



Curriculum Progression Map - Art

EYFS Expectations
<p>Expressive Arts and Design - ELG</p> <p>Creating with Materials:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and 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>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

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 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.



KING'S ACADEMY MEADOW VALE



	Autumn	Spring	Summer	
Year 1	<p>Sculpture and 3D: Paper play</p> <p>Know paper can change from 2D to 3D by folding, rolling and scrunching it.</p> <p>Know paper can be shaped by cutting and folding it.</p> <p>Know that three dimensional art is called sculpture.</p> <p>How to roll and fold paper.</p> <p>How to cut shapes from paper and card.</p> <p>How to cut and glue paper to make 3D structures.</p> <p>How to decide the best way to glue something.</p> <p>How to create a variety of shapes in paper, eg spiral, zig-zag.</p> <p>How to make larger structures using newspaper rolls.</p>	<p>Painting and mixed media: Colour splash</p> <p>Know that the primary colours are red, yellow and blue.</p> <p>Know primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none">– Red + yellow = orange– Yellow + blue = green– Blue + red = purple <p>Know a pattern is a design in which shapes, colours or lines are repeated.</p> <p>Know that there are many different shades (or 'hues') of the same colour.</p> <p>Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p>	<p>Drawing: Exploring line and shape</p> <p>Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Using different tools or using the same tool in different ways can create different types of lines.</p> <p>Surface rubbings can be used to add or make patterns.</p> <p>Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p>	<p>Craft and design: Woven Wonders</p> <p>Know that three dimensional art is called sculpture.</p> <p>What materials can be cut, knotted, threaded or plaited.</p> <p>How to wrap objects/shapes with wool.</p> <p>How to measure a length.</p> <p>How to tie a knot, thread and plait.</p> <p>How to make a box loom.</p> <p>How to join using knots.</p> <p>How to weave with paper on a paper loom.</p>



KING'S ACADEMY MEADOW VALE



			<p>That 'tone' in art means 'light and dark'.</p> <p>Shading helps make drawn objects look realistic.</p> <p>Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>How to weave using a combination of materials.</p>
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KING'S ACADEMY MEADOW VALE



<p>Year 2</p>	<p>Drawing: Understanding tone and texture</p> <p>Experiment with a range of materials to create marks and tones.</p> <p>Use different pressures and control to make different marks.</p> <p>Describe the texture of objects.</p> <p>Identify how artists use tone.</p> <p>Control shading to show tone.</p> <p>Sketch simple shapes lightly so that changes can be made.</p>	<p>Painting and mixed media: Life in colour</p> <p>Name the primary and secondary colours.</p> <p>Talk about the colour changes they notice and make predictions about what will happen when two colours mix.</p> <p>Describe the colours and textures they see.</p> <p>Try different tools to recreate a texture and decide which tool works best.</p> <p>Show they can identify different textures in a collaged artwork.</p> <p>Apply their knowledge of colour</p>	<p>Sculpture and 3D: Clay houses</p> <p>Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.</p> <p>Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.</p> <p>Roll a smooth tile surface.</p> <p>Join clay shapes and make marks in the tile surface to create a pattern.</p> <p>Draw a house design and plan how to create the key features in clay.</p> <p>Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.</p>	<p>Craft and design: Map it out</p> <p>Sort map images into groups, explaining their choices.</p> <p>Draw a map of their journey to school, including key landmarks and different types of mark-making.</p> <p>Explore how to use texture and 3D forms to replicate a map in a new way.</p> <p>Decide how to place 'jigsaw' pieces to create an abstract composition.</p> <p>Make choices about which details from their map to include in a stained glass.</p> <p>Cut cellophane shapes with care and arrange them into a pleasing composition.</p> <p>Design a print with simple lines and shapes, making improvements as they work.</p> <p>Follow a process to make and print from a polystyrene tile.</p> <p>Choose a favourite artwork, justifying their choice.</p>
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KING'S ACADEMY MEADOW VALE



