Saint Cuthbert's CE Primary School
Art Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and Developing Ideas	• 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;	• Record and explore ideas from first hand observations. • Ask and answer questions about the starting points for their work. • Develop their ideas – try things out, change their minds. • Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.		• 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 to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.		• 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 to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	
Evaluating and Developing Ideas	• Share their creations, explaining the process they have used;	• Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop in future work.		• 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 might develop it further. • Annotate work in journal.		• 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 might develop it further. • Annotate work in a journal.	

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Drawing	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing	• Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. • Control the types of marks made with the range of media. **Lines and Marks** • Name, match and draw lines/marks from observations. • Invent new lines. • Draw on different surfaces with a range of media. **Form and Shape** • Observe and draw shapes from observations. • Draw shapes in between objects. • Invent new shapes. **Tone** • Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. **Texture** • Investigate textures by describing, naming, rubbing, copying.	• Experiment with ways in which surface detail can be added to drawings. • Use journals to collect and record visual information from different sources. • Draw for a sustained period of time at an appropriate level. **Lines and Marks** • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. • Experiment with different grades of pencil and other implements to create lines and marks. **Form and Shape** • Experiment with different grades of pencil and other implements to draw different forms and shapes. • Begin to show an awareness of objects having a third dimension. **Tone** • Experiment with different grades of pencil and other implements to achieve variations in tone. • Apply tone in a drawing in a simple way. **Texture** • Create textures with a wide range of drawing implements. • Apply a simple use of pattern and texture in a drawing.	• Work from a variety of sources including observation, photographs and digital images. • Work in a sustained and independent way to create a detailed drawing. • Develop close observation skills using a variety of view finders. • Use a journal to collect and develop ideas. • Identify artists who have worked in a similar way to their own work. **Lines, Marks, Tone, Form and Texture** • Use dry media to make different marks, lines, patterns and shapes within a drawing. • Experiment with wet media to make different marks, lines, patterns, textures and shapes. • Explore colour mixing and blending techniques with coloured pencils. • Use different techniques for different purposes i.e. shading, hatching within their own work. • Start to develop their own style using tonal contrast and mixed media. **Perspective and Composition** • Begin to use simple perspective in their work using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. • Show an awareness of how paintings are created i.e. Composition.

Digital Media		• Explore ideas using digital sources i.e. internet, CD-ROMs. • Record visual information using digital cameras, video recorders. • Use a simple graphics package to create images and effects with: • **lines** by changing the size of brushes in response to ideas; • **shapes** using eraser, shape and fill tools; and • **colours and texture** using simple filters to manipulate and create images. • Use basic selection and cropping tools.	• Record and collect visual information using digital cameras and video recorders. • Present recorded visual images using software. • Use a graphics package to create images and effects with; **lines** by controlling the brush tool with increased precision. • Change the type of brush to an appropriate style. • Create **shapes** by making selections to cut, duplicate and repeat. • Experiment with **colours and textures** by using effects and simple filters to manipulate and create images for a purpose.	• Record, collect and store visual information using digital cameras etc. • Present recorded visual images using software e.g. Photostory, Powerpoint. • Use a graphics package to create and manipulate new images. • Be able to Import an image (scanned, retrieved, taken) into a graphics package. • Understand that a digital image is created by layering. • Create layered images from original ideas.

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Painting	• Use a range of small tools, including scissors, paint brushes and cutlery; • Safely use and explore a variety of tools and techniques, experimenting with colour, design, texture, form, and function;	• Use a variety of tools and techniques including different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. • Experiment with tools and techniques e.g. layering, mixing media, scrapping through. • Name different types of paint and their properties. **Colour** • Identify primary and secondary colours by name. • Mix primary shades and tones. • Mix secondary colours. **Texture** • Create textured paint by adding sand, plaster.	• Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Work on a range of scales e.g. thin brush on small picture etc. • Create different effects and textures with paint according to what they need for the task. **Colour** • Mix colours and know which primary colours make secondary colours. • Use more specific colour language. • Mix and use tints and shades.	• Develop a painting from a drawing. • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. **Colour** • Mix and match colours to create atmosphere and light effects. • Be able to identify and work with complementary and contrasting colours.

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Printing	• Use a range of small tools, including scissors, paint brushes and cutlery; • Safely use and explore a variety of tools and techniques, experimenting with colour, design, texture, form, and function;	• Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. • Make simple marks on rollers and printing palettes. • Take simple prints i.e. mono –printing. • Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. • Build repeating patterns and recognise pattern in the environment. • Create simple printing blocks with press print. • Design more repetitive patterns. **Colour** • Experiment with overprinting motifs and colour. **Texture** • Make rubbings to collect textures and patterns.	• Create printing blocks using a relief or impressed method. • Create repeating patterns. • Print with two colour overlays.	• Create printing blocks by simplifying an initial journal idea. • Use relief or impressed method. • Create prints with three overlays. • Work into prints with a range of media e.g. pens, colour pens and paints.

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Textiles	Use a range of small tools, including scissors, paint brushes and cutlery;	• Match and sort fabrics and threads for colour, texture, length, size and shape. • Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. • Cut and shape fabric using scissors/snips. • Apply shapes with glue or by stitching. • Apply decoration using beads, buttons, feathers etc. • Create cords and plaits for decoration. **Colour** • Apply colour with printing, dipping, fabric crayons. • Create and use dyes i.e. onion skins, tea, coffee. **Texture** • Create fabrics by weaving materials i.e. grass through twigs.	• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. • Match the tool to the material. • Develop skills in stitching, cutting and joining. • Experiment with paste resist.	• Use fabrics to create 3D structures. • Use different grades of threads and needles. • Experiment with batik techniques. • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.
3-D	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;	• Manipulate malleable materials in a variety of ways including rolling and kneading. • Explore sculpture with a range of malleable media. • Manipulate malleable materials for a purpose, e.g. pot, tile. • Understand the safety and basic care of materials and tools. **Form** • Experiment with constructing and joining recycled, natural and manmade materials. • Use simple 2-D shapes to create a 3-D form. **Texture** • Change the surface of a malleable material e.g. build a textured tile.	• Plan, design and make models from observation or imagination. • Join clay adequately and construct a simple base for extending and modelling other shapes. • Create surface patterns and textures in a malleable material. • Use papier mache to create a simple 3D object.	• Shape, form, model and construct from observation or imagination. • Use recycled, natural and man-made materials to create sculptures. • Plan a sculpture through drawing and other preparatory work. • Develop skills in using clay including slabs, coils, slips, etc. • Produce intricate patterns and textures in a malleable media.

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Collage	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;	• Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. • Arrange and glue materials to different backgrounds. • Sort and group materials for different purposes e.g. colour texture. • Fold, crumple, tear and overlap papers. • Work on different scales. **Colour** • Collect, sort, name match colours appropriate for an image. **Shape** • Create and arrange shapes appropriately. **Texture** • Create, select and use textured paper for an image.	• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. • Use collage as a means of collecting ideas and information and building a visual vocabulary.	• Add collage to a painted, printed or drawn background. • Use a range of media to create collages. • Use different techniques, colours and textures etc. when designing and making pieces of work. • Use collage as a means of extending work from initial ideas.