



Shine as Lights in the World

St Mary's CE School Art Progression Map

National Curriculum aims and purpose:	Subject Statement:
<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p>Aims:</p> <ul style="list-style-type: none">• produce creative work, exploring ideas and recording experiences• become proficient in drawing, painting, sculpture and other art, craft and design techniques• evaluate and analyse creative works using the language of art, craft and design• know about great artists, craft makers and designers, and understand the historical & cultural development of their forms	<p>At St Mary's school we believe that all children should be equipped with the knowledge, skills and opportunities to explore creatively in Art and to be able to use art to '<i>shine as lights in the world</i>'. Our desire is for the children to develop a <i>can-do</i> attitude in art.</p> <p>Art teaching and learning is good when:</p> <ul style="list-style-type: none">• Children are given a variety of opportunities to use a range of materials to become proficient in drawing, painting and sculpture.• Children develop an understanding of how to use colour, pattern, texture, line, shape, form and space. They are allowed to experiment with new skills – recording their learning journey.• Children learn about a range of artists and designers and their impact. Children are encouraged to take inspiration from a variety of sources.• Children are confidently able to use a specific vocabulary to describe colour, shape and technique. They have opportunities to work collaboratively, discuss their ideas and reflect on their own work.• The Art curriculum is accessible to all and is able to support and enhance our children's mental well-being.



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EYFS		
Age Range	Area of learning within EYFS	Statements
Three and Four Year Olds	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing
Reception	Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination, and agility



Shine as Lights in the World

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	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. 	
ELG	Physical Development	Fine motor skills	<ul style="list-style-type: none"> • 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, paintbrushes, and cutlery. • Begin to show accuracy and care when drawing
	Expressive Arts and Design	Creating with Materials	<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.



Shine as Lights in the World

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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (on going)	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers 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 and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.			
Evaluating and developing work (on going)	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 their future work. Begin to annotate work in sketchbooks.		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 sketchbook.			



Shine as Lights in the World

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Drawing						
EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to use a variety of drawing tools	Use a range of sketching pencils, and other tools, crayons, pastels, felt tips, ballpoints, chalk and other dry media.	Explore different media, e.g. crayons, pastels, felt tips, and ballpoint.	Plan, refine and alter their drawings as necessary.	Alter and refine drawings and describe changes using art vocabulary.	Use a variety of source material for their work.	Demonstrate a wide variety of ways to make different marks with dry and wet media.
Use drawings to tell a story	Use a sketchbook to gather and collect artwork.	Understand the basic use of a sketchbook and work out ideas for drawings.	Use their sketchbook to collect and record visual information from different sources.	Collect images and information independently in a sketchbook.	Work in a sustained and independent way from observation, experience and imagination.	Use artists work as a basis for inspiration for own work.
Investigate different lines	Begin to explore the use of line, shape, colour and texture.	Continue to experiment with the visual elements; line, shape, pattern and colour.	Draw for a sustained period of time at their own level.	Use research to inspire drawings from memory and imagination.	Use a sketchbook to develop ideas.	Develop ideas using different or mixed media, using a sketchbook.
Explore different textures	Experiment with simple mark making.	Begin to explore how to represent the tonal scale—the effect of light on an object, including shadows— in	Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	Explore relationships between line, tone, pattern, shape and texture.	Use of perspective.	Develop use of perspective.
Encourage accurate			Develop skills in representing scale and proportion in	Continue to represent scale and	Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	Manipulate and experiment with the elements of art: line, tone, pattern,



Shine as Lights in the World

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drawings of people		drawings using pencil	observational drawings.	proportion in observational drawings.	Continue to explore how to represent the tonal scale—the effect of light on an object, including shadows— in drawings using chalk.	texture, form, space, colour and shape.
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Shine as Lights in the World

