

Hitherfield Primary School Progression Framework for: Art and Design

Curriculum Map

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Nursery Adults are aware of stages the stages of development in EAD and use this to interact with children within Continuous Provision in the most appropriate way</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make Examples of modelled activities might include: making an owl or drawing a friend</p>	<p>Examples of modelled activities might include: sculpting animals using clay, using natural resources such as leaves and twigs to make hedgehog pictures, using junk modelling to make pets for the vet /pet shop, christmas cards and decorations, handprint animal calendars</p>	<p>Examples of modelled activities might include: sculpting aliens using clay, using natural resources such as leaves and twigs to make space maps, using junk modelling to make rockets and space helmets for the Space Station, or making Chinese dragon and fans for Luna New Year.</p>	<p>Examples of modelled activities might include: constructing houses and bridges from bricks or boxes, natural resources such as leaves and twigs or making Easter cards and Easter bunnies.</p>	<p>Examples of modelled activities might include: clay minibeasts, homes for bugs and worms, symmetrical butterfly pictures, drawings of flowers and plants, using the garden for natural pigments.</p>	<p>Examples of modelled activities might include: role-play props, pirate costumes, jewellery and treasure, drawing maps</p>
<p>Reception Adults are aware of stages the stages of development in EAD and use this to interact with children within Continuous Provision in the most appropriate way</p>	<p>Colour Mixing Portraits</p>	<p>Painting Jackson Pollock Firework pictures Sculpture Salt dough diva lamps</p>	<p>Drawing Step by step drawing of super vegetables</p>	<p>Sculpture Animals</p>	<p>Printmaking Printmaking using natural materials</p>	<p>Sculpture City Landmark</p>
<p>Year 1</p>	<p>Painting: Colour mixing Application of paint <i>Kandinsky's Colour study</i></p>				<p>3D/sculpture/ printing: Clay dinosaur/ fossil imprints</p>	<p>Drawing: Portraits and facial proportions <i>Great portraits/ self portraits: Frieda Kahlo, Van Gogh, Mona Lisa, Warhol's Marilyn.</i></p>
<p>Year 2</p>	<p>3D/sculpture: Coil/pinch pot diva lamps Mixed media & collage: Rangoli Art</p>	<p>Drawing/Painting: Flowers by <i>Georgia O'Keeffe</i></p>		<p>Printing/Painting: Foam board printing <i>Bernard Hoyes Revival series</i></p>		

Year 3		Drawing/ painting: Rainforest landscapes and animals <i>David Hockney</i>		Textile/Printing: Batik Designer <i>Emil Mjema</i>	Drawing: Artefacts of Sutton Hoo	3D/Craft: Mosaics- from classical roman to <i>Gaudi trençar style</i>
Year 4		3D/Sculpture: Wire art <i>Alexander Calder</i>	3D/Sculpture: Papier Mache masks Drawing: Proportions of the human body			Drawing/painting/ Printing: Mono printing <i>Althea McNish</i>
Year 5			Drawing/3D: The artworks of Benin Foil etching	3D/Sculpture: Clay bas-relief tiles <i>Barbara Hepworth & Henry Moore</i>	Painting/Printing: WWII propaganda art Screen Printing	
Year 6	Painting/mixed media: Stencil Street Art <i>Banksy</i>				Drawing: Perspective <i>Stephen Wiltshire</i> Mixed media: Self Portraits <i>Kehinde Wiley</i>	Painting, drawing, mixed media Make a deck of cards Printing: Lino Printing <i>Henri Matisse</i>

Progression of skills in Art and Design

	EYFS:	Key Stage 1:	Key Stage 2:
Statutory Framework Objectives	<p>Creating with Materials ELG</p> <p>Children at the expected level of development will:</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>Development Matters statements in bold.</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. 	<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.

Year	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill: Developing ideas	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	Start to record simple media explorations and ideas in a sketchbook.	Use a sketchbook to plan and develop simple ideas	Use a sketchbook to make plans, record experimentations as well as try out ideas and plan colours.	Use sketchbooks to collect and record visual information as well as planning, trying out ideas, and plan colours.	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas	Use sketchbooks to collect and record visual information
Skill: Responding to art	Look and talk about what they have produced, describing simple techniques and media used.		<p>Look at and talk about their own work and that of other artists expressing their likes and dislikes.</p> <p>Explore the work of a range of artists, craft makers and designers, making links to their own work.</p>	<p>Explore the work of a range of artists, craft makers and designers</p> <p>Express thoughts and feelings about a piece of art, explaining how it makes them feel.</p>	<p>Continue to explore the work of a range of artists, craft makers and designers</p> <p>Express thoughts and feelings about art from other cultures and other periods of time.</p>	<p>Discuss and review artists' work, expressing thoughts and feelings</p> <p>Explore a range of great artists, architects and designers in history.</p>	<p>Recognise the art of key artists and art from different periods of time</p> <p>Compare the style of different artists and approaches.</p>	<p>Discuss and review their own work, expressing thoughts and feelings explaining their views.</p> <p>Explore a range of great artists, architects and designers in history.</p>
Skill: Drawing	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different</p>	<p>Decide what they are going to draw before they begin.</p> <p>Deliberately try to combine shapes and lines together and their pictures start to look like the images they describe.</p> <p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media including pencil.</p> <p>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</p>	<p>Draw lines/marks from observations.</p> <p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Continue to investigate tone by using a variety of drawing techniques such as: hatching, scribbling, stippling, and blending and the use of different grades of pencils (HB, 2B, 4B)</p>	<p>Develop intricate patterns/ marks.</p> <p>Demonstrate experience in different grades of pencil (2H, HB, 2B, 4B, 6B) and begin to show consideration in the choice of pencil grade they use</p>	<p>Develop intricate patterns and a range of tones and lines using different grades of pencil.</p> <p>Begin to understand and represent human proportions.</p>	<p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Begin to develop an awareness of 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>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Have opportunities to develop a simple perspective in their work and drawing with a third dimension.</p>

