



## Poulton Lancelyn Art Progression Map

2020-21



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Coverage	<ul style="list-style-type: none"> <li>Use a range of materials creatively to design and make products</li> <li>Use drawing, painting and sculpture to develop and share ideas, experiences and imagination</li> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and make links to own work</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of materials creatively to design and make products</li> <li>Use drawing, painting and sculpture to develop and share ideas, experiences and imagination</li> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and make links to own work</li> </ul>	<ul style="list-style-type: none"> <li>Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</li> <li>Create sketchbooks to record observations and use them to review and revisit ideas</li> <li>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>Learn about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</li> <li>Create sketchbooks to record observations and use them to review and revisit ideas</li> <li>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>Learn about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</li> <li>Create sketchbooks to record observations and use them to review and revisit ideas</li> <li>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>Learn about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</li> <li>Create sketchbooks to record observations and use them to review and revisit ideas</li> <li>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>Learn about great artists, architects and designers in history</li> </ul>
Use of sketchbook	<ul style="list-style-type: none"> <li>Use a sketchbook to gather and collect art work</li> <li>Record ideas, observations and designs in sketchbook to show the development of ideas and skills</li> </ul>	<ul style="list-style-type: none"> <li>Record ideas, observations and designs in sketchbook to show the development of ideas and skills</li> <li>Understand basic use of a sketchbook (introduction to annotations) and work out ideas for projects</li> <li>Use sketchbook to record what they see and collect, recording new processes and techniques</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbook to collect and record visual information from different sources</li> <li>Use sketchbook to plan and develop ideas, gather evidence and investigate testing media</li> <li>Use sketchbook to support the development of a design over several stages</li> </ul>	<ul style="list-style-type: none"> <li>Collect images and information independently in sketchbook</li> <li>Use sketchbook to plan and develop ideas, gather evidence and investigate testing media</li> <li>Use sketchbook to support the development of a design over several stages</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbook to develop ideas, keeping notes on how to further develop ideas</li> <li>Plans and completes extended sets of drawings in sketchbook to plan a painting, print or 3D piece</li> <li>Express ideas and observations responding to advice from others to rework and improve design ideas</li> <li>Conduct/ present independent research in sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas using different or mixed media, using sketchbook, keeping detailed notes</li> <li>Annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings/designs</li> <li>Express ideas and observations responding to advice from others to rework and improve design ideas</li> <li>Adapt and refine work to reflect its meaning and purpose, keeping notes and annotations</li> </ul>

