

# Subject progression map

## Subject: Art

	Skills	Knowledge	Key Vocabulary
<b>Reception</b>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</li> <li>• Use and begin to control a range of media.</li> <li>• Draw on different surfaces and coloured paper.</li> <li>• Produce lines of different thickness and tone using a pencil.</li> <li>• Start to produce different patterns and textures from observations, imagination and illustrations.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</li> <li>• Recognise and name the primary colours being used.</li> <li>• Mix and match colours to different artefacts and objects.</li> <li>• Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</li> </ul> <p><b>3D</b></p>	<p><b>Drawing and Painting</b></p> <ul style="list-style-type: none"> <li>• Marks are created by pushing down</li> <li>• Tracing over lines makes them darker</li> <li>• Larger tools create thicker lines</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Name the primary colours</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Art has different forms and materials.</li> <li>• Materials can change shape</li> </ul> <p><b>Printmaking</b></p> <ul style="list-style-type: none"> <li>• Printing can create a repeated pattern When printing, colour fades</li> </ul>	<p><b>Drawing</b></p> <p>Crayon Drawing Felt Tip Line Pen Pencil Wax crayon</p> <p><b>Painting</b></p> <p>Easel Paint Paintbrush Painting Palette Sponge</p> <p><b>3D</b></p> <p>Attach Cardboard Clay Dough Junk model Join Mould Modelling Sculpt Sculptures</p>

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	<ul style="list-style-type: none"> <li>• Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration.</li> <li>• Cut shapes using scissors and other modelling tools.</li> <li>• Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</li> </ul> <p><b>Printmaking</b></p> <ul style="list-style-type: none"> <li>• Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects.</li> <li>• Develop simple patterns by using objects.</li> <li>• Enjoy using stencils to create a picture.</li> </ul>		<p><b>Printmaking</b></p> <ul style="list-style-type: none"> <li>• Cardboard</li> <li>• Impress</li> <li>• Pattern</li> <li>• Print</li> <li>• Printing</li> <li>• Printmaker</li> <li>• Repeated pattern</li> <li>• Rubbing</li> <li>• Sponge</li> <li>• String</li> <li>• Surfaces</li> </ul>
<p><b>Year 1</b></p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>• Begin to control the types of marks made with the range of media.</li> <li>• Draw on different surfaces with a range of media.</li> <li>• Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Use soft and hard pencils to create different types of line and shape.</li> <li>• Extend the variety of drawings tools</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Select and use different brushes to make different marks</li> <li>• Name the primary and secondary colours</li> <li>• Compare contrasting colours</li> <li>• Know colour combinations</li> </ul> <p><b>Sculpture</b></p>	<p><b>Drawing</b></p> <p>Media Pastel Charcoal Chalk Tone Hatching Scribbling Stippling Blending Light Lines Dark Lines Portrait Self-Portrait</p>

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	<p><b>Painting</b></p> <ul style="list-style-type: none"><li>• Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</li><li>• Explore techniques such as lightening and darkening paint without the use of black or white.</li><li>• Begin to show control over the types of marks made.</li><li>• Paint on different surfaces with a range of media.</li><li>• Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</li></ul> <p><b>3D</b></p> <ul style="list-style-type: none"><li>• Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.</li><li>• Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</li><li>• Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</li><li>• Impress and apply simple decoration techniques, including painting.</li><li>• Use tools and equipment safely and in the correct way.</li></ul>	<p><b>Printmaking</b></p>	<p><b>Painting</b></p> <p>Primary colour Secondary colour Predict Tints Shades Watercolour wash Sweep Dab Bold Brushstroke</p> <p><b>Sculpture</b></p> <p>Sculpture Sculptor Statue Papier-Mache Salt Dough Modroc Rolling Cutting Pinching Kneading Impress Lines Texture Shaping Smooth</p>
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	<p><b>Printmaking</b></p> <ul style="list-style-type: none"> <li>• Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>• Experience impressed printing: e.g. printing from objects.</li> <li>• Use equipment and media correctly and be able to produce a clean printed image.</li> <li>• Explore printing in relief: e.g. string and card.</li> <li>• Begin to identify forms of printing: Books, posters pictures, fabrics.</li> <li>• Use printmaking to create a repeating pattern.</li> </ul>		<p><b>Printmaking</b></p> <p>Pressing          Stamping          Rubbing;          Impressed line          Random pattern          Repeated pattern</p>
<p><b>Year 2</b></p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</li> <li>• Draw lines/marks from observations.</li> <li>• Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>• Understand tone through the use of different grades of pencils (HB, 2B, 4B)</li> </ul> <p><b>Painting</b></p>	<p><b>Drawing and Painting</b></p> <ul style="list-style-type: none"> <li>• Build on understanding of tone by drawing light/dark lines</li> <li>• Understands that pencils come in different HB grades</li> <li>• Secure knowledge of shapes</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Knows the difference between warm and cold colours</li> </ul> <p><b>Sculpture</b></p> <p><b>Printmaking</b></p>	<p><b>Drawing</b></p> <p>Tone          Light/Dark Lines          Light/Dark Patterns          Light/Dark Shapes          Line drawing          Straight line          Wavy line          Thick line          Thin line          Tone          Grades of Pencils</p> <p><b>Painting</b></p>