St Mary's CE School Art Progression Map

Painting/Colour						
EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Learn how to set up a paint station.</p> <p>Experiment with a variety of brushes.</p> <p>Work on different scales.</p> <p>Introduction to primary colours – be able to name the primary colours.</p> <p>Exploring mixing colours informally.</p>	<p>Develop skills in watercolour mark-making. Produce fine marks and build up to a block of colour.</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Work on different scales.</p> <p>Introduction to the colour wheel.</p> <p>Mix secondary colours and shades.</p> <p>Begin to explore tints and shade – informally.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Experiment with warm and cool colours.</p> <p>Experiment with techniques, incl. layering and wet on wet.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours using artefacts and objects.</p>	<p>Mix a range of secondary colours, shades and tones.</p> <p>Explore contrasting colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures incl. blocking in colour washes.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue, tonal range, monochrome.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Create a flat/graduated/blended wash.</p> <p>Mix colours to express mood, divide foreground from background or demonstrate tones.</p> <p>Create imaginative work from a variety of sources using a range of media and materials</p>	<p>Create shades and tints using black and white.</p> <p>Create a flat/graduated/blended wash.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, incl. those researched independently.</p>



Shine as Lights in the World

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Noticing and naming colours around us.				creativity with the painting process.		Show an awareness of how paintings are created (composition).
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Shine as Lights in the World

St Mary's CE School Art Progression Map

Some children will have progressed further and will be able to exceed expectations						
EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about their own work.</p> <p>Express an opinion about the work of famous artists.</p>	<p>Collect visual and other information to help them develop their work.</p> <p>Comment on similarities and differences in their own and others' work.</p> <p>Adapt and improve their own work</p>	<p>Investigate and use line, shape, colour and tone to communicate ideas and experiences in different media.</p> <p>Comment on similarities and differences between their own and others' work.</p> <p>Adapt and improve their own work.</p>	<p>Select information to help them develop their ideas.</p> <p>Combine and organise visual qualities.</p> <p>Experiment with methods and approaches.</p> <p>Choose how to communicate their ideas and experiences.</p> <p>Compare and comment on the similarities and differences in their</p>	<p>Explore a range of ideas using shape, tone and texture.</p> <p>Use sketchbooks and select relevant visual information for their work.</p> <p>Experiment with different techniques to inform and extend their ideas.</p> <p>Compare the ideas, methods and approaches used in their own and others' work.</p>	<p>Record and collect visual and other information to develop their ideas.</p> <p>Manipulate visual and tactile qualities and different materials and processes, matching these to suit their intentions.</p> <p>Analyse and comment on the ideas, methods and approaches used in their own and others' work.</p>	<p>Select relevant visual and other information.</p> <p>Manipulate materials and techniques, using visual and tactile qualities to communicate ideas about movement.</p> <p>Analyse and comment on ideas, methods and approaches.</p> <p>Refine their work to reflect their view of its purpose and meaning</p>



Shine as Lights in the World

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			own and others' work. Adapt and improve their own work according to its purpose.	Modify their work to reflect their own view of its purpose and meaning.	Adapt and refine their own work.	
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Shine as Lights in the World

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	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	Explore simple printing with a variety of objects including hand prints and footprints.	Understand prints are made by transferring an image from one surface to another. Understand relief prints are made when we print from raised images (plates).		Create a simple relief print and explore layering colour and create a repeating print.		Understand mono prints are prints made by drawing through an inked surface, transferring the marks on to another sheet. Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper - exploring the qualities of line.	
Sculpture	Handling, feeling, enjoying and manipulating materials. Constructing, building and destroying.	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Manipulate clay for a variety of purposes, e.g thumb pots,	Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Understand that clay and Modroc are soft	Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.	Plan a sculpture through drawing and other preparatory work. Understand that making sculpture can be challenging. To understand it takes a combination of skills, but that we	Develop skills in clay modelling using a variety of tools. Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes	



Shine as Lights in the World

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		simple coil pots and models.	materials which finally dry/set hard. Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.		can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us.	
Artists studied	Kandinsky	Mondrian Paul Klee	Georgia O'Keeffe Megan Coyle	Henri Rosseau	Monet	Peter Thorpe Hokusai Wilf Hardy Althea McNish



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