Exploring, developing and evaluating ideas	<b>KS1</b> <ul style="list-style-type: none"><li>Record and explore ideas from first hand observation, experience and imagination</li><li>Ask and answer questions about the starting points for their work, and develop ideas</li><li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li><li>Review own work and that of others, reflect thoughts/ feelings</li><li>Identify what might be changed in current work or develop future work</li><li>Investigate different kinds of art, craft and design</li></ul>		<b>KS2</b> <ul style="list-style-type: none"><li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</li><li>Question and make thoughtful observations about starting points and select ideas to use in own work</li><li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li><li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</li><li>Adapt work according to views and describe how it might be developed further</li><li>Annotate work in sketchbook</li><li>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions</li><li>Work independently and collaboratively with others, on projects in 2 and 3 dimensions and on different scales</li></ul>			
Drawing	<ul style="list-style-type: none"><li>Introduction to sketching techniques</li><li>Introduction to line drawing</li><li>Drawing using various tools: dry materials: pencils, crayons, rubbers, pastels, charcoal, chalk</li><li>Begin to explore the use of line, shape and colour</li><li>Introduction to observational skills</li><li>Uses line to represent objects seen, remembered or imagined working spontaneously and expressively</li><li>Hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate marks and represent their observation, memories and ideas with purpose/intention</li><li>Use a viewfinder to select a view, or shapes and visual clues in an image and then record what is selected within the frame</li></ul>	<ul style="list-style-type: none"><li>Explore tone using different grades of pencils</li><li>Experiment with blending techniques</li><li>Experiment with creating pattern/ texture using sketching techniques</li><li>sketch from observation/ images</li><li>Begin to draw carefully in line from observation, recording shapes and positioning all marks/features with some care</li><li>Uses line and tone to represent things seen, remembered or observed</li><li>Can make quick line and shape drawings from observation adding light/dark tone, colour and features</li><li>Use a viewfinder to focus on a specific part of an artefact before drawing it</li><li>Drawing realistic facial features</li><li>Introduction to figure drawing</li></ul>	<ul style="list-style-type: none"><li>Use of sketches to produce a final piece of artwork</li><li>Review of figure drawing</li><li>Explore shading using different grades of pencil to show achieve tones and texture</li><li>Use sketches to plan, refine and alter work to produce a final piece of work</li><li>Use and manipulate drawing tools with control and dexterity applying teacher guidance</li><li>Draw familiar things from different viewpoints and combines images to make new images</li><li>use a viewfinder to select a view and visual clues in an image, then record what is in the frame</li><li>Use line, tone, shape and mark with care to represent things seen, imagined or remembered</li></ul>	<ul style="list-style-type: none"><li>Begin to show facial expressions and body language in sketches</li><li>Begin applying rules of simple perspective</li><li>Investigate and experiment with formal elements (line, shape, colour, form, space, value, texture) to make drawings that convey meaning</li><li>Make quick studies from observation to record action or movement with some fluency</li><li>Can draw with coloured media descriptively and expressively to represent ideas and objects with increasing accuracy/fluency</li><li>Investigate symmetry/ reflections</li><li>Investigate 3D effects</li><li>Uses drawing to design and arrange research and elements of ideas to compose and plan drawings, painting or prints</li><li>Alter and refine drawings</li></ul>	<ul style="list-style-type: none"><li>Select, use and manipulate a range of drawing tools using them with control and dexterity to accurately represent from observation</li><li>Selects appropriate media and techniques to achieve a specific outcome</li><li>Explore potential properties of formal elements (line, shape, colour, form, space, value, texture) and how to apply to own drawings</li><li>Begin to express ideas and observations responding to advice from others to rework and improve design ideas</li><li>Use a viewfinder to record what is in the frame and develop several studies as visual evidence for a purpose</li><li>Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief, found materials, torn and cut materials</li><li>Successfully use shading to create mood and feeling</li><li>Organise line, tone shape and colour to represent figures and forms in movement</li></ul>	<ul style="list-style-type: none"><li>Continue to express ideas and observations responding to advice from others to rework and improve design ideas</li><li>Sketches communicate emotions and a sense of self with accuracy and imagination</li><li>Demonstrate a wide variety of ways to make different marks with wet and dry media</li><li>Manipulate and experiment with the formal elements of art (line, shape, colour, form, space, value, texture)</li><li>Landscape vs Architectural drawing</li><li>Revisit and refine figure drawing</li><li>Develop quick studies from observation recording action/movement with fluency</li><li>Confidently and strongly use charcoal/pastels in response to light and dark, shadows and well lit areas</li><li>Convey tonal qualities well, showing good understanding of light and dark on form</li></ul>

