

Baldwins Gate Primary School - Art Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ongoing)	<ul style="list-style-type: none"> Look and talk about what they have produced, describing simple techniques and media used. 	<ul style="list-style-type: none"> Record and explore ideas from first hand observations, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Record and explore ideas from first hand observations, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first hand observations, 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 and purposes of artists, craftspeople and designers working in different times and cultures. 	<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 observation about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<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 and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<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 and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work (ongoing)		<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it (e.g. annotate sketchbook). Identify what they might change in their current work or 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it (e.g. annotate sketchbook). Identify what they might change in their current work or 	<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 their views and describe 	<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 their views and describe how 	<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 their views 	<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 their views and describe how they

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		develop in their future work.	develop in their future work.	how they might develop it further.	they might develop it further.	and describe how they might develop it further.	might develop it further.
Drawing	<ul style="list-style-type: none"> Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). Select coloured drawing implements for a purpose. Uses drawing tools to make marks, lines and curves. Draw accurate representations of people and objects. To talk about their own work and others. 	<ul style="list-style-type: none"> Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketch book to gather and collect artwork. Begin to explore the use of line, shape and colour. 	<ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas from drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements: line, shape, pattern and colour. 	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> Make informed choices in drawing including paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> Use a variety of sources material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shapes.
Colour	<ul style="list-style-type: none"> To recognise and name different colours. Understand that when colours are mixed, new colours are created. To 	<ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types. 	<ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, including 	<ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours. 	<ul style="list-style-type: none"> Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. 	<ul style="list-style-type: none"> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary 	<ul style="list-style-type: none"> Create shades and tints using black and white. Choose appropriate paint, paper and implements to

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	<p>select and create different colours.</p> <ul style="list-style-type: none"> Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects. Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper). To work from direct observation and imagination. To talk about their own work. 	<ul style="list-style-type: none"> Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades. Using different types of paint. Create different textures e.g. use of sawdust. 	<p>layering, mixing media, scraping through etc.</p> <ul style="list-style-type: none"> Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects. 	<ul style="list-style-type: none"> Use a developed colour vocabulary. Experiment with different effects and textures including blocking in colour, washes, thickened paint etc. 	<ul style="list-style-type: none"> Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. 	<p>and contrasting colours.</p> <ul style="list-style-type: none"> Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. 	<p>adapt and extend their work.</p> <ul style="list-style-type: none"> Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).
Printing	<ul style="list-style-type: none"> Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. Develop simple patterns by using objects. Enjoy using stencils to create a picture. 	<ul style="list-style-type: none"> Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Making rubbings. 	<ul style="list-style-type: none"> Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, 	<ul style="list-style-type: none"> Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. To explore pattern and shape, creating 	<ul style="list-style-type: none"> Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want. Resist printing including marbling, silkscreen and coldwater paste. 	<ul style="list-style-type: none"> Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. 	<ul style="list-style-type: none"> Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.

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		<ul style="list-style-type: none"> Build a repeating pattern and recognise pattern in the environment. 	objects and techniques.	designs for printing.		<ul style="list-style-type: none"> Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours. 	
Texture	<ul style="list-style-type: none"> Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc. Have a go at threading a needle. Show experience in simple stitch work. Show experience in simple weaving: paper, twigs. Show experience in fabric collage: layering fabric. 	<ul style="list-style-type: none"> Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	<ul style="list-style-type: none"> Use a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, applique and embroidery. Create textured collages from a variety of media. Make a simple mosaic. Stitch, know and use other manipulative skills. 	<ul style="list-style-type: none"> Use a variety of techniques, including printing, dying, quilting, weaving, embroidery, paper and plastic trapping and applique. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc. 	<ul style="list-style-type: none"> Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Experiments with paste resist. 	<ul style="list-style-type: none"> Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specific technique. Use a range of media to create collage. Experiment with using batik safely. 	<ul style="list-style-type: none"> Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.
Sculpture/ 3D form	<ul style="list-style-type: none"> Explore malleable media such as clay, papier mache, salt dough, playdoh and sand. Impress and 	<ul style="list-style-type: none"> Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of 	<ul style="list-style-type: none"> Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models. Build a textured relief tile. 	<ul style="list-style-type: none"> Join clay adequately and work reasonably independently. Construct a simple clay base for extending 	<ul style="list-style-type: none"> Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. 	<ul style="list-style-type: none"> Describe different qualities involved in modelling, sculpture and construction. 	<ul style="list-style-type: none"> Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions

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	<p>apply simple decoration.</p> <ul style="list-style-type: none"> • Cut shapes using scissors and other modelling tools. • Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately. • Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials. • Consider their final outcome before making. 	<p>malleable media, especially clay.</p> <ul style="list-style-type: none"> • Experiment with, construct and join recycled, natural and man-made materials. • Explore shape and form. 	<ul style="list-style-type: none"> • Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. 	<p>and modelling other shapes.</p> <ul style="list-style-type: none"> • Cut and join wood safely and effectively. • Make a simple papier mache objects. • Plan, design and make models. 	<ul style="list-style-type: none"> • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials. 	<ul style="list-style-type: none"> • Use recycled, natural and man-made materials to create sculpture. • Plan a sculpture through drawing and other preparatory work. 	<p>with increasing independence.</p>
Pattern	<p>Repeating patterns</p> <p>Irregular painting patterns</p> <p>Simple symmetry</p>	<p>Awareness and discussion of patterns</p> <p>Repeating patterns.</p> <p>Symmetry.</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>Look at natural and manmade patterns.</p> <p>Discuss regular and irregular patterns.</p>	<p>Look at different patterns in the environment.</p> <p>Design own patterns using different media. Use ICT to create patterns.</p> <p>Make patterns on a range of surfaces.</p>	<p>Explore environmental and manmade patterns.</p> <p>Look and experiment with tessellations.</p>	<p>Create own abstract pattern to reflect personal experiences and expression.</p> <p>Create pattern for purposes.</p>	<p>Create own abstract pattern to reflect personal experiences and expression.</p> <p>Create pattern for purposes.</p>

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				Look at creating symmetrical patterns with different medias.			
Breadth of study (ongoing)	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 or 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.