elements that refer to a piece's visual "feel". **Reflection-** when light bounces off an object. **Shades-** the darkening or colouring of an illustration or diagram with parallel lines or a block of colour. **First-hand observation-** is when you look at your surroundings and draw what you see. **Secondary source images** - material produced by others, e.g. artefacts, photographs, film, video or web-based material.		• Know different pencil grades and can select these for purpose. • Know how to use charcoal in different ways to create different effects. • Know how to use hatching and cross-hatching to show tone and textures in drawings.	Giorgio Morandi

Art and Design: Drawing

Art and design area: Drawing	Year group: Year 4

How are shadows and reflections created in drawing?

Prior learning	New learning	What success looks like:	*Future learning*
• **Year 1-** How are lines used in art? • **Year 2-** How are shapes and lines used to create landscapes? • **Year 3-** How are hatching and cross-hatching used to create tones in drawings?	• To explore blending lines to create shades and tones with different drawing mediums. Select which grade of pencil would be best to use on the chosen area to create line, tone and texture. • To explore how light and shadow are captured in the correct areas with light source knowledge. • To draw from observation and apply shades and tones. • To refine techniques when using oil pastels and blend colours to create different tones and shades.	• Children clearly mark areas of light and shadow in an observational drawing. • Children know how to draw and blend lines to create different textures, shades and tones. • Children begin to select pencil grades for purpose. • Children know different grades of pencils HB, B-6B and select these for a purpose. • Children know how to create contrast and tone in drawings.	*In Year 5 . . .* • *To use a range of mark-making techniques to show contrast and tone in drawings.* • *To make small studies from observation using viewfinders to focus on selected parts.* • *To apply drawing skills using ink pens and explore the different properties.* • *To draw from first-hand observation and source material.* • *To explore the work of famous architects and designers and experiment with some of these styles.* • *Begin to use perspective and proportion.* • *Select an appropriate style for a piece of artwork.*

Key vocabulary

Hatching / Cross-hatching- techniques used by draftsmen, engravers, and other artists who use mediums that do not allow blending.
Textures- one of the seven art elements that refer to a piece's visual "feel".
Reflection- is when light bounces off an object.
Shades- the darkening or colouring of an illustration or diagram with parallel lines or a block of colour.
First-hand observation- is when you look at your surroundings and draw what you see.
Secondary source images - material produced by others, e.g. artefacts, photographs, film, video or web-based material.

Expectations

End Point

• Use shading to add interesting effects to drawings, using different grades of pencils.
• Know how to draw from first-hand experience.
• Know how to select graded pencils for purpose.

Artist References

Maurice Denis

Maurits Cornelis Escher

Art and Design: Drawing

Art and design area: Drawing	Year group: Year 5

How to create tone and perspective in drawing?

Prior learning	New learning	What success looks like:	Future learning
• **Year 1-** How are lines used in art? • **Year 2-** How are shapes and lines used to create landscapes? • **Year 3-** How are hatching and cross-hatching used to create tones in drawings? • **Year 4** – Know how to select graded pencils for specific purposes.	• To use a range of mark-making techniques to show contrast and tone in drawings. • To make small observational studies using viewfinders to focus on selected parts. • To apply drawing skills using ink pens and explore the different properties. • To draw from first-hand observation and source material. • To explore the work of famous architects and designers and experiment with some of these styles. • Begin to use perspective and proportion. • Select an appropriate style for a piece of artwork	• Children can show contrast in terms of tone in their drawings. • Children successfully use viewfinders to be able to focus on a given feature. • Children recognise the difference when using ink pens. • Children use their drawing techniques effectively to capture different observations. • Children begin to use perspective in their drawing. • Children know when it is appropriate to use close observation skills in their work.	• *In Year 6 . . .* • *Children should be able to use a full range of pencils, pastels, charcoal and mixed media to create observational art independently.* • *Children should know the effect of light from different directions on objects and people.* • *Children should use perspective in their work, using a single focal point and horizon.*

Key vocabulary	Expectations	End Point	Artist References
Viewfinder- a small hole, usually circular or square, on a piece of card to allow a child to focus on a given area. **Ink-** as well as pencils, pastels and charcoal, children should be introduced to ink work. **Tone-** this is how light or dark a picture is. Tone is important to an artist because it is often more important than colour. **First-hand observation-** is when you look at your surroundings and draw what you see.		• Use ink to enhance the quality of their drawing. • Know how to use a viewfinder to provide a focus. • Know how to create perspective in drawing.	Cezanne Munch
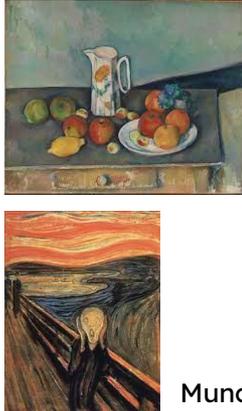
Art and Design: Drawing

Art and design area: Drawing	Year group: Year 6

How are shadows and reflections created in drawing?

