

# Beam County Primary School: Progression Map

## Subject: Art



EFYS	EFYS End Points	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS2 End Points
<p><b>Disciplinary:</b> Draw lines of different sizes and thicknesses.</p> <p>Explore patterns and images from different cultures.</p> <p><b>Knowledge:</b> Being able to follow simple instructions on using equipment for a desired effect.</p> <p>Observe how mark making can affect movement.</p>	<p>Mark make with lines of different sizes and thickness and begin to mimic patterns and images.</p>	<p><b>Disciplinary:</b> Show different tones by using a range pencils.</p> <p>Study the sizes and shapes of different facial features.</p> <p>Draw parts of a face with fairly accurate proportion.</p> <p>Express abstract concepts by altering proportion of facial features,</p> <p><b>Knowledge:</b> Understand and explain the similarities and differences in the terms portrait and self portrait.</p> <p>Explore how accurate proportion can create a sense of realism and how exaggerated proportion can create a sense of abstractism.</p>	<p><b>Disciplinary:</b> Show different tones by using colouring pencil and other media.</p> <p>Take not of composition.</p> <p>Draw an image from direct observation.</p> <p>Use marks to begin creating textures.</p> <p>Demonstrate that items found in the background often appear smaller and less detailed than foreground items.</p> <p><b>Knowledge:</b> Know that a landscape is 'all the visible features of an area of land, often considered in terms of their aesthetic appeal'.</p> <p>Know the meaning of terms background and foreground.</p> <p>Know that a horizon line separates the sky from the land.</p>	<p><b>Disciplinary:</b> Develop ideas through experience of different materials.</p> <p>Comment on art work using visual language.</p> <p>Imitate the style of notable book illustrators.</p> <p>Explore creating tonal images from coloured reference sources.</p> <p>Begin to find works of interest for initial research.</p> <p>Use shading to show light and shadow on and around an object.</p> <p><b>Knowledge:</b> Know that an illustrator is 'a person who draws or creates pictures for magazines, books, advertising, etc'.</p> <p>Describe tone through colour and shade.</p> <p>Know that working in the style of an artist can influence own style.</p> <p>Refer back to prior learning on tone, line and proportion and build upon this.</p>	<p><b>Disciplinary:</b> Show pattern and texture through different dots and lines.</p> <p>Explore different materials and methods as ideas develop.</p> <p>Explore the properties of oil pastels through practical work.</p> <p>Layer colours ranging from lightest tones to darkest.</p> <p>Show fur, feather and scale like textures using a range of marks and different oil pastel strokes.</p> <p>Use tools to remove layers of oil pastel giving artwork definition.</p> <p><b>Knowledge:</b> Understand that blending is a technique that can be applied to other materials as well as pencil.</p> <p>Know that knowledge of primary, secondary and tertiary colours can be referred to when creating life like tones.</p> <p>Know the parts of an eye and their functions (sketchbook study on this).</p>	<p><b>Disciplinary:</b> Explore themes of art (jazz culture) throughout an artist's work.</p> <p>Build on knowledge of colour application when using oil pastels.</p> <p>Consider the composition of an image when working in collaboration.</p> <p><b>Knowledge:</b> Know that music culture can be deeply embedded within an artistic movement.</p> <p>Understand the history behind artist depiction within a movement.</p> <p>Know that the human form can be exaggerated</p> <p>Consider scale of artwork compared to that or original works by notable artists.</p>	<p><b>Disciplinary:</b> Use the qualities of materials to enhance ideas.</p> <p>Use a variety of techniques to add interesting effects (e.g reflections, shadows, light).</p> <p>Choose a style of drawing suitable for the work (realistic/ impressionistic).</p> <p>Explore media to create a range of tones for purpose.</p> <p><b>Knowledge:</b> Spot the potential in unexpected results as work progresses.</p> <p>Know that the definition for still life is: 'a painting or drawing of an arrangement of objects, typically including fruit and flowers and objects contrasting with these in texture, such as bowls and glassware'.</p> <p>Know that different art media can compliment one another.</p>	<p><b>1</b> The ability to understand how to use different marks, scale and perspective to draw carefully.</p>

NC

**Early Learning Areas:**

PD: Gross and fine motor experiences. Fine motor control and precision helps with hand-eye co-ordination