	<p>Refine a drawing by building up the outline of an object.</p>	<p>mixing to match colours effectively.</p> <p>Choose collage materials based on colour and texture.</p> <p>Talk about their ideas for an overall collage.</p> <p>Try different arrangements of materials, including overlapping shapes.</p> <p>Give likes and dislikes about their work and others'.</p> <p>Describe ideas for developing their collages.</p> <p>Choose materials and tools after trying them out.</p>		<p>Annotate their favourite artwork with relevant evaluation points.</p> <p>Take an active part in decisions around how to display their artworks in the class gallery.</p>
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KING'S ACADEMY MEADOW VALE



<p>Year 3</p>	<p>Frida Kahlo-portraits Paint and mixed media: Prehistoric paintings.</p> <p>Recognise the processes involved in creating prehistoric art.</p> <p>Explain approximately how many years ago prehistoric art was produced. Use simple shapes to build initial sketches.</p> <p>Create a large scale copy of a small sketch.</p> <p>Use charcoal to recreate the style of cave artists.</p> <p>Demonstrate good understanding of colour mixing with natural pigments.</p> <p>Discuss the differences between prehistoric and modern paint.</p> <p>Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.</p> <p>Successfully make positive and negative handprints in a range of colours.</p>	<p>Craft & Design: Ancient Egyptian Scrolls</p> <p>Recognise and discuss the importance of Ancient Egyptian art.</p> <p>Consider the suitability of a surface for drawing.</p> <p>Record colours, patterns and shapes through observational drawing.</p> <p>Choose and use tools and materials confidently.</p> <p>Begin to experiment with drawing techniques.</p> <p>Create a selection of sketches that show idea exploration.</p> <p>Produce a final design with a clear purpose.</p> <p>Follow instructions with minimal support.</p> <p>Discuss and evaluate the process and outcome of their work.</p> <p>Produce a complete painted or drawn piece from a design idea.</p>	<p>Drawing:Developing drawing skills</p> <p>Use their observation skills to describe specific shapes, textures or patterns in objects. Shade with a reasonable degree of accuracy and skill following the four shading rules.</p> <p>Use mark marking to show texture and details.</p> <p>Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture.</p> <p>Apply shading skills to show areas of light and dark (tone).</p> <p>Apply line, shape and tone with digital tools.</p> <p>Save and present digital artwork.</p> <p>Use materials to create a design inspired by The Sun.</p>
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KING'S ACADEMY MEADOW VALE



	Apply their knowledge of colour mixing to make natural colours.	Use colours and materials appropriately, showing an understanding of effective composition. Have a clear idea of the subject of their zine, including a range of images and information.	
Year 4	<p>Drawing: Exploring tone, texture and proportion</p> <p>Create a three-dimensional effect by using contrasting tones to show light and dark.</p> <p>Combine lines and marks to represent different tones and textures.</p> <p>Comparing the sizes of different objects to draw them in proportion.</p>	<p>Craft and Design: Fabric of nature</p> <p>Describe objects, images and sounds with relevant subject vocabulary.</p> <p>Create drawings that replicate a selected image.</p> <p>Select imagery and colours to create a mood board with a defined theme and colour palette.</p> <p>Complete four drawings, created with confident use of materials and tools to add colour.</p>	<p>Sculpture and 3D: Mega materials</p> <p>Try drawing in an unfamiliar way and take risks in their work.</p> <p>Use familiar shapes to create simple 3D drawings and describe the shapes they use.</p> <p>Draw a simple design with consideration for how its shape could be cut from soap.</p> <p>Transfer a drawn idea successfully to a soap carving.</p> <p>Make informed choices about their use of tools.</p> <p>Successfully bend wire to follow a simple template, adding details for stability and aesthetics.</p> <p>Create a Roman soldier sculpture</p> <p>Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials.</p>
			<p>Painting and mixed media: Light and dark</p> <p>Share their ideas about a painting.</p> <p>Describe the difference between a tint and a shade.</p> <p>Mix tints and shades by adding black or white paint.</p> <p>Discuss their real-life experiences of how colours can appear different.</p> <p>Use tints and shades to paint an object in 3D.</p> <p>Try different arrangements of objects for a composition, explaining their decisions.</p> <p>Produce a clear sketch that reflects the arrangement of their objects.</p> <p>Create a final painting that shows an understanding of how colour can be used</p>