Prior learning	New learning	What success looks like:	*Future learning*
• **Year 1-** How are lines used in art? • **Year 2-** How are shapes and lines used to create landscapes? • **Year 3-** How are hatching and cross-hatching used to create tones in drawings? • **Year 4** – Know how to select graded pencils for specific purposes. • **Year 5** – Know how to use ink within their drawing and begin to use perspective.	• Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently. • Show the effect of light from different directions on objects and people. • Know how tone can add impact to a drawing. • Focus on a small area, such as the eyes or lips, and be able to capture the different tones and shades. • Use perspective in their work, using a single focal point and horizon.	• Children should be able to decide which grade of pencil to use for a particular piece of artwork. • Children should also be able to decide when using ink, pastels, or charcoal is appropriate. • Children should be confident when using perspective and know about horizons. • Children should know about the impact of tone in their drawing.	• *In Year 7 . . .* • *Show increasing control with drawing with adventurous development using a range of growing variety of tools to create specific effects.* • *Emphasis on refinement and quality of finish.* • *Critically and technically analyse and evaluate own and others' work, identifying key features, comparing and using the information to inform developments.*

| Key vocabulary	Expectations	End Point	Artist References
Hatching- a technique used by draftsmen, engravers, and other artists who use mediums that do not allow blending. **Ink-** one of the seven elements of art that refer to the visual "feel" of a piece. **Reflection-** when light bounces off an object. **Tone-** the darkening or colouring of an illustration or diagram with parallel lines or a block of colour. **First-hand observation-** when you look at surroundings and draw what you see.		• Decide on which range of pencils to use for specific tasks. • Show confidence in using perspective in their drawings. • Know the impact that tone has on a piece of work.	 Henry Moore/ Banksy
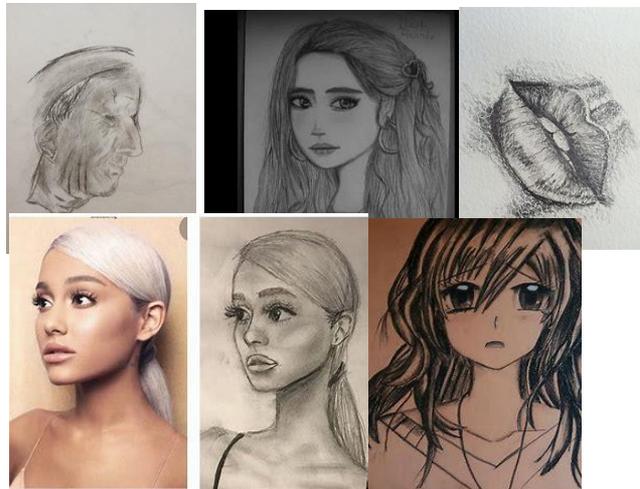
Progression Map for Drawing

Nursery	Reception	Year 1	Year 2
• To explore and experiment with making marks using chalk, wax crayons, pencils, colouring pencils and felt tips. • To use gross motor movements to create large marks- continuous rotations, push/pull, vertical arcs. • To talk about marks and patterns created.	• To explore making different marks with different resources and begin to compare lines and pastel smudges. • To explore where chalk and pencils come from. • To discuss marks and patterns created and begin to give reasons for their choices. • Draw from memory and observation. • Introduce dark and light pencils (e.g., 8B and HB).	• To explore a range of different drawing mediums to create and invent a range of lines and alter thickness using different mediums. • To explore how famous artists use dots, lines and shapes to create works of art. • To link a range of lines together to create a piece of artwork. • To explore how shapes can be used to create a piece of artwork. • To experiment with overlapping shapes. • Add 4B to the pencil range. • Confident in using pastels and charcoal	• To explore lines and blending using pencils, pastels, chalk and oil pastels. • Choose when to use dots or lines to show texture or patterns. • To study and analyse landscapes using artists' vocabulary. • To identify backgrounds and foregrounds in a landscape. • To study landscapes created by famous artists. • To use secondary source images to observe and draw a landscape. • To create objects in the foreground that appear larger than those in the background. • Add 2H to the pencil range.
Year 3	**Year 4**	**Year 5**	**Year 6**
• To explore and experiment with graded pencils to show tone and texture and annotate findings in sketchbooks. • To develop charcoal skills by using the edge to create tone, pressing hard to make dense marks and using your finger to smudge. • Use drawing materials that are appropriate for different weathers – such as a stormy sea or a calm sky. • To draw from first-hand observation and secondary sources, e.g., pictures and artists' copies. • To explore hatching and cross-hatching to show tone and texture. • To identify areas of shadow and light and blend tones accurately to create soft gradients. • Draw on a range of different scales. • Use chalk pastels, charcoal, and chalk to create effect, depth, etc.	• To explore blending lines to create shades and tones with different drawing mediums. Select which grade of pencil would be best to use on the chosen area to create line, tone and texture. • To explore how light and shadow are captured in the correct areas with light source knowledge. • To draw from observation and apply shades and tones. • To refine techniques when using oil pastels and blend colours to create different tones and shades. • Add 6B to the pencil range.	• To use a range of mark-making techniques to show contrast and tone in drawings. • To make small observational studies using viewfinders to focus on selected parts. • To apply drawing skills using ink pens and explore the different properties. • To draw from first-hand observation and source material. • To explore the work of famous architects and designers and experiment with some of these styles. • Begin to use perspective and proportion. • Select an appropriate style for a piece of artwork	• Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently. • Show the effect of light on objects and people from different directions. • Know how tone can add impact to a drawing. • Focus on a small area, such as the eyes or lips, and capture the different tones and shades. • Use perspective in their work, using a single focal point and horizon • Add 4H to the pencil range.

