

Marcliffe Primary

Art and Design Progression Map



EYFS	Key Skills	EYFS ELG
	<p>In FS2</p> <ul style="list-style-type: none"> Explores colour and how colour can be changed. Explores what happens when they mix colours. <i>Autumn 1 mixing colours and using different paintbrushes</i> Chooses a particular colour for a purpose. <i>Poppy pictures</i> Experiments to create different textures and surfaces. <i>Starry Night pictures</i> Understands that different media can be combined to create new effects. <i>Firework pictures (printing)</i> Manipulates materials to achieve a planned effect. <i>Design and make slippers</i> Constructs with a purpose in mind, using a variety of resources. <i>Box model rockets and transport</i> Uses simple tools and techniques competently and appropriately. <i>Baby owl clay models</i> Selects appropriate resources and adapts work where necessary. <i>Block Play, plasticine boats</i> Selects tools and techniques needed to shape, assemble and join materials they are using. <i>Box model rockets and transport</i> Explore, use a refine a variety of artistic effects to express their ideas and feelings. <i>Use various media to create own planet/Alien</i> Return to and build on previous learning. <i>Observational drawing of flowers</i> Creates collaboratively, sharing ideas, resources and skills. <i>Box model rockets and transport</i> Combines cut and torn materials, using glue to hold them together. <i>Design and make slippers</i> 	<p>Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher <p>Physical Development ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.
		<p>Educational Programmes from Statutory Framework</p> <p>Expressive Arts and Design The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>

	KS1	Middle Phase (Y3/4)	Upper Phase (Y5/6)			
Cycle A Themes	<p>Spring 1 – Mary Anning & Fossils (observational drawings of fossils/plaster cast sculptures) Spring 2 – Do we still need zoos today? (paintings based on Henri Rousseau jungle landscapes) Summer 2 – The Secret Garden (land sculpture using natural materials, inspired by Andy Goldsworthy)</p>	<p>Autumn 1 – Clay models of Stone age animals Autumn 2 – Recycling Collage Spring 1 – Watercolour landscapes</p>	<p>Autumn 1 – Fallen Fields (soldier silhouettes with watercolour background) Autumn 2 – Extreme Earth (volcano print inspired by Katsushika Hokusai) Spring 1 – Ancient Egypt (clay sculptures and canopic jars) Summer 2 – Titanic (perspective drawing)</p>			
Cycle B Themes	<p>Autumn 1 – Seaside (observational drawings of shells) Spring 1 – Busy bodies (self-portraits and block printing) Summer 2 - Blooms & Bees (watercolours based on Marianne North’s botanical paintings)</p>	<p>Autumn 1 – Viking portraits (pencil sketching) Autumn 2 – Repeating patterns inspired by Lucienne Day (Printing) Summer 1 – Around the world – Haida Art</p>	<p>Autumn 1 – Infinity and Beyond (Space Pop Art - inspired by Roy Liechtenstein using Ben-Day dots) Spring 2 – Amazing Americas (observational sketches of animals; magazine pages used to create collages)</p>			
Art Concepts	Line & Shape	Form & Space	Colour & Tone	Texture	Proportion	Composition (Invention)
Exploring and Developing Ideas	<ul style="list-style-type: none"> Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Invent and create their own works. Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. <p><i>Henri Rousseau</i> <i>Andy Goldsworthy</i> <i>Marianne North</i> <i>self-portraits by famous artists</i> <i>examples of work by a variety of other artists</i></p>	<p><i>Covered in all units</i></p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles, purposes and development of artists, craftspeople and designers working in different times and cultures. <i>Haida Art</i> 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. (<i>Pop Art, Printing</i>) Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles, purposes and development of artists, craftspeople and designers working in different times and cultures. <i>Pop art unit – Lichtenstein, pointillists</i> 			
Evaluating and Developing Work	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work. <p><i>evaluations at the end of most units of work</i></p>	<p><i>Covered in all units</i></p> <ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to others’ views and describe how they might develop it further. Annotate work in a sketchbook. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them (including the use of Peer Critique). Adapt their work according to others’ views and describe how they might develop it further. Make considered annotations to work in a sketchbook. <i>Fallen Fields - watercolours</i> Master various techniques, showing proficiency <i>Titanic perspective unit</i> 			
Drawing	<ul style="list-style-type: none"> Show pattern and texture by adding dots and lines and a variety of pencil strokes. Use different hardness of pencils. Explore creating tones by varying pressure applied with pencils. Use a variety of materials e.g. pastels, chalk, charcoal. <p><i>drawing shells</i> <i>drawing fossils</i> <i>drawing self-portraits</i></p>	<p><i>Viking Portraits</i></p> <ul style="list-style-type: none"> Use shading to show light and shadow. Use different hardness of pencils to show tone e.g. hatching. Annotate sketches to explain and elaborate ideas. Shows an awareness of space in drawings. Use a variety of materials. 	<ul style="list-style-type: none"> Use a variety of line techniques to add interesting effects which represent movement, perspective, shadows and reflection e.g. hatching/cross-hatching. <i>Titanic perspective drawing</i> Choose a style of drawing suitable for personal projects. Use a variety of tools, selecting the most appropriate. <i>Ben Day dots</i> Show more control, detail and accuracy. 			
Painting	<ul style="list-style-type: none"> Mix primary and secondary colours to make tertiary colours. Create colour wheels. Explore painting techniques to understand the different effects they can achieve. Paint on different surfaces. Choose/mix colours for purpose, that match artefacts and objects. Experiment with different tools e.g. different sized brushes. <p><i>watercolour jungle landscapes based on Henri Rousseau</i> <i>watercolour botanical painting based on Marianne North</i></p>	<p><i>Arctic Landscapes/Haida Art</i></p> <ul style="list-style-type: none"> Mix colours effectively using a colour wheel. Add white to colours to make tints and black to colours to make tones. Use the correct language e.g. tint, shade, primary, secondary, tone. Practise a number of brush techniques, using thick and thin brushes to produce shapes, textures, patterns and lines. Use paint to produce washes for background then add detail. Experiment with creating mood with colours. 	<ul style="list-style-type: none"> Create a colour palette which demonstrates skill when mixing. Use the qualities of watercolour/acrylic paints to create visually interesting pieces <i>Fallen Fields</i> Use brush techniques and the qualities of paint to create texture. Combine colours, tones and tints to enhance the mood of a piece e.g. backwash. <i>Fallen Fields</i> Develop an individual style of painting by using ideas from other artists. <i>Pop Art – pointillists</i> 			

