
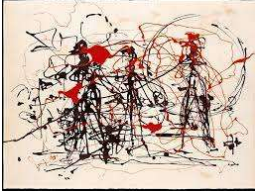







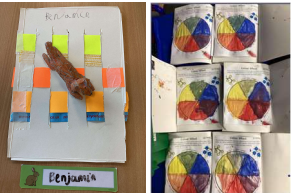


# Art & Design Progression Map 2024-2025

Year Group	Unit	Knowledge	Skills	Vocabulary	Linked Artist
Pre-school*	Autumn Autumn / Harvest / Fireworks	To know tools have a purpose. To know they can make marks with a variety of tools. To know and name some core colours. To know I can change malleable materials.	Can use and hold tools appropriately. Can begin to explore materials, equipment and tools confidently Exploring with colours To draw with increasing control. To make circle and lines on paper. I can begin to name and select some colours. I can paint on a range of surfaces. Explore with malleable materials. 	paint, chalk, pencils, print, wet, dry, water, roll, pat, basic colour names (red, blue, green).	<i>Flexible links to styles of artists for example; Jackson Pollock's</i> 
	Spring Growing Minibeasts	To know how to use tools to get the best outcome. To know and name a range of colours. To know I can mix media. To know I can use malleable materials more for purpose.	Use a variety of materials, equipment and tools. Create pictures of meaning. I can begin to draw with purpose. To begin to draw more details. I can name and select colours of my choice. I can begin to make tears and snips on paper.	paint, brush, rollers, cut, pencils, stencils, tear, snip, more colour names (yellow, pink, brown, black).	<i>Flexible links to styles of artists for example; Vincent van Gogh</i>
	Summer Summer / Under the sea	To know how to use tools to get an intended purpose. To know how to hold tools safely and correctly. To know I can mix colours. To know I can mix materials for a purpose. To know how to work with malleable materials confidently.	Explore with a variety of materials, equipment and tools. I can draw with purpose. I can draw a small range of shapes and patterns. I can use colours for purpose. I can mix colours and begin to do this with purpose. I can begin to cut in lines for purpose. I can begin to use words to explain and describe my creations.	mixing, draw, drawing, pallet, shape names, cut, pattern, cut, further colour names (purple, gold, silver).	<i>Flexible links to styles of artists for example; Henri Matisse</i>





# Art & Design Progression Map 2024-2025

<b>Reception</b> *	<b>Autumn</b> Painting  (Woodland)	To know that artists can use a variety of media, tools and techniques to make art. To know and name colours of the rainbow and black and white. (To know how to mix water and block paint)	<ul style="list-style-type: none"> <li>● Hold and control a variety of media</li> <li>● Use lines to create shapes, patterns and textures.</li> <li>● Draw a range of subjects from observation in the natural world as well as from imagination.</li> <li>● Name, choose and match colour for a purpose.</li> <li>● Begin to mix colours.</li> <li>● Use different brushes and tools for creative mark making.</li> <li>● Paint on a range of surfaces.</li> <li>● Mould and create simple shapes with malleable materials.</li> <li>● Use simple tools to cut and shape modelling materials.</li> <li>● Use language to describe structures.</li> <li>● To explore and use various natural and manmade materials.</li> <li>● To load an object with paint or use a stencil to print.</li> <li>● To use textiles for creative and role play activities.</li> <li>● To use age appropriate paint Apps.</li> </ul> 		<i>Yayoi Kusama</i>  
	<b>Spring</b> Collage Printing  (Growing/ Minibeasts)	To know how to hold simple tools correctly. To know that the same image can be repeated by printing.			<i>Eric Carle</i>  
	<b>Summer</b> Drawing  Sculpting  (Under the sea)	To know that different media and tools will have different effects. To know that media and materials can be combined.			<i>Henri Matisse</i>  