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	<ul style="list-style-type: none"><li>• Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</li><li>• Understand how to make tints using white and tones by adding black to make darker and lighter shades.</li><li>• Build confidence in mixing colour shades and tones.</li><li>• Understand the colour wheel and colour spectrums.</li><li>• Be able to mix all the secondary colours using primary colours confidently.</li><li>• Continue to control the types of marks made with the range of media.</li><li>• Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</li></ul> <p><b>3D</b></p> <ul style="list-style-type: none"><li>• Use equipment and media with increasing confidence.</li><li>• Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g.</li><li>• clay pot, figure, structure etc...</li><li>• Explore carving as a form of 3D art.</li><li>• Begin to show an awareness of objects having a third dimension and perspective.</li></ul>		<p>Layering Mixing Media Texture Colour Spectrum Tints Tones Warm colours Cool colours</p> <p><b>3D</b> Overlays Safe Sculptural form Tactile Visual Lines Texture Carving Form 3D Perspective</p> <p><b>Printmaking</b> Impressed Printing Clean Print Rollers Printing Pallets Mono-printing Overlaying</p>
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	<p><b>Printmaking</b></p> <ul style="list-style-type: none"> <li>• Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>• Demonstrate experience at impressed printing: drawing into ink, printing from objects.</li> <li>• Use equipment and media correctly and be able to produce a clean printed image.</li> <li>• Make simple marks on rollers and printing palettes</li> <li>• Take simple prints i.e. mono printing.</li> <li>• Experiment with overprinting motifs and colour.</li> </ul>		
<p><b>Year 3</b></p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Develop intricate patterns/ marks with a variety of media.</li> <li>• Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</li> <li>• Begin to indicate facial expressions in drawings</li> <li>• Begin to show consideration in the choice of pencil grade they use.</li> </ul> <p><b>Painting</b></p>	<p><b>Painting</b>  <u>Abstractly</u></p> <ul style="list-style-type: none"> <li>• <u>Balanced</u></li> <li>• <u>Harmonising</u></li> <li>• <u>Mood</u></li> </ul> <p><b>Sculpture</b>  <b>Carving</b></p> <ul style="list-style-type: none"> <li>• <u>Decoration</u></li> <li>• <u>Tactile</u></li> <li>• <u>Visual</u></li> </ul> <p><b>Printmaking</b>  <b>Final outcome</b></p> <ul style="list-style-type: none"> <li>• <u>Negative</u></li> <li>• <u>Relief</u></li> </ul>	<p><b>Drawing</b></p> <p>Intricate Patterns  Forms  Shape  Space  Expression  Light/Dark  Tone  Line  Pattern</p> <p><b>Painting</b></p> <p>Blocking in Colours</p>

# Subject progression map

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	<ul style="list-style-type: none"><li>• 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.</li><li>• Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</li><li>• Become increasingly confident in creating different effects and textures with paint according to what they need for the task.</li><li>• Understand how to create a background using a wash.</li></ul> <p><b>3D</b></p> <ul style="list-style-type: none"><li>• Use equipment and media with confidence.</li><li>• Join two parts successfully.</li><li>• Construct a simple base for extending and modelling other shapes.</li><li>• Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</li><li>• Produce larger ware using pinch/ slab/ coil techniques.</li></ul>	<ul style="list-style-type: none"><li>• <u>Positive</u></li><li>• <u>Screen printing</u></li><li>• <u>Stencil cut</u></li><li>• <u>Transfer</u></li></ul>	<p>Washes</p> <p>Thickened Paint</p> <p>Texture Effects</p> <p>Complimentary Colours</p> <p>Foreground</p> <p>Background</p> <p>Artist</p> <p>Style</p> <p>Sculpture</p> <p>slip, blend, Papier Mache, model, architecture, artefact</p> <p>Printmaking</p> <p>variety, design, symmetrical, asymmetrical, reflection, symmetry</p>
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# Subject progression map

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	<ul style="list-style-type: none"> <li>• Continue to explore carving as a form of 3D art.</li> <li>• Use language appropriate to skill and technique.</li> </ul> <p><b>Printmaking</b></p> <ul style="list-style-type: none"> <li>• Print simple pictures using different printing techniques.</li> <li>• Continue to explore both monoprinting and relief printing.</li> <li>• Demonstrate experience in 3 colour printing.</li> <li>• Demonstrate experience in combining prints taken from different objects to produce an end piece.</li> </ul>		
<p><b>Year 4</b></p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</li> <li>• Draw for a sustained period of time at an appropriate level.</li> <li>• Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</li> <li>• Have opportunities to develop further drawings featuring the third dimension and perspective.</li> </ul>		<p><b>Drawing</b></p> <p>Sharp line Smooth line Smudged line Third Dimension Perspective Form Shape Tone Outline Texture Reflection Movement</p>