	emotions in their drawings and paintings, like happiness, sadness, fear, etc.		lines.					
Skill: Painting	<p>Enjoy using a variety of tools including different size/ size brushes and tools</p> <ul style="list-style-type: none"> - Hands - Large paint brushes - Upright easels - Large paper <p>Colour mixing:</p> <p>Explore colour and colour mixing.</p> <p>Recognise and name the primary colours being used.</p>	<p>Begin to use more complex tools e.g. Smaller paintbrushes, cotton buds/ sticks, twigs, various paints.</p> <p>Using different techniques e.g. dabbing, strokes.</p> <p>Colour mixing:</p> <p>Colour mix with purpose, start to identify colours that combine e.g. red and yellow is orange.</p> <p>Explore tone through colour mixing.</p>	<p>Experiment with using a range of different brush sizes, rollers and pads to apply paint.</p> <p>Begin to show control over the types of marks made.</p> <p>Name the primary colours and mix to create a range of secondary colours.</p> <p>Begin to understand how colours can link to moods and feelings in art.</p>	<p>Begin to control the types of marks made in a range of painting techniques</p> <p>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks</p> <p>Understand how to make tints using white and shades by adding black to make darker and lighter shades.</p>	<p>Use a range of brushes to demonstrate increasing control over the types of marks made.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Understand how to create a background using a wash.</p> <p>Express links between colour and emotion.</p>	<p>Use light and dark, complementary and harmonious colours for effect and show understanding of complementary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures</p> <p>Mix colour, shades and tones with confidence</p> <p>Start to develop their own style using tonal contrast.</p>	<p>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.</p> <p>Purposely control the types of marks made and experiment with different effects and textures</p> <p>Mix colour, shades and tones with confidence understanding which works well in their work and why.</p> <p>Consider the use of colour for mood and atmosphere</p>
Skill: 3-D/ Sculpture/ Mixed media	<p>Enjoy using a variety of malleable media such as clay, papier mache, salt dough.</p> <p>Enjoy playing with and using a variety of textiles and fabric</p>	<p>Impress and apply simple decoration.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p>	<p>Experiment with a malleable media such as clay, papier-mache, salt dough, modroc.</p> <p>Shape and model materials from observation and imagination.</p> <p>Impress and apply simple decoration techniques, including painting.</p> <p>Begin to use tools and equipment safely and in the correct way.</p>	<p>Use a malleable media such as clay, papier-mache, salt dough, modroc with increasing confidence.</p> <p>Use equipment and media safely and correctly with increasing confidence.</p> <p>Explore ways to join materials</p>	<p>Use equipment and media responsibly with confidence.</p> <p>Learn to secure work to continue at a later date.</p> <p>Join two parts successfully.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Confidently use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure</p> <p>Model over an armature: mask for papier mache.</p> <p>Adapt work as and when necessary and explain why.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Make a slip to join two pieces of clay and combine pinch, slabbing and coiling.</p> <p>Adapt work as and when necessary and explain why.</p>	<p>Confidently use line and tone in different media to consider shape, shade, pattern and texture.</p> <p>Adapt work as and when necessary and explain why.</p>

<p>Skill:</p> <p>Printmaking</p>	<p>Explore printing with increasingly complex tools - e.g:</p> <ul style="list-style-type: none"> - sponges, stampers, hands - imprinting in dough - natural material - cotton buds - dabbers 	<p>Create simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects, possibly exploring symmetry.</p> <p>Enjoy taking rubbings: leaf, brick, coin.</p> <p>Enjoy creating pictures using stencils</p>	<p>Use equipment and media with support to produce a clean image.</p> <p>Explore printing with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Experience impressed printing (into clay).</p>	<p>Use relief printing processes.</p> <p>Use printmaking to create a simple mono colour print and repeating pattern.</p> <p>Use equipment and media to produce a clean image.</p>	<p>Batik/textile: Understand the use of wax resist in the textile dyeing process</p>	<p>Understand the process of mono-printing to create unique prints</p> <p>Confidently use equipment and media to produce a clean image.</p>	<p>Use equipment and media safely and appropriately and be able to produce a clean printed image.</p> <p>Start to experience over-laying colours.</p>	<p>Confidently and independently use equipment and media correctly and be able to produce a clean printed image.</p> <p>Confidently use tools in a safe and appropriate way.</p> <p>Describe printmaking techniques and processes.</p>
<p>Skill:</p> <p>Art through Technology</p> <p>All delivered through the computing curriculum</p>			<p>Use a simple computer paint program to create a picture</p> <p>Paint.net APP, laptop Computing curriculum Term 2</p>	<p>Use a digital device to take and edit a photograph</p> <p>Pixlr APP, Ipad Computing curriculum Term 2</p>		<p>Edit photographs and images (combining, cloning) in order to create an original work</p> <p>Paint.net APP, laptop Computing curriculum Term 5</p>	<p>Understand and experiment with vector graphics.to create an original image.</p> <p>Compare vector drawings to freehand paint programme drawings.</p> <p>Google Drawings , laptop Computing curriculum Term 5</p>	<p>Plan and create a webpage, considering it's appearance on different devices</p> <p>Google Sites, laptop Computing curriculum Term 2</p> <p>3D modelling, moving, resizing and duplicating to create original design.</p> <p>Tinkercad, laptop Computing curriculum Term 5</p>