<b>Painting</b>	<ul style="list-style-type: none"> <li>Paint a picture of something they can see</li> <li>Name the primary and secondary colours</li> <li>select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques</li> <li>Investigate mark-making using thick brushes, sponge brushes for particular effects</li> <li>Use colour and painting skills and apply surface techniques to create or suggest a place, time or season</li> </ul>	<ul style="list-style-type: none"> <li>Mix paint to create all the secondary colours</li> <li>Mix and match colours, predict outcomes</li> <li>Mix own brown</li> <li>Make tints by adding white</li> <li>Make tones by adding black</li> <li>Experiment with watercolour to create a wash</li> <li>Spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context</li> <li>Investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood</li> </ul>	<ul style="list-style-type: none"> <li>Predict with accuracy the colours that are mixed</li> <li>Know where each of the primary and secondary colours sits on the colour wheel and use a developed colour vocabulary</li> <li>Create a background using a wash</li> <li>Use a range of brushes to create to create different effects</li> <li>Understand how artists use warm and cool colour using this when mixing paint to express a mood in a work</li> <li>Represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes</li> </ul>	<ul style="list-style-type: none"> <li>Create all the colours that are needed for a piece of work</li> <li>Choose paints and implements appropriately</li> <li>Use colour to create moods in paintings</li> <li>Successfully use shading to create mood and feeling</li> <li>explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting to add texture</li> <li>Create a painting from designs and research to communicate an idea or emotion</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a secret knowledge about primary, secondary, warm and cold, complementary and contrasting colours</li> <li>Create a range of moods in paintings</li> <li>Express emotion accurately through painting</li> <li>create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers</li> <li>plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting</li> <li>work on preliminary studies to test media and materials</li> </ul>	<ul style="list-style-type: none"> <li>Explain what own style of painting is</li> <li>Use a wide range of painting techniques in work</li> <li>use studies gathered from observation to help plan and realise paintings, using thumbnail studies and paint techniques to represent action or interaction</li> <li>show the effect of light and colour, texture and tone on natural and manmade objects</li> <li>show an awareness of how paintings are created (composition)</li> <li>work on preliminary studies to test media and materials and mix appropriate colours independently</li> </ul>
<b>Printing</b>	<ul style="list-style-type: none"> <li>Apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image Eg. using hands, feet, shapes, sponges, vegetables/ fruit objects and found materials</li> <li>repeat a pattern, randomly placed or tiled in a grid with a range of blocks</li> <li>Can explore and create patterns and textures with an extended range of found materials - e.g. sponges, leaves, fruit, ink pads</li> </ul>	<ul style="list-style-type: none"> <li>Create a print using pressing, rolling, rubbing and stamping</li> <li>Design own printing block</li> <li>Can Monoprint by marking onto an ink block, or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure</li> <li>take rubbings from texture to understand and inform their own texture prints</li> </ul>	<ul style="list-style-type: none"> <li>Make a printing block</li> <li>Make a 2 colour print</li> <li>explore lines, marks and tones through printing to create an image</li> <li>explores images and recreates texture in a Collagraph print using e.g. corrugated card, string, pressprint</li> <li>explore colour mixing through printing, using two coloured inks a roller and stencil or pressprint</li> </ul>	<ul style="list-style-type: none"> <li>Print using at least 4 colours</li> <li>Create an accurate print design</li> <li>Print onto different materials</li> <li>design a complex pattern made up from two or more motifs and print a tiled version</li> <li>compare own design and pattern making with that of wellknown designers or familiar patterns</li> </ul>	<ul style="list-style-type: none"> <li>Print using a number of colours</li> <li>Create an accurate print design to meet given criteria</li> <li>Print onto different materials</li> <li>Can make connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</li> <li>Can recreate images through relief printing using card and mark making tools to control, line, shape, texture and tone</li> <li>recreate a scene and detail remembered, observed or imagined, through collage relief 'collagraph' printing</li> </ul>	<ul style="list-style-type: none"> <li>Over print using different colours</li> <li>Look carefully at the methods used and make decisions about the effectiveness of printing methods</li> <li>Can make connections between own work and patterns in their local environment (e.g. curtains, wallpaper) and use to develop own work</li> <li>explore colour mixing through printing, using two coloured inks a roller and stencil or pressprint/ Easiprint poly – blocks</li> <li>Can design prints for e.g. fabrics, book covers, wallpaper or wrapping paper</li> </ul>