Art and Design: Painting

Art and design area: Painting		Year group: Nursery	
What is painting?			
Prior learning	**New learning**	**What success looks like:**	*Future learning*
N/A	• To experiment with a range of painting tools such as thick and thin paintbrushes, spatulas, combs, and toothbrushes. • To explore and experiment with making marks using all the paint tools above. • To explore colour mixing using poster paint.	• Colour names, yellow, red, blue, green, orange and purple (primary and secondary colours). • The colours white and black. • Know some different types of paint (watercolour and poster paint).	*In Reception . . .* • *To explore and refine colour mixing using namely poster paint.* • *Use simple tools and techniques competently and appropriately.*
Key vocabulary	**References**	**End Point**	**Artist References**
Mark Making- describes the different lines, dots, marks, patterns, and textures we create in an artwork. **Patterns**- a repeated decorative design. **Lines**- a mark made using a drawing tool or brush.		• Understands that paint can be applied in different ways. • Can name simple colours. • Can mix colours to match objects that they see. • Can paint with different tools and recognise the effects.	Varied – linked to books and artists throughout.

Art and Design: Painting

Art and design area: Painting	Year group: Reception

How can paint be applied in different ways to create different textures?

Prior learning	New learning	What success looks like:	*Future learning*
In Nursery . . . • Experiences with painting with different tools. • Explored colours. • Combined collage and paint. • Matched objects and materials to colours.	• To experiment with a range of painting tools such as thick or thin paintbrushes, fingers, spatulas, combs, toothbrushes etc. • To name a range of different colours. • To mix paint to match the colours they see. • To explore and refine colour mixing using poster paint. • To combine paint and collage. • To offer viewpoints of paintings.	• Children begin to develop control when using a variety of standard and self-made painting tools. • Children describe textures and techniques - for example, 'thick', 'thin', 'wet', 'dry' and 'dribble', 'splatter' and 'drip'. • Children begin to show control when using a variety of standard and self-made painting tools.	*In Year 1 . . .* • *To explore primary and secondary colours.* • *To represent primary and secondary colours on a colour wheel.* • *To experiment with warm and cool colours.* • *To paint from observation.* • *To combine paint and collage.*

Key vocabulary	References	End Point	Artist References
Painting- the action or skill of using paint in a picture or as decoration. **Artist-** a person who creates paintings or drawings as a profession or hobby. **Collage**- a piece of art made by sticking various materials, such as photographs and pieces of paper or fabric, onto a backing. **Paint-** a coloured substance spread over a surface and dries to leave a thin decorative or protective coating. Vocabulary to describe paint: thick, thin, wet, dry, dribble, splatter, drip.		• Knows that paint can be applied in different ways. • Can name simple colours. • Can mix colours to match objects that they see. • Can combine paint and collage to produce a work of art.	Varied – linked to books and artists throughout. Wassily Kandinsky George Seurat

Art and Design: Painting

Art and design area: Painting	Year group: Year 1

What are primary and secondary colours?

Prior learning	New learning	What success looks like:	*Future learning*
In Reception . . . • Reception key question: How can paint be applied in different ways to create different textures? • Know that paint can be applied in different ways. • Understand that paint can create different textures. • Understand how to change the properties of paint using water.	• To explore primary and secondary colours. • To represent primary and secondary colours on a colour wheel. • To identify and experiment with warm and cool colours. • To paint from observation. • To explore primary and secondary colours. • To represent primary and secondary colours on a colour wheel. • To identify and experiment with warm and cool colours. • To paint from observation.	• Children select thick and thin paintbrushes for the purpose. • Children hold thick and thin paintbrushes close to the end for control and detail. • Children show control when using painting tools. • Children mix colours using poster paint, powder paint and watercolour. • Children understand the different. properties and discuss the artist's work • Children comment on the warm and cold colours in the work of Joan Amara and Georgia O'Keeffe and recreate their work and similar from observation.	*In Year 2 . . .* • *To explore creating tints and shades in a variety of different colours.* • *To experiment with different painting effects such as washes, blocking and thickened paint.* • *To explore paint effects and techniques used by famous artists. (Claude Monet and Paul Klee)* • *To explore texture in an artwork using techniques such as layering, differing brush strokes or varying equipment such as a sponge or spatula.*

Key vocabulary	References	End Point	Artist References
Primary colours- primary colours are those which cannot be created by mixing other colours in a given colour space. **Secondary colours-** a secondary colour is made by mixing two primary colours. **Colour wheel-** a colour wheel shows you how colours relate to each other. **Warm colours** — one side of the colour wheel that includes red, yellow, and orange. This evokes warmth because they remind us of things like the sun or fire. **Cool colours** — the other side of the colour wheel that includes blue, green, and purple. This evokes a cool feeling because they remind us of things like water or grass.		• Knows the primary and secondary colours. • Understands how primary and secondary colours are presented on a colour wheel. • Can name some warm and cold colours and explain why artists may use them.	Joan Miro Georgia O'Keefe
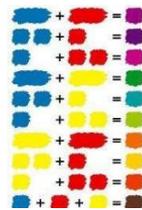
Art and Design: Painting

Art and design area: Painting	Year group: Year 2

How can paint be used to create different effects?