EA&D: Regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

**KS1**

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

**KS2**

Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

<p><b>Disciplinary: Paint:</b> Mix primary colours to make secondary colours.</p> <p>Use thick and thin brushes.</p> <p>Use a combination of colours.</p> <p>Use different materials: straws, sponges etc to create marks and lines.</p> <p><b>Sculpture:</b> Press, rub, roll or stamp to add texture.</p> <p>Press, rub, roll or stamp to make prints.</p> <p><b>Drawing:</b> Blend primary colours to make secondary colours.</p> <p><b>Knowledge:</b> Explore different materials and methods as ideas develop.</p>	<p><b>Safely explore and use a variety of tools, techniques and materials.</b></p>	<p><b>Disciplinary: Paint:</b> Use thick and thin brushes.</p> <p>Mix primary colours to make secondary colours.</p> <p>Create a colour wheel.</p> <p><b>Sculpture:</b> Use rolled up paper, straws, card or paper clay as sculpting materials.</p> <p>Use techniques such as rolling, cutting, moulding and carving.</p> <p><b>Drawing:</b> Show different tones by applying different pressures when using coloured pencils.</p> <p>Show pattern and texture through different dots and lines.</p> <p><b>Knowledge:</b> Know that colours that are opposite to one another on the colour wheel are complimentary.</p> <p>To know the properties of clay and paper clay and incorporate them when sculpting.</p>	<p><b>Disciplinary: Paint:</b> Add white to make colours lighter. Tint.</p> <p>Add black to darken colours. Shade.</p> <p><b>Sculpture:</b> Add additional material to provide interesting visual detail.</p> <p>Use different materials in conjunction to create bold sculptures.</p> <p>Create a combination of shapes to attach to a structure.</p> <p>Use a range of equipment to bend and manipulate wire.</p> <p><b>Drawing:</b> Use line direction for purpose with the intention of creating a range of textures and marks.</p> <p><b>Knowledge:</b> Understand the process of wax resist.</p>	<p><b>Disciplinary: Paint:</b> Grow in competence using different paints and paint techniques.</p> <p>Use a number of paint techniques including thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Experiment with creating moods through colour.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p><b>Sculpture:</b> Replicate patterns observed in natural or built environments.</p> <p>Use clay to carefully mould shapes based on an image.</p> <p>Create a sculpture by attaching pieces of clay together-creating a three-dimensional effect.</p> <p><b>Drawing:</b> Use different grades of pencil to show line, tone and texture.</p>	<p><b>Disciplinary: Paint:</b> Replicate patterns observed in natural or built environments.</p> <p>Apply layers of two or more colours to an image.</p> <p>Use brush techniques to produce thin and thick shape, lines, patterns and textures such as fur and scales.</p> <p><b>Sculpture:</b> Cut, tear, rip and stick materials with precision.</p> <p><b>Drawing:</b> Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture.</p> <p><b>Knowledge:</b> Know that tracing is an art form and is not a method of cheating.</p> <p>Know that art can be applied to different materials other than just paper.</p> <p>Know that the term 'mono' in mono print means one.</p> <p>Know that oil pastels can be layered repeatedly to create</p>	<p><b>Disciplinary: Paint:</b> Combine colours, tones and tints to create and enhance mood.</p> <p>Use brush techniques and qualities of different paints to create texture.</p> <p><b>Sculpture:</b> For abstract work, promote different interpretations of work and artists work.</p> <p>Use net templates and folding skills to create 3-d shapes.</p> <p><b>Drawing:</b> Choose a style of drawing suitable for the work (realistic/impressionist ic).</p> <p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that show a range of influences and styles.</p> <p><b>Knowledge:</b> Know the process of creating a batik image.</p> <p>Define the term was resist. Understand</p>	<p><b>Disciplinary: Paint:</b> Sketch an image in detail first to act as a guide for painted final piece.</p> <p>Create a personal colour pallet based on colours observed from an image.</p> <p><b>Sculpture:</b> For abstract work, promote different interpretations of work as designs in sketchbooks.</p> <p>Use frameworks such as wire or moulds to provide stability to constructed forms.</p> <p>Show life-like qualities and real-life proportions when using the nature as stimulus for sculpting.</p> <p><b>Drawing:</b> Draw still life images focussing on both realism and impressionism.</p> <p>Confidently observe dark and light elements from real life objects (including shadows and reflections) and capture them within sketches.</p> <p><b>Knowledge:</b> Know how different tools can be used to bend and manipulate wire to create shape and form.</p>	<p><b>2 To master artistic techniques including: drawing, painting and sculpture.</b></p>
---	--	---	--	--	--	---	--	---

			<p>Know the properties of oil pastels.</p>	<p>Sketch lightly with increasing confidence.</p> <p><b>Knowledge:</b> Know the properties of powder paints and how you can mix powders to create new colours.</p> <p>Know the names of powder paint colours.</p> <p>Know how to join two or more pieces of clay together using the scoring method.</p>	<p>new colours and shades.</p> <p>Know and apply the process of papier mâché.</p>	<p>how wax can be used to resist water/ paint.</p> <p>Know the origins of origami and how it has influenced modern street art around the world.</p> <p>Work in unison to create collaborative art works.</p>	<p>Know that some materials compliment one another and others will detract from overall quality and feel of work.</p>	
--	--	--	--	---	---	--	---	--