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	<ul style="list-style-type: none"><li>• Further develop drawing a range of tones, lines using a pencil.</li><li>• Begin to show awareness of representing texture through<ul style="list-style-type: none"><li>• the choice of marks and lines made</li></ul></li><li>• Attempt to show reflections in a drawing</li><li>• Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</li><li>• <b>Painting</b></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>• Start to develop a painting from a drawing.</li><li>• Begin to choose appropriate media to work with.</li><li>• Use light and dark within painting and show understanding of complimentary colours.</li><li>• Mix colour, shades and tones with increasing confidence.</li><li>• Work in the style of a selected artist (not copying).</li></ul> <p><b>3D</b></p>		<p><b>Painting</b></p> <p>Artist's Style</p> <p>Contrasting</p> <p>Vivid</p> <p>Abstract</p> <p>colour match, apply, detail, effect, monochromatic colour, resist, still life, theme</p> <p><b>3D</b></p> <p>mod-roc, wetting, blending, additive technique, bust, carving, embellish, origami, slab, tile</p> <p>Printmaking</p> <p>refine, resist printing, ployblock printing, block, canvas</p>
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## Subject progression map

### Subject: Art

- Work in a safe, organised way, caring for equipment.
- Secure work to continue at a later date.
- Make a slip to join to pieces of clay.
- Decorate, coil, and produce marquettes confidently when necessarily.
- Model over an armature: newspaper frame for modroc.
- Use recycled, natural and manmade materials to create sculptures.
- Adapt work as and when necessary and explain why.
- Gain more confidence in carving.
- Use language appropriate to skill and technique.
- Demonstrate awareness in environmental sculpture and found object art.
- Show awareness of the effect of time upon sculptures.

#### Printmaking

- Increase awareness of mono and relief printing.
- Demonstrate experience in fabric printing.
- Expand experience in 3 colour printing.
- Continue to experience in combining prints taken from different objects to produce an end piece.

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	<ul style="list-style-type: none"> <li>• Create repeating patterns.</li> </ul>		
<b>Year 5</b>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• Develop a key element of their work: line, tone, pattern, texture.</li> <li>• Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>• Start to develop their own style using tonal contrast and mixed media.</li> <li>• Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> <li>• Begin to develop an awareness of composition, scale and proportion in their paintings.</li> <li>• Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</li> <li>• Develop close observation skills using a variety of view finders.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Confidently control the types of marks made and experiment with different effects and textures inc. blocking in</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>calligraphy, chiaroscuro, depth, emphasis, focal point, foreground, middle ground, foreshortening, found object, geometric, gesture, horizon</p> <p>source material, photograph, found objects, concentration, development of ideas, small elements, analogous colours, harmonious colours, gouache, hue, photorealism, pose, intensity, tint tone</p>

# Subject progression map

## Subject: Art

	<p>colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"><li>• Mix and match colours to create atmosphere and light effects.</li><li>• Mix colour, shades and tones with confidence building on previous knowledge.</li><li>• Start to develop their own style using tonal contrast and mixed media.</li></ul> <p><b>3D</b></p> <ul style="list-style-type: none"><li>• Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</li><li>• Show experience in combining pinch, slabbing and coiling to produce end pieces.</li><li>• Develop understanding of different ways of finishing work: glaze, paint, polish</li><li>• Gain experience in modelling over an armature: newspaper frame for modroc.</li><li>• Use recycled, natural and manmade materials to create sculptures.</li><li>• Show increasing confidence to carve a simple form.</li><li>• Use language appropriate to skill and technique.</li></ul> <p><b>Printmaking</b></p>		
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	<ul style="list-style-type: none"><li>• Use tools in a safe way. Continue to gain experience in overlaying colours.</li><li>• Start to overlay prints with other media.</li><li>• Use print as a starting point to embroidery. Show experience in a range of mono print techniques.</li></ul>		
<b>Year 6</b>	<p><b>Drawing</b></p> <ul style="list-style-type: none"><li>• Work in a sustained and independent way to develop their own style of drawing.</li><li>• This style may be through the development of: line, tone, pattern, texture.</li><li>• Draw for a sustained period of time over a number of sessions working on one piece.</li><li>• Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</li><li>• Develop their own style using tonal contrast and mixed media.</li><li>• Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li><li>• Develop an awareness of composition, scale and proportion in their paintings.</li></ul> <p><b>Painting</b></p>		

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	<ul style="list-style-type: none"><li>• Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</li><li>• Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li><li>• Mix colour, shades and tones with confidence building on previous knowledge.</li><li>• Understanding which works well in their work and why.</li></ul> <p><b>3D</b></p> <ul style="list-style-type: none"><li>• Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</li><li>• Model and develop work through a combination of pinch, slab, and coil.</li><li>• Work around armatures or over constructed foundations.</li><li>• Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</li></ul> <p><b>Printmaking</b></p> <ul style="list-style-type: none"><li>• Demonstrate experience in a range of printmaking techniques.</li></ul>		
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	<ul style="list-style-type: none"><li>• Describe techniques and processes.</li><li>• Adapt their work according to their views and describe how they might develop it further.</li><li>• Develop their own style using tonal contrast and mixed media.</li></ul>		
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