Prior learning	New learning	What success looks like:	*Future learning*
EYFS • Know that paint can be applied in different ways. • Understand that paint can create different textures. • Understand how to change the properties of paint using water. **Year 1** • What are primary and secondary colours? • How are colours mixed? • How are warm and cool colours used effectively?	• To explore creating tints and shades in a variety of different colours. • To experiment with different painting effects such as washes, blocking and thickened paint. • To explore paint effects and techniques used by famous artists. (Claude Monet and Paul Klee) • To explore texture in an artwork using techniques such as layering, differing brush strokes or varying equipment such as a sponge or spatula. • To create a final piece that applies two different painting effects.	• Children independently mix primary colours to make secondary colours. • Children accurately mix colours using powder paint and watercolour. • Children can explain that adding white to colours creates tints, and adding black to colours creates shades. • Children can name different types of paint and know their properties.	*In Year 3 . . .* • *To examine how famous artists have used complementary colours to create artwork.* • *To explore creating tones.* • *To create a colour wheel that displays tertiary colours.* • *To explore complementary colour combinations.* • *To explore creating hues using watercolour paints.*

| Key vocabulary	References	End Point	Artist References
Tint- a mixture of a colour with white, which increases lightness. **Shade-** a mixture with black, which increases darkness. **Washes-** A term for a visual arts technique resulting in a semi-transparent layer of colour. **Blocking-** A common and relatively simple method of underpainting that allows an artist to quickly sketch out the work by painting in simple "blocks," or shapes, of colour. **Application-** how art materials are transferred to a surface. **Textures-** Texture refers to the surface quality of a work of art. A texture created to look like something it is not is called visual or implied texture.	SHADES base color + black TINTS base color + white	• Understands how to create tones and tints with paint. • Can create different effects with paint. • Understands how to change the properties of paint using water. • Can discuss the artist's use of painting effects.	Claude Monet Paul Klee
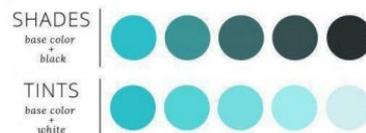
Art and Design: Painting

Art and design area: Painting	Year group: Year 3

What are complementary colours and how do artists use them in painting?

Prior learning	New learning	What success looks like:	*Future learning*
In Key Stage 1 . . . • **Year 1-** Learnt about primary and secondary colours, warm and cool colours. Created a simple colour wheel. • **Year 2** - Explain that adding white to colours creates tints and black to colours makes shades.	• Experiment with brush techniques (thick and thin brushes to produce shapes, textures, patterns and lines). • Mix colours effectively. • To explore how famous artists have used complementary colours to create artwork. • To explore creating hues using watercolour paints. • To create a colour wheel that displays tertiary colours. • To explore complementary colour combinations. • To create a final piece that uses complementary colours.	• Children work confidently on different scales. • Children can create pieces with complementary colours. • Children can work with increased independence and confidence.	• *In Year 4 . . .* • *Know how hues are created using watercolours.* • *Know what tints, tones and shades are.* • *Combine colours to create tints, tones and shades.* • *Mix and match colours to objects in natural or artificial forms.*

| Key vocabulary	References	End Point	Artist References
Colour wheel- A colour wheel shows you how colours relate to each other and visually demonstrates the relationship between primary, secondary and tertiary colours. **Primary colours-** Primary colours are those which cannot be created by mixing other colours in a given colour space. **Secondary colours-** A secondary colour is made by mixing two primary colours. **Tertiary colour-** a colour made by mixing full saturation of one primary colour with half saturation of another primary colour and none of a third primary colour. **Complementary colours-** Two colours on opposite sides of the colour wheel. This combination provides a high contrast and high impact colour combination – together, these colours will appear brighter and more prominent.		• Can create a colour wheel independently. • Can identify and explain primary, secondary and tertiary colours. • Can identify and explain complementary colours. • Name key artists that use complementary colours.	Vincent Van Gogh Theresa Paden
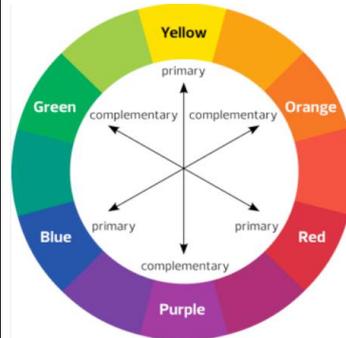
Art and Design: Painting

Art and design area: Painting		Year group: Year 4	
How do you mix colours to match objects?			
Prior learning	**New learning**	**What success looks like:**	*Future learning*
• **Year 1-** Learnt about primary and secondary colours, warm and cool colours. Created a simple colour wheel. • **Year 2-** Learnt to create tints and tones. • **Year 3-** Learnt what primary, secondary and complementary colours are.	• Brush techniques are explored to create different effects. • To mix and match colours to objects in natural or artificial forms. • Use black and white to lighten and darken tones. • To combine colours and create tints, tones and shades to reflect the purpose of the work. • To observe colours on hands and faces - mix a range of flesh colours. • To mix and blend colours using a soft and smooth gradient. Colours are blended with little visual appearance of intervals • Use watercolour paint to produce washes for backgrounds, then add detail.	• Children demonstrate control and accuracy when painting using thick and thin paintbrushes and selecting for purpose. • Children know precise colour language, e.g. tint, tone, shade, hue • Children demonstrate a secure knowledge of primary, secondary, complementary, warm and cold and contrasting colours.	*In Year 5 . . .* • *To explore how artists express thoughts and feelings through the use of colour and application.* • *To mix colours accurately and understand the properties of a range of different paint types.* • *To experiment with different colours that represent moods.* • *To create a mood painting through the use of colour and application.* • *Develop watercolour techniques.* • *Mark-make with paint (dashes, blocks of colour, strokes, points).* • *Develop fine brush strokes.*
Key vocabulary	**References**	**End Point**	**Artist References**
Tint- where an artist adds white to a colour to create a lighter version of the colour. **Tone**- refers to the relative lightness or darkness of a colour. **Shade-** where an artist adds black to a colour to darken it down. **Hue**- the origin of the colours we can see.	PURE HUE TINT TONE SHADE Mixed with white Mixed with grey Mixed with black	• Understands how hues are created using watercolours. • Understands what tints, tones and shades are. • Can combine colours to create tints, tones and shades. • Can mix and match colours to objects in natural or artificial forms.	Georgia O'Keefe Henry Rousseau