<p>Collage</p>	<ul style="list-style-type: none"> • Create images from a variety of media e.g. material, fabric, crepe paper, magazines etc. • Arrange torn or cut materials, onto different backgrounds. • Sort and group materials for different purposes e.g. colour texture. • Fold, crumple, tear and overlap papers. • Work on different scales. • Refine designs and glue materials onto backgrounds. <p><i>part of Independent Skills Practice e.g. making seascapes using different textures, celebration cards</i></p>	<p><i>Recycling Collage</i></p> <ul style="list-style-type: none"> • Experiment with a range of collage techniques such as: ripping, tearing, overlapping and layering to create images and desired shape/effect. • Compose a collage considering the shape and size of collage pieces. • Use a variety of media to plan and design a collage. • Explain and give reasons for choices. • Refine work to ensure best effect. 	<ul style="list-style-type: none"> • Plan effects to create through collage considering colour and texture. <i>Biomes – collage of animals</i> • Use a range of mixed media. • Choose different techniques, colours and textures etc. when designing and making pieces of work. • Use collage as a means of extending work from initial design ideas. • Use a variety of techniques with purpose, control and accuracy.
<p>3D/Sculpture</p>	<ul style="list-style-type: none"> • Use natural materials for sculpture e.g. clay, sticks, shells, straw, card. • Use a variety of techniques e.g. rolling, cutting, pinching. • Include shapes, lines and textures. <p><i>natural sculpture (land art) plaster casts of 'skeleton' impressions</i></p>	<p><i>Stone age creatures</i></p> <ul style="list-style-type: none"> • Use clay and other mouldable/malleable materials. • Practise joining techniques. • Combine shapes using different materials, to create recognisable forms. • Develop initial ideas. 	<ul style="list-style-type: none"> • Plan, design and use a variety of media to create sculptures. • Use tools to carve and add shapes, texture and patterns. • Master cutting and joining skills e.g. using wire, slabs and slips. <i>Canopic jars - Egyptians</i>
<p>Print</p>	<ul style="list-style-type: none"> • Use repeating or overlapping shapes/patterns. • Use objects to create prints/block prints (e.g. fruits, vegetables, sponges). • Press, rub and stamp to make prints. • Take inspiration from the greats (classic and modern). <p><i>block printing of portrait backgrounds using sponges</i></p>	<p><i>Lucienne Day</i></p> <ul style="list-style-type: none"> • Use more than one layer of colour. • Replicate patterns observed in the work of others artists. • Make printing blocks e.g. from foam sheets glued to a block. • Develop greater accuracy when creating repeating patterns. • Take inspiration from the greats (classic and modern) e.g. wallpaper/textile designs. 	<ul style="list-style-type: none"> • Plan, design and create prints using blocks/tiles e.g. from polystyrene. <i>Volcanoes</i> • Create and arrange accurate patterns, showing fine detail. • Design patterns which reflect a careful choice of colour. • Demonstrate a range of techniques e.g. rolling, pressing, stamping, building up layers of colour • Take inspiration from a variety of greats (classic and modern) e.g. <i>Pop Art. Benjamin Day, pointillists, Hokusai</i>
<p>Great Artists</p>	<ul style="list-style-type: none"> • Describe work of notable artists, artisans and designers. • Express opinions on the work of great artists. • Use some of the ideas of artists studied, as inspiration for personal pieces of art. • Describe similarities and differences between works of art/artists (throughout different times). • Explore art and design from different cultures. <p><i>Henri Rousseau Andy Goldsworthy Marianne North</i></p>	<ul style="list-style-type: none"> • Describe work of notable artists, artisans and designers. <i>E.g. Lucienne Day, Escher</i> • Express opinions on the work of great artists; referring to techniques and effects. <i>E.g. Lucienne Day, Van Gogh</i> • Use some of the ideas from an artist studied, as inspiration for personal pieces of art (including replicating a piece of their work). <i>e.g. Lucienne Day</i> • Reflect upon the similarities and differences between famous art work and their own pieces. • Explore art and design from different cultures. <i>Haida Art</i> 	<ul style="list-style-type: none"> • Give details about the style of some notable artists, artisans, architects and designers. <i>Pop Art – Lichtenstein, Hokusai</i> • Think critically about pieces of famous art work by notable artists. • Show how the work of those studied was influential in both society and to other artists. • Create an original piece that shows a range of influences and styles. • Compare and contrast art work within a historical context. • Explore art and design from different cultures. <i>Pointillism – link to Aboriginal art</i>