**NC**  
**Early Learning Areas:**  
 PD: Gross and fine motor experiences. Fine motor control and precision helps with hand-eye co-ordination  
 EA&D: Regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.  
**KS1**  
 Use a range of materials creatively to design and make products  
 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  
**KS2**  
 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

<p><b>Disciplinary:</b> Use some key vocabulary once modelled by the teacher.</p> <p><b>New key vocabulary:</b> Thin Thick Dark light Hard Soft Pressure Line Tone Primary and secondary colours</p>	<p>Use simple artistic language verbally after being modelled by the teacher.</p>	<p><b>Disciplinary:</b> Expand vocabulary within each unit of work as skills progress.</p> <p>Express what you like/dislike about an artist's work.</p> <p><b>New key vocabulary:</b> Texture Embellishment Tertiary colours Shade Layering Composition Pattern blend</p>	<p><b>Disciplinary:</b> Begin to use key vocabulary banks when discussing work with peers/ class teacher.</p> <p><b>New key vocabulary:</b> Wax resist Landscape Horizon line Foreground Background Press print Proportion Weaving Loom Pop art Movement Sting print</p>	<p><b>Disciplinary:</b> Use previously acquired vocabulary to describe own work and works of artists.</p> <p><b>New key vocabulary:</b> Illustrator Silhouette Lino print Embellishment Embossed</p>	<p><b>Disciplinary:</b> Confidently use and define key vocabulary during teacher led modelling of new skills.</p> <p><b>New key vocabulary:</b> Embroidery Binka fabric Cross stitch Running stitch Satin stitch papier mâché template mono (print) mood monotone gothic art</p>	<p><b>Disciplinary:</b> Compare and contrast artists and artist styles using correct vocabulary.</p> <p><b>New key vocabulary:</b> Paper folding Street art Origami Batik Tjanting kettle Dyeing Mendhi</p>	<p><b>Disciplinary:</b> Critique independent work and whilst carrying out research evaluate a range of works relating to current topic.</p> <p><b>New key vocabulary:</b> Structure Wire manipulation Mythology Block printing Mixed media Modern art</p>	<p><b>3</b> To be confident in the use of <b>artistic vocabulary</b> to critically analyse work.</p>
--	---	---	--	--	--	---	---	--

**Early Learning Areas:**  
 C&L: By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

**NC**  
 "Should be able to think critically and develop a more rigorous understanding of art and design."

<p><b>Disciplinary:</b> Describe the work of notable artists, artisans and designers.</p> <p>Say what I like/dislike about studied artists work.</p>	<p>Discuss key artists and what you like and dislike about their work.</p>	<p><b>Disciplinary:</b> Replicate some of the techniques used by notable artists, artisans and designers.</p> <p><b>Knowledge:</b> To know that artists have used animals and nature in art for a long time in a number of ways.</p>	<p><b>Disciplinary:</b> Explore how cultural music and mask wearing can be used in festivities such as celebrations, dances and religious ceremonies.</p> <p>Work in the style of an artist.</p> <p><b>Knowledge:</b> Study an artists work and research how their works inspired a movement.</p> <p>Know how an art movement can impact so many other areas such as fashion, politics, self-image etc.</p> <p>Know that some artists are more widely recognised than others due to a range of factors.</p>	<p><b>Disciplinary:</b> Draw upon ideas of artists studied to create own pieces.</p> <p>use images of artists work to inspire own work.</p> <p><b>Knowledge:</b> Study cultural meaning behind artwork.</p> <p>Explore cultural origins of artwork.</p> <p>Explore how landmarks have changed throughout history.</p> <p>Know the names of key artists relevant to a topic studied.</p>	<p><b>Disciplinary:</b> Explore how different media can change the look, feel and mood of an artists work.</p> <p>Evaluate work of studied artists with increasing use of key vocabulary.</p> <p><b>Knowledge:</b> Know the historical relevance behind gargoyles and grotesques and how they have inspired gothic art.</p> <p>Know the definitions of key vocabulary and refer to this during artistic discussion Of notable works by famous artists.</p>	<p><b>Disciplinary:</b> Explore themes of music (jazz culture) throughout an artist's work.</p> <p>Work in collaboration with artists.</p> <p>Draw a range of symbols inspired by a historical movement.</p> <p>Work in the style of a chosen artist.</p> <p><b>Knowledge:</b> Discuss how different types of music make you feel and explore artists feelings when looking at artwork.</p> <p>Receive feedback on own works from an artist.</p> <p>Explore how symbols have been used within art for many years.</p> <p>Critique the work of two well known artists who use similar stimulus but work in different styles.</p>	<p><b>Disciplinary:</b> Explore a range of media techniques mastered by artists and how these have developed over time.</p> <p>Draw images accurately to depict historical figures.</p> <p>Explore through own work how historic importance stems from a countries rich culture.</p> <p><b>Knowledge:</b> Explore the cultural relevance behind historical periods and art movements.</p> <p>Explore and celebrate our differences. Recognise where our differences come from.</p> <p>Explore how art work can be inspired by stories told and retold over time.</p>	<p><b>4</b> Develop a knowledge and appreciation of great artists, cultural and historical movements.</p>
--	--	--	---	---	--	---	--	---