Art and Design: Painting

Art and design area: Painting	Year group: Year 5

How do you mix colours to match objects?

Prior learning	New learning	What success looks like:	*Future learning*
• **Year 1-** Learnt about primary and secondary colours, warm and cool colours. Created a simple colour wheel. • **Year 2-** Learnt to create tints and tones. • **Year 3-** Learnt what primary, secondary and complementary colours are. • **Year 4** - Learnt to create hues using watercolours.	• To explore how artists express thoughts and feelings through the use of colour and application. • To mix colours accurately and understand the properties of a range of different paint types. • To experiment with different colours that represent moods. • To create a mood painting through the use of colour and application. • Develop watercolour techniques. • Mark-make with paint (dashes, blocks of colour, strokes, points). • Develop fine brush strokes.	• Mix colour accurately and decide which type of paint is appropriate for each aspect of their art. • Talk about how colour creates different moods and can make appropriate choices. • Create different moods in their work according to the colour used. • Use watercolour techniques accurately. • Use fine brush strokes • Understand how artists use colour to explore feelings.	*In Year 6 . . .* • *Know that when using a wash (with watercolour or other paint), perspective can be achieved by darkening the paint towards the foreground.* • *Choose appropriate paint, paper and implements to adapt and extend their work.* • *Mix and match colours to create atmosphere and light effects.* • *Be able to identify and work with complementary and contrasting colours.* • *Experiment with the use of paint to create contemporary art ideas.*

Key vocabulary	References	End Point	Artist References
Tint- where an artist adds white to create a lighter version of the colour. **Tone**- refers to the relative lightness or darkness of a colour. **Shade-** where an artist adds black to a colour to darken a colour. **Hue**- the origin of the colours we can see.		• Understands how colour captures different moods in paintings. • Understands how to use watercolours. • They can use colour in their work to create different moods. • Can use fine brush strokes to complement own work.	**Munch**
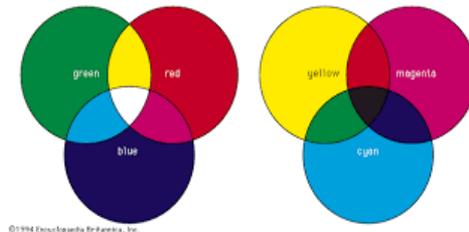
Art and Design: Painting

Art and design area: Painting		Year group: Year 6	
How do you mix colours to match objects?			
Prior learning	**New learning**	**What success looks like:**	***Future learning***
• **Year 1-** Learnt about primary and secondary colours, warm and cool colours. Created a simple colour wheel. • **Year 2-** Learnt to create tints and tones. • **Year 3-** Learnt what primary, secondary and complementary colours are. • **Year 4 -** Learnt to create hues using watercolours. • **Year 5 -** Know how to use colour to capture different moods.	• Know when using a wash (either with watercolour or other paint) perspective can be achieved through darkening the paint towards to foreground. • Choose appropriate paint, paper and implements to adapt and extend their work. • Mix and match colours to create atmosphere and light effects. • Be able to identify and work with complementary and contrasting colours. • Experiment with the use of paint to create contemporary art ideas.	• Applies wash appropriately and knows how to paint onto a wash background. • Chooses appropriate paper, paint and brushes for a given task. • Creates atmosphere in their work by using appropriate colour and brush strokes. • Knows how to make use of contrasting and complementary colours.	***In Year 7 . . .*** • Explore and investigate a range of paints and know the techniques and processes involved with each. • Colour mixing methods with a range of materials, techniques and processes. • Colour symbolism and connotations. • Increasing control when painting, with adventurous development, using an increasing variety of tools to create specific effects.

