

## Branton St-Wilfrid's CofE Primary - Art Whole School Progression Map

### Art Intent

- To engage, inspire and challenge pupils, equipping them with the knowledge and skills so that they can appreciate art, evaluate art and understand the processes when creating art.
- Children will be confident when using a wide range of media and equipment to create high quality pieces of art.
- To know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection.
- Children should be encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project or focus.

**Reception**

**Year 1**

**Year 2**

**Year 3**

**Year 4**

**Year 5**

**Year 6**

**Programmes of study**

**Expressive Arts and Design Disciplinary concepts:**

***Media and materials – ELG***

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

***Being Imaginative – ELG***

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 art and design.

**Key Stage 1 Disciplinary concepts:**

Pupils should be taught:

- 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.

**Key Stage 2 Disciplinary concepts:**

Pupils should be taught 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.

Pupils should be taught:

- 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.

Responding to Art	<p>Discuss personal likes/dislikes regarding a piece of art.</p> <p>Ask questions about a piece of art.</p> <p>Outline personal likes or dislikes regarding their own work.</p>	<p>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</p> <p>Explain how a piece of art makes them feel – link to emotions.</p> <p>Explore the work of a range of artists, craft makers and designers, briefly describing some differences and similarities between different practices and disciplines, and making simple links to their own work.</p>	<p>Express thoughts and feelings about a piece of art.</p> <p>Reflect and explain the successes and challenges in a piece of art created.</p> <p>Identify changes they might make or how their work could be developed further.</p> <p>Express links between colour and emotion.</p> <p>Explore the work of a range of artists, craft makers and designers, making comparisons and similarities and making links to their own work.</p>	<p>Continue to explore 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> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Respond to art from other cultures and other periods of time.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Respond to art from other cultures and other periods of time.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Compare the style of different styles and approaches.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers.</p>
	<b>Substantive Subject Specific Skills – Painting and Printing</b>						
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Painting – Disciplinary concepts</p>	<p>Fine motor skills – holding a paintbrush</p> <p>Develop appropriate brush strokes.</p> <p>Create a backwash.</p>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Begin to explore a range of techniques; rolling, pressing, stamping, rubbing.</li> <li>• Use printmaking to create a repeating pattern.</li> <li>• Begin to understand how colours can link to moods and feelings.</li> <li>• Use a range of materials; sponges, fruits, blocks.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Name the primary colours and start to mix a range of secondary colours whilst making predictions.</li> <li>• Explore techniques such as lightening and darkening paint without the use of black or white.</li> <li>• Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</li> <li>• Begin to show control over the types of marks made.</li> <li>• Paint on different surfaces with a range of media.</li> </ul>	<p>Be able to mix all the secondary colours using primary colours confidently.</p> <p>Understand how to make tints using white and tones by adding black to make darker and lighter shades.</p>	<p>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Become increasingly confident in creating different effects and textures with paint according to what they need for the task.</p> <p>Complimentary colours</p> <p>Begin to choose appropriate media to work with.</p>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Confidently use both mono and relief printing to create repeating patterns with precision.</li> <li>• Demonstrate experience in fabric printing.</li> <li>• Expand experience in 3 colour printing.</li> <li>• Replicate patterns from observation.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Start to develop a painting from a drawing.</li> <li>• Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Use light and dark within painting and show understanding of complimentary colours using the correct language; tint, shade, primary, secondary.</li> <li>• Mix colour, shades and tones with increasing confidence.</li> <li>• Work in the style of a selected artist (not copying). Understand how to create a background using a wash.</li> </ul>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Use tools in a safe way. Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Use print as a starting point to embroidery. Show experience in a range of mono print techniques.</p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• To confidently use composition, scale and proportion in their drawings.</li> </ul> <p><b>Painting and Printing</b></p> <ul style="list-style-type: none"> <li>• Purposely control the types of marks made and experiment with different effects and textures in blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Mix colour, shades and tones with confidence building on previous knowledge.</li> </ul>
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## Vocabulary – Painting and Printing