**NC**  
**Early Learning Areas:**  
 C&L: By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.  
 EA&D: Regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.  
 UTW: Building important knowledge, this extends their familiarity with words that support understanding across domains.

**KS1**  
 Taught 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.

**KS2**  
 Taught about great artists, architects and designers in history

<p><b>Knowledge:</b> Explore ideas once modelled/  Explore different materials and methods.</p>	<p>Represent their own thoughts, feelings and ideas through discussions.</p>	<p><b>Knowledge:</b> Follow a process as modelled by the teacher.</p>	<p><b>Knowledge:</b> Use viewfinders to pin point specific points of focus within an image to draw in detail</p>	<p><b>Knowledge:</b> Work from well known artists work. Select part of an image and expand upon it whilst imitating their style.</p>	<p><b>Knowledge:</b> Explore a range of media in sketchbooks to reveal which works best for a range of purposes.</p>	<p><b>Knowledge:</b> Draw on a range of different sources to refine techniques.  Work in close collaboration with</p>	<p><b>Knowledge:</b> Study a range of artists work and research into areas for inspiration to use for development of own unique style.</p>	<p><b>5</b> To develop and generate ideas to produce creative pieces.</p>
---	--	---	--	--	--	---	--	---

Respond to ideas and starting points.			Attempt to work in the style of various artists, copying their style and use or material, colour, pattern, texture etc.	Include a range of research images within books and use these when creating own works.		peers to create a single piece of work.  Explore how mood of artwork can be expressed in different ways.	Explore different artists techniques, imitate these and refine to create a style personal to yourself.	
<p><b>NC</b>  <b>Early Learning Areas:</b>  C&amp;L: By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.  <b>KS1</b>  Use a range of materials creatively to design and make products  <b>KS2</b>  Create sketch books to record their observations and use them to review and revisit ideas</p>								
<p><b>Disciplinary:</b> Explore different materials and methods as ideas develop.</p> <p>Draw upon the ideas of artists studied to create own pieces.</p> <p><b>Knowledge:</b> Explore different media and materials, be shown a range of ways they can be used.</p>	<p>Able to create own exploratory art pieces based on ideas studied.</p>	<p><b>Disciplinary:</b> Use an increasingly wide range of different media and materials.</p> <p><b>Knowledge:</b> Experiment with materials and their uses. Try things, analyse if they work or not.</p>	<p><b>Disciplinary:</b> Explore drawing, painting and working on a range of different textured materials such as paper, acetate, corrugated card, shiny foil, canvas etc.</p> <p><b>Knowledge:</b> Build upon knowledge of processes and why some elements of art follow a logical order.</p>	<p><b>Disciplinary:</b> Use different types of the same media and explore the similarities/ differences in these.</p> <p><b>Knowledge:</b> Critique work of myself and my peers. Use relevant artistic vocabulary.</p>	<p><b>Disciplinary:</b> Gain confidence in the control of different media.</p> <p>Manipulate art material to suit an intended purpose.</p> <p><b>Knowledge:</b> Begin to take sketchbooks home to conduct independent research into topics of study.</p>	<p><b>Disciplinary:</b> Be immersed in a wide range of different art forms.</p> <p>Show awareness to your preferred materials and influences through work in sketchbooks around each topic.</p> <p><b>Knowledge:</b> Recognise what my influences are.</p>	<p><b>Disciplinary:</b> Work confidentially in your own personal style.</p> <p>Push boundaries through exploration and experimentation within own style.</p> <p>Confidentially explore a range of art and design techniques both within the classroom and outside of school.</p> <p><b>Knowledge:</b> Consider how books, the internet, photographs etc can be used to build up a personal style.</p>	<p><b>6</b> To encourage and nurture the development of their <b>own individual artistic style.</b></p>
<p><b>NC</b>  <b>Early Learning Areas:</b>  C&amp;L: By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.  EA&amp;D: What children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate  <b>KS1</b>  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  <b>KS2</b>  Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>								