KING'S ACADEMY MEADOW VALE



	<p>Consider where to place each element thinking carefully about the space.</p> <p>Show texture in the collage.</p> <p>Use the impasto technique to create textured effects.</p>	<p>Understand the work of William Morris, using subject vocabulary to describe his work and style.</p> <p>Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. Identify and explain where a pattern repeats.</p> <p>Follow instructions to create a repeating pattern, adding extra detail.</p> <p>Use sketchbooks to evaluate patterns.</p>	<p>Describe how their work has been influenced by the work of El Anatsui.</p>	<p>to show light and dark, and therefore show three dimensions.</p> <p>Paint with care and control to make a still life with recognisable objects.</p>
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KING'S ACADEMY MEADOW VALE



<p>Year 5</p>	<p>Drawing: Depth, emotion and movement</p> <p>Use various types of lines to emphasise emotion or draw attention.</p> <p>Describe how artists have shown emotion.</p> <p>Use colour and line to convey emotion or movement in their sketch.</p> <p>Design a print, considering the composition carefully.</p> <p>Use a combination of marks to create tone and depth.</p> <p>Describe how artists use tone to show depth in their artwork.</p> <p>Create an effective printing plate.</p> <p>Reflect and improve their sketchbook experiments and final work.</p>	<p>Painting and mixed media: portraits</p> <p>Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.</p> <p>Try a variety of materials and compositions for the backgrounds of their drawings.</p> <p>Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.</p> <p>Create a successful print.</p> <p>Identify key facts using a website as a reference.</p> <p>Explain their opinion of an artwork.</p>	<p>Sculpture and 3D: interactive installation</p> <p>Show a clear understanding of what installation art is and how it communicates messages or themes.</p> <p>Plan, design and construct an installation (or model), making thoughtful choices about materials, arrangement, scale and display options such as lighting.</p> <p>Clearly explain and justify artistic decisions, including how choices improve the viewer's experience or create a particular atmosphere.</p>	<p>Craft and design: architecture</p> <p>Sketch houses or buildings from observation, using shapes, proportions, and details to create accurate compositions.</p> <p>Create building or monument designs with a clear purpose or theme, including plans, elevations, and annotations.</p> <p>Study artists like Hundertwasser, recognising their style and incorporating inspiration into their own work.</p> <p>Follow steps to create prints with clear lines and effects, and experiment with patterns, texture, and composition.</p> <p>Evaluate their own and others' work, explain artistic choices, and present information or designs clearly and thoughtfully.</p>
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KING'S ACADEMY MEADOW VALE



		<p>Experiment with materials and techniques when adapting their photo portraits.</p> <p>Create a self-portrait that aims to represent something about them.</p>	<p>Describe their work and the changes made during the process; evaluate their designs and consider how they would adapt or improve them in future.</p> <p>Discuss and respond thoughtfully to installation artworks, answering and generating questions, grouping images, and expressing justified opinions.</p>	
Year 6	<p>Drawing: expressing ideas</p> <p>Explore the expressive qualities of line as part of their iterative process.</p> <p>Further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions.</p>	<p>Painting and mixed media: artist study</p> <p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>	<p>Craft and design: photo opportunities</p> <p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriate to fit with ideas.</p>	



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	<p>Find a point in the distance to draw from (one-point perspective).</p> <p>Scale drawings up or down while aiming to keep proportion.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p>	<p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p>
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