Key vocabulary	References	End Point	Artist References
Tint- where an artist adds white to create a lighter version of the colour. **Tone-** refers to the relative lightness or darkness of a colour. **Shade-** where an artist adds black to a colour to darken it. **Hue-** the origin of the colours we can see.		• Understands how colour captures different moods in paintings. • Understands how to use watercolours. • Can use colour in their work to create different moods. • Can use fine brush strokes to complement their work.	 Van Gogh
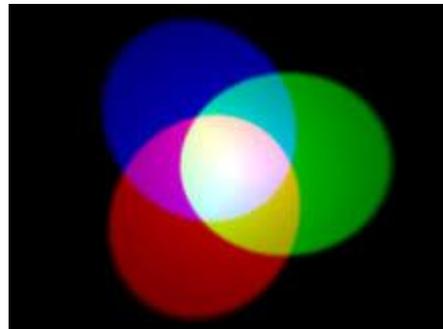
Progression Map for Painting

Nursery	Reception	Year 1	Year 2
• To experiment with a range of painting tools such as thick and thin paintbrushes, spatulas, combs, and toothbrushes. • To explore and experiment with making marks using all the paint tools above. • To explore colour mixing using poster paint.	• To experiment with a range of painting tools such as thick or thin paintbrushes, fingers, spatulas, combs, toothbrushes etc. • To name a range of different colours. • To mix paint to match the colours they see. • To explore and refine colour mixing using poster paint. • To combine paint and collage. • To offer viewpoints about paintings.	• To explore primary and secondary colours. • To represent primary and secondary colours on a colour wheel. • To identify and experiment with warm and cool colours. • To paint from observation. • To explore primary and secondary colours. • To represent primary and secondary colours on a colour wheel. • To identify and experiment with warm and cool colours. • To paint from observation.	• To explore creating tints and shades using a variety of colours. • To experiment with different painting effects such as washes, blocking and thickened paint. • To explore paint effects and techniques used by famous artists. (Claude Monet and Paul Klee) • To explore texture in an artwork using techniques such as layering, differing brush strokes or varying equipment such as a sponge or spatula. • To create a final piece that applies two different painting effects.

Year 3	Year 4	Year 5	Year 6
• Experiment with brush techniques (thick and thin brushes to produce shapes, textures, patterns and lines). • Mix colours effectively. • To explore how famous artists have used complementary colours to create artwork. • To explore creating hues using watercolour paints. • To create a colour wheel that displays tertiary colours. • To explore complementary colour combinations. • To create a final piece that uses complementary colours	• Brush techniques are explored to create different effects. • To mix and match colours to objects in natural or artificial forms. • Use black and white to lighten and darken tones. • To combine colours and create tints, tones and shades to reflect the purpose of the work. • To observe colours on hands and faces - mix a range of flesh colours. • To mix and blend colours using a soft and smooth gradient. Colours are blended with little visual appearance of intervals • Use watercolour paint to produce washes for backgrounds, then add detail.	• To explore how artists express thoughts and feeling through colour and application. • To mix colours accurately and understand the properties of a range of different paint types. • To experiment with different colours that represent moods. • To create a mood painting through the use of colour and application. • Develop watercolour techniques. • Mark make with paint (dashes, blocks of colour, strokes, points). • Develop fine brush strokes.	• Know that when using a wash (with watercolour or other paint), perspective can be achieved by darkening the paint towards the foreground. • Choose appropriate paint, paper and implements to adapt and extend their work. • Mix and match colours to create atmosphere and light effects. • Be able to identify and work with complementary and contrasting colours. • Experiment with the use of paint to create contemporary art ideas.

Art and Design: Sculpture

Art and design area: Sculpture		Year group: Nursery	
What is a sculpture?			
Prior learning	**New learning**	**What success looks like:**	*Future learning*
N/A	• Manipulate materials to achieve a planned effect. • Select tools and techniques needed to shape, assemble and join materials they are using.	• Children will begin to know which tools to use for particular activities. • Children will manipulate materials to achieve a planned effect.	*In Reception . . .* • *Children use their hands to manipulate malleable materials in different ways- rolling, kneading, squashing, pinching* • *They begin to arrange blocks and boxes in different ways- stacking, lining up, enclosure.* • *They create models using recycled materials.* • *They work with other children to create a group piece of work.*
Key vocabulary	**References**	**End Point**	**Artist References**
Roll Join Glue Shape Tools		• Have experienced creating sculptures for artwork using a range of different materials.	

Art and Design: Sculpture

Art and design area: Sculpture		Year group: Reception	
What is a sculpture?			
Prior learning	**New learning**	**What success looks like:**	*Future learning*
In Nursery . . . • Children manipulate materials to achieve a planned effect. • They select tools and techniques needed to shape, assemble and join materials they are using.	• To use hands to manipulate malleable materials in different ways- rolling, kneading, squashing, pinching. • To begin to arrange blocks and boxes in different ways- stacking, lining up, enclosure. • To create models using recycled materials. • To work with other children to create a group piece of work.	• Can knead, squash, roll, and pinch malleable materials. • Can arrange boxes and blocks in a line, as a stack, or to create an enclosure.	*In Year 1 . . .* • *Children will manipulate malleable materials in various ways, i.e., rolling, joining and kneading.* • *They will use joining techniques of gluing, pins, staples and threading.* • *They will work with others to create a group artwork using recycled materials.* • *They will communicate reasons, thoughts, observations and feelings.* • *They will create models using recycled materials.*
Key vocabulary	**References**	**End Point**	**Artist References**
Malleable Roll Knead Squash Pinch Joining Gluing Staples		• Have experienced creating sculptures for artwork using a range of different materials. • Have worked as part of a team and individually to create a sculpture.	

