

SKILLS PROGRESSION MAP FOR ART AND DESIGN – 2022

EYFS

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught:</p> <ul style="list-style-type: none">• to use a range of materials creatively to design and make products;• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<p>Pupils should be taught:</p> <ul style="list-style-type: none">• to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;• to create sketch books to record their observations and use them to review and revisit ideas;• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];• about great artists, architects and designers in history.

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Exploring and developing ideas	<ul style="list-style-type: none"> • explore ideas and collect information • describe differences and similarities and make links to their own work • try different materials and methods to improve. <p><u>vocabulary to use</u></p> <p>work, work of art, idea, starting point, observe, focus, design, improve.</p>	<ul style="list-style-type: none"> • use sketchbooks to record ideas • explore ideas from first-hand observations • question and make observations about starting points, and respond positively to suggestions • adapt and refine ideas. <p><u>vocabulary to use</u></p> <p>line, pattern, texture, form, record, detail, question, observe, refine.</p>	<ul style="list-style-type: none"> • create sketchbooks to record their observations and use them to review and revisit ideas. • review and revisit ideas in their sketchbooks • offer feedback using technical vocabulary • think critically about their art and design work • use digital technology as sources for developing ideas. <p><u>vocabulary to use</u></p> <p>sketchbook, develop, refine, texture, shape, form, pattern, structure</p>
Drawing	<ul style="list-style-type: none"> • draw lines of varying thickness • use dots and lines to demonstrate pattern and texture • use different materials to draw, for example pastels, chalk, felt tips. <p><u>vocabulary to use</u></p> <p>portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<ul style="list-style-type: none"> • experiment with showing line, tone and texture with different hardness of pencils • use shading to show light and shadow effects • use different materials to draw, e.g. pastels, chalk, felt tips • show an awareness of space when drawing. <p><u>vocabulary to use</u></p> <p>portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<ul style="list-style-type: none"> • use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. • depict movement and perspective in drawings. • use a variety of tools and select the most appropriate. <p><u>vocabulary to use</u></p> <p>line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>
Painting	<ul style="list-style-type: none"> • name the primary and secondary colours • experiment with different brushes 	<ul style="list-style-type: none"> • use varied brush techniques to create shapes, textures, patterns 	<ul style="list-style-type: none"> • create a colour palette, demonstrating mixing techniques.

	<p>(including brushstrokes) and other painting tools</p> <ul style="list-style-type: none"> • mix primary colours to make secondary colours • add white and black to alter tints and shades. <p><u>vocabulary to use</u></p> <p>primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>and lines</p> <ul style="list-style-type: none"> • mix colours effectively using the correct language, e.g. tint, shade, primary and secondary • create different textures and effects with paint. <p><u>vocabulary to use</u></p> <p>colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<ul style="list-style-type: none"> • use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces. <p><u>vocabulary to use</u></p> <p>blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>
Sculpture	<ul style="list-style-type: none"> • use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card • use a variety of techniques, e.g. rolling, cutting, pinching • use a variety of shapes, including lines and texture. <p><u>vocabulary to use</u></p> <p>sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<ul style="list-style-type: none"> • cut, make and combine shapes to create recognisable forms • use clay and other malleable materials and practise joining techniques • add materials to the sculpture to create detail. <p><u>vocabulary to use</u></p> <p>rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	<ul style="list-style-type: none"> • plan and design a sculpture • use tools and materials to carve, add shape, add texture and pattern • develop cutting and joining skills, e.g. using wire, coils, slabs and slips • use materials other than clay to create a 3D sculpture. <p><u>vocabulary to use</u></p> <p>form, structure, texture, shape, mark, soft, join, tram, cast.</p>
collage	<ul style="list-style-type: none"> • use a combination of materials that have been cut, torn and glued • sort and arrange materials • add texture by mixing materials 	<ul style="list-style-type: none"> • select colours and materials to create effect, giving reasons for their choices • refine work as they go to ensure precision • learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage 	<ul style="list-style-type: none"> • add collage to a painted or printed background • create and arrange accurate patterns • use a range of mixed media • plan and design a collage

	<u>vocabulary to use</u> collage, squares, gaps, mosaic, features, cut, place, arrange.	<u>vocabulary to use</u> texture, shape, form, pattern, mosaic.	<u>vocabulary to use</u> shape, form, arrange, fix.
Textiles	<ul style="list-style-type: none"> show pattern by weaving use a dyeing technique to alter a textile's colour and pattern decorate textiles with glue or stitching, to add colour and detail <u>vocabulary to use</u> textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.	<ul style="list-style-type: none"> select appropriate materials, giving reasons use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects develop skills in stitching, cutting and joining <u>vocabulary to use</u> pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.	<ul style="list-style-type: none"> experiment with a range of media by overlapping and layering in order to create texture, effect and colour; add decoration to create effect; <u>vocabulary to use</u> colour, fabric, weave, pattern.
Printing	<ul style="list-style-type: none"> copy an original print use a variety of materials, e.g. sponges, fruit, blocks demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing <u>vocabulary to use</u> colour, shape, printing, printmaking, woodcut, relief printing, objects.	<ul style="list-style-type: none"> use more than one colour to layer in a print replicate patterns from observations make printing blocks make repeated patterns with precision <u>vocabulary to use</u> line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	<ul style="list-style-type: none"> design and create printing blocks/tiles develop techniques in mono, block and relief printing create and arrange accurate patterns <u>vocabulary to use</u> Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;
Work of other artists	<ul style="list-style-type: none"> describe the work of famous, notable artists and designers express an opinion on the work of famous, notable artists use inspiration from famous, notable artists to create their own work and compare <u>vocabulary to use</u>	<ul style="list-style-type: none"> use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect; <u>vocabulary to use</u>	<ul style="list-style-type: none"> give detailed observations about notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives; <u>vocabulary to use</u>

	<p>Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.</p>	<p>Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.</p>	<p>Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt, Hans Holbein (painted Henry's wives)</p>
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