Vocabulary – Painting and Printing							
	Paper Paint Palette Water Brush Sponge Colour names Primary colours Secondary colours Colour wheel	Primary Secondary Tone Colour wheel Pattern Stamping Coil Repeat Paint Colours	Primary Secondary Tone Colour wheel Mix Silhouette Shadows Light	Shape Texture Pattern Line Mood Graffiti Street art Cave paintings	Shape Texture Pattern Line Mood Bold Colour Outline Repeated pattern Bright Pointillism  Horizon Transparent Stippled (dot art) Impressionist Landscape/Townscape/ Seascape Art Imaginary Abstract Opaque Translucent	Enhanced mood Tone Tints Texture Pattern Shape Colour Shade	Enhanced mood Tone Tints Texture Pattern Shape Colour Surrealism Cubism

## Substantive Subject Specific Skills - Drawing

Substantive Subject Specific Skills - Drawing							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing - Disciplinary concepts	<p><b>Pencil control</b></p> <p><b>Tone?</b></p>	<p>Use a variety of tools including: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Begin to explore controlled lines of varying thickness, shapes and colour.</p>	<p>Use a variety of tools ink. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Experiment with lines of varying thickness, shape and colour.</p> <p>Use dots and lines to demonstrate pattern and texture.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p>	<p>Experience in different grades of pencil and other implements to show line, tone and texture.</p> <p>Begin to show consideration in the choice of pencil grade they use to demonstrate light and shadow effect.</p> <p>Begin to use media and techniques (line, tone and colour) to show representation of movement in figures and forms.</p>	<p>Draw for a sustained period of time at an appropriate level.</p> <p>Further develop their experiences in different grades of pencil and other implements to show line, tone, and texture.</p> <p>Attempt to show reflections in a drawing.</p> <p>Include in their drawing a range of technique and begin to understand why they best suit.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Use different techniques for different purposes i.e. shading, reflection, hatching and cross-hatching within their own work.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their drawings.</p> <p>Develop close observation skills using a variety of view finders, using a variety of tools, selecting the most appreciate.</p>	<p>Work in a sustained and independent way to develop their own style of drawing.</p> <p>Use different techniques for different purposes i.e. shading, reflection, hatching and cross-hatching within their own work, understanding which works well in their work and why.</p> <p>To develop further simple perspective in their work using a single focal point and horizon.</p> <p>To confidently use composition, scale and proportion in their drawings.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Develop their own style using tonal contrast and mixed media.</p>
Vocabulary - Drawing							
	<p>Dot, squiggle, wavy, straight, curved, zig zag, loop, swirl, colour names, pattern, abstract, thin, thick, shade, shape, dark, light.</p>	<p>Lines Dots Tone Size Portraits Draw Sketch Pencils Pencil grades Hard Soft Light Dark</p>	<p>All previous vocabulary plus: Lines Dots Tone Size Texture Shade Hatching Crosshatching Pencil Pencil grade Softness Hardness Dark Light</p>	<p>Line Dots Tone Size Texture Shade Hatching Crosshatching Pencil Pencil grade Softness Hardness Dark Light</p>	<p>Line Tone Texture Sketch Shade Hatching Crosshatching Tribal Design Carving Tattoo Pencil Pencil grades</p>	<p>Line Dots Tone Size Texture Shade Hatching Crosshatching Reflection Direction Movement</p>	<p>Line Dots Tone Size Texture Shade Hatching Crosshatching Reflection Direction Movement Perspective</p>

## Substantive Subject Specific Skills – 3D Modelling and Sculpture

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3D Modelling and Sculpture - Disciplinary concepts	TBC		<ul style="list-style-type: none"> <li>Use equipment to roll, pinch and knead with increasing confidence.</li> <li>Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.</li> <li>Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure.</li> <li>Explore carving as a form of 3D art.</li> </ul> <p style="color: red;">Express how rigid and malleable materials feel.</p> <p style="color: red;">Use a range of modelling materials to create a specific object (Y1)</p>		<p>Use equipment and media with confidence.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Learn to secure work to continue later.</p> <p>Join two parts successfully.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Continue to explore carving as a form of 3D art.</p> <p style="color: red;">Use a range of modelling materials and tools appropriate to a given task.</p> <p style="color: red;">Creating natural forms e.g. shells, leaves and flowers. (Y3)</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. <b>Year 2?</b></p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Confidently carve a simple form.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p style="color: red;">Create abstract forms with appropriate materials and tools.</p> <p style="color: red;">Demonstrate awareness and influence of a specific art genre.</p> <p style="color: red;">Using 3D shapes to create and abstract form or sculpture, Juxtaposing individual components. (Y6)</p>	