Art and Design: Sculpture

Art and design area: Sculpture	Year group: Year 1

How can we manipulate malleable materials?			
Prior learning	**New learning**	**What success looks like:**	***Future learning***
In Reception . . . • Children use their hands to manipulate malleable materials in different ways- rolling, kneading, squashing, pinching. • They begin to arrange blocks, and boxes in different ways- stacking, lining up and enclosure. • They create models using recycled materials. • They work with other children to create a group piece of work.	• To manipulate malleable materials in a variety of ways, i.e. rolling, joining and kneading. • To use joining techniques of gluing, pins, staples and threading. • To work with others to create a group artwork using recycled materials. • To communicate reasons, thoughts, observations and feelings. • To create models using recycled materials.	• Children confidently handle clay and know how to roll it, knead it and make good attempts at joining it. • They begin to use a range of joining techniques successfully. • They work well as a group and agree on ways forward. • They use a range of recycled materials to create models that have meaning to them.	***In Year 2 . . . .*** • Children explore arrangements using natural materials. • They twist, knot, tie, intertwine and construct using natural materials. • They observe and use colours, textures, shapes and patterns in natural materials. • They work with others to create a group artwork using natural materials. • They communicate reasons, thoughts, observations and feelings about the work created. • They explore and experiment with other sculpting materials.

Key vocabulary	References	End Point	Artist References
Malleable Rolling Joining Kneading Gluing Staples Recycle Natural materials Textures Artists Sculptures		• Understands that sculptures can be made from anything. • Can describe how artists have used found materials to create sculptures.	

Art and Design: Sculpture

Art and design area: Sculpture	Year group: Year 2

How can we create art with natural materials?

Prior learning	New learning	What success looks like:	*Future learning*
In Year 1 . . . • Children manipulate malleable materials in a variety of ways, i.e. rolling, joining and kneading. • They use joining techniques of gluing, pins, staples and threading. • They work with others to create a group artwork using recycled materials. • They communicate reasons, thoughts, observations and feelings. • They create models using recycled materials.	• To explore arrangements using natural materials. • To twist, knot, tie, intertwine and construct using natural materials. • To observe and use colours, textures, shapes and patterns in natural materials. • Work with others to create a group artwork using natural materials. • Communicate reasons, thoughts, observations and feelings about the work created. • Explore and experiment with other sculpting materials.	• Children are very familiar with a range of natural materials and can use them to create their own ideas. • They can talk about different textures and choose the most appropriate in different circumstances. • They begin to recognise that using natural materials can be artistic just as much as a painting is.	*In Year 3 . . .* • *Children use and explore clay and experiment with mark-making tools.* • *They press shapes into clay and engrave shapes and textures using tools.* • *They use sketchbooks to plan and develop ideas.* • *They use a coiling technique.*

Key vocabulary	Expectations	End Point	Artist References
Rolling Joining Gluing Textures Twisting Creating Communicate Explore Experiment Pattern Coiling		• Know about famous sculptors who used natural materials. • Recall how they have created a sculpture using natural materials.	 Malleable paper sculpture by Li Hongbo

Art and Design: Sculpture

Art and design area: Sculpture		Year group: Year 3	
How can we explore clay using different techniques?			
Prior learning	**New learning**	**What success looks like:**	**Future learning**
In Year 2 . . . • Children explore arrangements using natural materials. • They twist, knot, tie, intertwine and construct using natural materials. • They observe and use colours, textures, shapes and patterns in natural materials. • They work with others to create a group artwork using natural materials. • They communicate reasons, thoughts, observations and feelings about work created. • They explore and experiment with other sculpting materials.	• To use and explore clay and experiment with mark-making tools. • To press shapes into clay and engrave shapes and textures using tools. • To use a sketchbook to plan and develop ideas. • To use the coiling technique.	• Children demonstrate a good technique when making coils from clay. • They know how clay joins together to create a permanent bond. • They can roll clay and press shapes into it. • They use their sketchbooks to support their ideas.	**In Year 4 . . .** • *Children shape, form, model and construct sculptures from paper.* • *Children explore paper techniques such as origami to create 3D models.* • *Children use papier-mâché to create 3D models.* • *They explore and experiment with other forms of sculpture.*
Key vocabulary	**Expectations**	**End Point**	**Artist References**
Shape Construct Sculpture Coiling Sketchbook Technique Experiment Press Slip (as related to clay) Slab (as related to clay) Score (as related to clay)		• Can explain key vocabulary: coil, score, slip and slab. • Can recall steps to create their 3D clay sculpture.	

Art and Design: Sculpture

Art and design area: Sculpture	Year group: Year 4

How can we create sculptures from paper?			
Prior learning	**New learning**	**What success looks like:**	***Future learning***
In Year 3 . . . • Children use and explore clay and experiment with mark-making tools. • They press shapes into clay and engrave shapes and textures using tools. • They use their sketchbook to plan and develop ideas. • They learn to use coiling technique.	• Shape, form, model and construct sculptures from paper. • Explore paper techniques such as origami to create 3D models. • Use papier-mâché to create 3D models. • Explore and experiment with other forms of sculpture.	• Children know about a range of artists who use paper as their main medium. • They have experienced origami and tried to create some examples. • They know what papier-mâché is and can create their own knowledge about the texture, etc. • They know about different forms of sculpture and have experience with some.	***In Year 5 . . .*** • *Children explore wire as a medium for sculptures.* • *They use aluminium wire to create sculptures.* • *They shape, form, model and construct using wire.* • *They use tools safely.* • *They explore and experiment with other forms of sculpture.*