Collage	<ul style="list-style-type: none"> <li>• Select with thought, different materials from the teachers resources, considering content, shape, surface and texture</li> <li>• select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea</li> <li>• Gather, sort and use materials according to specific qualities, e.g. warm, cold, shiny, smooth</li> </ul>	<ul style="list-style-type: none"> <li>• Create individual and/ or group collages</li> <li>• Use different kinds of materials for collage and explain choices</li> <li>• Use repeated patterns within collage</li> <li>• engage in more complex activities, e.g. control surface decoration of materials with clear intentions</li> <li>• use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment using different colours</li> <li>• Use mosaic and montage techniques</li> <li>• improve skills of overlapping and overlaying to place objects in front and behind</li> <li>• Cut with accuracy multiple shapes with a scissors and arrange /stick these on a surface for a purpose</li> <li>• Experiment with creating mood, feeling, movement and areas of interest using different media and</li> </ul>	<ul style="list-style-type: none"> <li>• Combine visual and tactile qualities</li> <li>• Interpret stories, music, poems and other stimuli and represent these using mixed media elements</li> <li>• use the natural / town environment as a stimulus for a mixed media work to convey meaning</li> <li>• make a representational textured image from found textures that have been selected</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of media to create collage</li> <li>• Combine visual and tactile qualities to express mood and emotions</li> <li>• select and use cutting tools and adhesives with care to achieve a specific outcome</li> <li>• embellish a surface using a variety of techniques, including drawing, painting and printing</li> </ul>	<ul style="list-style-type: none"> <li>• Justify chosen materials</li> <li>• Combine pattern, tone and shape within a collage</li> <li>• Select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water</li> <li>• embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing</li> </ul>
3D including sculpture and textiles	<ul style="list-style-type: none"> <li>• Add texture to a piece of work using tools</li> <li>• Cut, roll, and coil materials such as clay, dough or plasticine</li> <li>• Sort/ group fabrics and threads by colour and texture</li> <li>• Using weaving techniques with various materials</li> <li>• Handle and manipulates rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things</li> <li>• Model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features</li> </ul>	<ul style="list-style-type: none"> <li>• Add line and shape to a piece of work</li> <li>• Join fabric using glue</li> <li>• Sew 2 fabrics together</li> <li>• Respond to sculptures and craft artists to help them adapt and make their own work</li> <li>• Feel, recognise and control surface experimenting with basic tools on rigid / pliable materials</li> <li>• Use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care</li> </ul>	<ul style="list-style-type: none"> <li>• Add onto own work to create texture and shape</li> <li>• Work with life size materials</li> <li>• Introduction to more than one type of stitch</li> <li>• Use sewing to add detail to a piece of work</li> <li>• Begin to sculpt clay and other mouldable materials</li> <li>• Add texture to a piece of work</li> <li>• Design and make a 3D form as a maquette for a larger imagined piece and consider form / function</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment and combine materials and processes to design and make 3D form</li> <li>• Use early textile and sewing skills as part of a project</li> <li>• Identify and assemble found materials to make a new form, carefully covering with ModRoc or papier maché</li> <li>• Scale a design up to a larger scale and work as part of a group to create a human scale structure or form</li> <li>• Build in clay a functional form using two/three building techniques and some surface decoration</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with and combine materials and processes to design and make 3D form</li> <li>• Sculpt clay and other mouldable materials to create a planned finish product incorporating various techniques</li> <li>• Use textile and sewing skills a part of a project</li> <li>• Explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour</li> <li>• Use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages</li> </ul>	<ul style="list-style-type: none"> <li>• Create models on a range of scales</li> <li>• Create work which is open to interpretation by the audience</li> <li>• Include both visual and tactile elements in their work</li> <li>• Recreate 2D images in 3D, looking at one area of experience, e.g. recreate a landscape or figure focusing on form/ surface</li> <li>• Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</li> <li>• Apply knowledge of different techniques to expressive scale, weight or a concept</li> </ul>
	<p>3D elements are rotated between year groups. 1 3D aspect is covered each year as noted on the whole school Art Long Term Plan.</p>					

Use of IT	<ul style="list-style-type: none"> <li>• Use a simple painting program to create a picture</li> <li>• Use tools like fill and brushes in a painting package</li> <li>• Go back and make changes to own pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Create a picture independently</li> <li>• Use simple IT make making tools eg brush and pen tools</li> <li>• Edit own work</li> <li>• Take different photographs of self and peers displaying different moods</li> <li>• Change own photographic images on a computer</li> </ul>	<ul style="list-style-type: none"> <li>• Use own printed images taken with a digital camera and combine them with other media to produce art work</li> <li>• Use IT programmes to create a piece of work that includes own work and that of others using the internet</li> <li>• Use the internet to research an artist or style of art</li> </ul>	<ul style="list-style-type: none"> <li>• Present a collection of own work on a slideshow</li> <li>• Create a piece of art work which includes the integration of own digital images</li> <li>• Combine graphics and text based on own research</li> </ul>	<ul style="list-style-type: none"> <li>• Create a piece of art work which includes the integration of own digital images</li> <li>• Combine graphics and text based on own research</li> <li>• Scan images and take digital photos, use software to alter them, adapt them and create work with meaning</li> <li>• Create digital image with animation, video and sound to communicate own ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Use software packages to create pieces of digital art to design</li> <li>• Create a piece of art which can be used as part of a wider presentation</li> </ul>
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