Vocabulary - 3D Modelling and Sculpture

	<p>Modelling/model Construct Bend Fold</p>		<p>Shape Form Roll Knead Shape Texture Pattern</p> <p>Two-dimensional Three-dimensional Clay Attach (Y1)</p>		<p>Coiling Slabbing Potter Pliable Malleable Clay Technique Architecture.</p> <p>Brick Slate Bronze Iron Detail Hollow Solid Natural form (Y3)</p>	<p>Real life proportions Abstract Wire Shape Line Texture Rolling Cutting Moulding Carving Nets Gesture Repetition Sequence Motion Pose Juxtaposing (Y6)</p>	
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### Substantive Subject Specific Skills – Collage

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collage - Disciplinary concepts	<p>Experiment with cutting a range of different textiles and materials.</p>	<p>Explore a range and combination of materials that have to be cut, torn or glued.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p> <p>Create images from imagination, experience or observation.</p> <p><b>Cut and tear fabrics and paper, attaching them using different joining techniques. (Y2)</b></p>		<p>Use complimentary and contrasting colours for effect giving reasons why.</p> <p>Confidently use a variety of techniques; overlapping, tessellation, mosaic and montage and explain why this technique was chosen.</p> <p>Refine work to ensure precision.</p> <p><b>Use a variety of materials to create a collage on a theme. (Y4)</b></p>			<p>Begin to add collage to a painted or printed background.</p> <p>Show confidence in creating and arranging accurate patterns.</p> <p>Show experience in using a range of mixed media.</p> <p>Use a sketchbook to plan, collect and develop ideas.</p> <p>Create accurate patterns to show precision.</p> <p><b>Use a variety of materials to create a collage on a theme. (Y5)</b></p>

Vocabulary – Collage

Colour  
Shape  
Glue  
Stick

Cut  
Torn  
Materials  
Texture  
Collage  
Colours  
Shapes  
Felt  
Hessian  
Wool  
Yarn  
Weave (Y2)

Coiling  
Overlapping  
Tessellation  
Mosaic  
Montage  
Stained glass  
Abstract  
Stylised  
Ornamentation  
Motif (Y4)

Collage  
Inspiration  
Techniques  
Overlapping  
Tessellation  
Mosaic  
Montage  
Visual  
Tactile  
3D  
Intricate  
Fray  
Embellished  
Manipulated  
Replicate  
Soft sculpture (Y5)

**Substantive Subject Specific Skills – Printing**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing - Disciplinary concepts	TBC	Create a repeating pattern in in print.  Use a range of printing utensils.	Create a printed piece of art by pressing, rolling, rubbing and stamping.	Make repeat pattern prints for decorative purposes using various natural materials.	Print onto different materials using at least four colours.  Use motif and stencil to create a repeat print.	Create an accurate print design following criteria.  Create a detailed block for printing using string, card, foam or lino.	Overprint to create different patterns.
<b>Vocabulary – Printing</b>							
	Print Shapes Colour Stamping	All previous vocabulary plus: Pattern Rubbing Smudge Decoration Cloth Blend	All previous vocabulary plus: Pressure Pressing Surface Rotate Rolling	All previous vocabulary plus: Imprint Impression Mould Marbling Surface Absorb Stencil Negative image Positive image Two-tone print	All previous vocabulary plus: Pressure Block Repeat Continuous	All previous vocabulary plus: Symmetrical Rotation Repetition Printing plate Oil-based Overlap Etching Engraving Linear	All previous vocabulary plus: Aesthetic Motif Mono-type Indentation Mono-print Overprint