Key vocabulary	Expectations	End Point	Artist References
Origami Papier-mâché Sculpture Construct Experiment Sketchbooks Texture Aesthetically pleasing		• Understands that paper can be used in a range of different ways to create a sculpture. • Can explain the process of how to create a papier-mâché sculpture.	Mlle Hippolyte

Art and Design: Sculpture

Art and design area: Sculpture		Year group: Year 5	
How do we create sculptures from wire?			
Prior learning	**New learning**	**What success looks like:**	**Future learning**
• Children know about a range of artists who use paper as their main medium. • They have experienced origami and tried to create some examples. • They know what papier-mâché is and can create their own knowledge about the texture, etc. • They know about different forms of sculpture and have experience with some.	• Explore wire as a medium for sculptures. • Use aluminium wire to create sculptures. • Shape, form, model and construct using wire. • Use tools safely. • Explore and experiment with other forms of sculpture.	• Children know about several sculptors and how their techniques. • They know how to use wire to create sculptures. • They can shape and model using wire. • They know how to add papier-mâché or Modroc to create a 3D effect. • They know how to use tools carefully and safely.	*In Year 6 . . .* • *Children will create sculptures using clay, wire, papier-mâché and other artificial and natural materials.* • *They will use sketchbooks to inform, plan and develop ideas.* • *They will shape, form, model and join with confidence.* • *They will use papier-mâché to create 3D models.* • *They compare ideas, methods and approaches to their own and others' work and say what they think and feel about it.* • *They adapt work according to their views and describe how they might develop it further.*

Key vocabulary	Expectations	End Point	Artist References
Sculpture Wire Safety Aluminium Sculptors		• Can explain how to use tools safely to create wire sculptures. • Know about famous wire sculptors and can discuss their work confidently.	 Robin Wight

Art and Design: Sculpture

Art and design area: Sculpture	Year group: Year 6

How do we use a range of materials to create sculpture?

Prior learning	New learning	What success looks like:	Future learning
• Children know about several sculptors and how they worked. • They know how to use wire to create their own sculptures. • They can shape and model using wire. • They know how to add papier-mâché or Modroc to create a 3D effect. • They know how to use tools carefully and safely.	• Create sculptures using clay, wire, papier-mâché and other artificial and natural materials. • Use a sketchbook to inform, plan and develop ideas. • Shape, form, model and join with confidence. • Use papier-mâché to create 3D models . • Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it. • Adapt work according to their views and describe how they might develop it.	• Children feel confident using clay, wire, papier-mâché, and other artificial and natural materials to create sculptures. • They use sketchbooks with increasing confidence to plan out their final sculpture. • They work in groups, if needed, and share ideas. • They can talk about their ideas and make adaptations when required.	*In Year 7 . . .* • *Pupils will explore and investigate a range of materials, techniques and processes.* • *They will critically and technically analyse and evaluate their own and others' work, identify key features, make comparisons and use this information to inform developments.* • *They will develop and use creative, critical and technical language, using quality talk and speaking like an artist.* • *They will know about art, craft and design of different periods and cultures, understanding the development of the work, the context of the artists, as well as the historical, political, spiritual, cultural, social, moral, and environmental context(s) in which the work(s) was, were or are created.*

Key vocabulary	Expectations	End Point	Artist References
Sculptures Papier-mâché Natural materials Join Model Sketchbooks Discussion Collaboration Modroc Safe handling		• Can explain that sculptures can be made from various materials and can recall materials used in previous years. • Know a range of sculpting artists.	 Henry Moore

Progression Map for Sculpture

Nursery	Reception	Year 1	Year 2
• Manipulate materials to achieve a planned effect. • Select tools and techniques needed to shape, assemble and join materials they are using.	• To use hands to manipulate malleable materials in different ways, rolling, kneading, squashing, pinching. • To arrange blocks and boxes in different ways- stacking, lining up, and enclosure. • To create models using recycled materials. • To work with other children to create a group piece of work.	• To manipulate malleable materials in a variety of ways, i.e. rolling, joining and kneading. • To use joining techniques of gluing, pins, staples and threading. • To work with others to create a group artwork using recycled materials. • To communicate reasons, thoughts, observations and feelings. • To create models using recycled materials.	• To explore arrangements using natural materials. • To twist, knot, tie, intertwine and construct using natural materials. • To observe and use colours, textures, shapes and patterns in natural materials. • Work with others to create a group artwork using natural materials. • Communicate reasons, thoughts, observations and feelings about the work created. • Explore and experiment with other sculpting materials.

Year 3	Year 4	Year 5	Year 6
• To use and explore clay and experiment with mark-making tools. • To press shapes into clay and engrave shapes and textures using tools. • To use a sketchbook to plan and develop ideas. • To use the coiling technique.	• Shape, form, model and construct sculptures from paper. • Explore paper techniques such as origami to create 3D models. • Use papier-mâché to create 3D models. • Explore and experiment with other forms of sculpture.	• Explore wire as a medium for sculptures. • Use aluminium wire to create sculptures. • Shape, form, model and construct using wire. • Use tools safely. • Explore and experiment with other forms of sculpture .	• Create sculptures using clay, wire, papier-mâché and other artificial and natural materials. • Use a sketchbook to inform, plan and develop ideas. • Shape, form, model and join with confidence. • Use papier-mâché to create 3D models. • Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it. • Adapt work according to their views and describe how they might develop it.