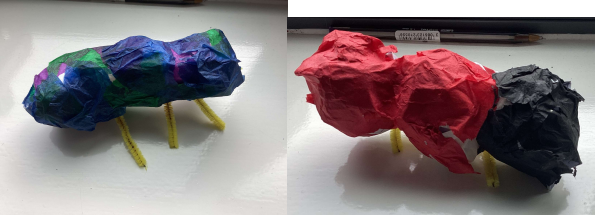

# Art & Design Progression Map 2024-2025

<p><b>Year 1 (year A)</b></p>	<p><b>Autumn Portraits</b></p>	<p>To know a collage is a mixture of materials. To know that you can use various papers, fabrics and materials to create a collage. To know how to hold a pencil correctly. To be able to draw a portrait with some detail of facial features. To colour in accurately using paint. To know primary and secondary colours. To know what primary colours to mix to make secondary colours. To know that adding black or white makes the colour darker or lighter. To know that different sized brushes create different effects.</p>	<p>To join a variety of materials together with glue to create a collage self portrait. To draw a portrait using pencil to show increasing detail. Use a range of simple tools to cut shapes and patterns. To be able to name primary and secondary colours. To mix primary colours to create secondary colours. To select and use a range of brushes.</p>	<p>portrait, draw, lines, patterns, textures, shape, colour, paint, colour mixing, cut, materials, primary colours, secondary colours, hues, tints, tones, warm, cool, brushes</p>	<p><i>Giuseppe Arcimboldo (Italian painter)</i></p> 
	<p><b>Spring Woodland clay Sculpture</b></p>	<p>To know facts about an artist To research different art styles and materials e.g. sculpture To know clay can be moulded To know clay can be joined together</p>	<p>To create a plan for my sculpture To use and mould clay. Use a range of simple tools to cut shapes. To mix colours to create a desired colour. To use a range of brushes, round and flat. Discussing where my sculpture could have been improved and revisiting my work.</p> 	<p>mould, sculpture, improve, evaluate</p>	<p><i>Juliet Collins (Local-Isle of Wight)</i> <i>Nick Mackman (Female)</i></p> 
	<p><b>Summer Paper weaving</b></p>	<p>To learn facts about the artist Terri Friedman To know how to use scissors correctly to cut straight and curved lines. To understand the process that a simple weave goes in and out, over and under. To know materials can be overlapped and stuck together to create a collage. To know that you can fold paper to create shapes and sculptures.</p>	<p>To use a range of material creatively. To cut paper and fabrics into basic shapes. To create straight and curved lines from a range of materials. To create a weave using different materials. Handle and manipulate a range of man-made and natural materials. To create a collage using tissue paper. To create sculptures from paper. To use Batik to create wax reliefs.</p>	<p>weave, paper, cut, shapes, straight, curve, man-made, natural materials, shape, sculpture</p>	<p>Terri Friedman</p> 




# Art & Design Progression Map 2024-2025

<p><b>Year 2 (year B)</b></p>	<p><b>Autumn</b> Aboriginal- Rosemary Petyarre</p>	<p>To know the difference between foreground and background. To know paintbrushes can be used in different ways. To know that aboriginal art used symbols to convey stories or meaning. To know aboriginal art was from Australia. To know aboriginal art used images of animals.</p>	<p>To sketch from first hand experience and observation. To sketch using different techniques: cross hatch, shade, stipple To use a blending technique of blending colours. To investigate the different effects that can be created with a paint brush. To use a range of brush strokes. To explore shape, colours and lines in aboriginal paintings.</p>	<p>aboriginal, sketching, paint, primary, secondary, technique, observational drawing</p>	<p>Rosemary Petyarre</p> 
	<p><b>Spring</b> A River by Marc Martin <a href="https://www.youtube.com/watch?v=Fz7skQzoGzQ">https://www.youtube.com/watch?v=Fz7skQzoGzQ</a></p>	<p>To know the difference between primary and secondary colours. To know secondary colours are a mix of two primary colours. To know that charcoal is brittle and needs to be pressed gently. To know that charcoal can be smudged to change texture. To know that you can press lighter and harder to change the darkness of lines. Sketching uses lighter lines.</p>	<p>To use a variety of media (pencils, pastels, pens, crayons, marbling paint, charcoal). Create tones using light and dark- creating an image using charcoal. To use a sketching pencil to create different effects and shading.</p> 	<p>Pencils, pastel, pens, crayons, marbling, paint, charcoal, tones, light, dark, shading, primary, secondary</p>	<p>Marc Martin</p> 
	<p><b>Summer</b> Seasons- plants/leaves</p>	<p>To know that applying different pressures, creates different effects (crayons). To know different textures can be created and be either smooth or rough surfaces. To practise using different stitches. To make observational sketches of trees and plants using pencil.</p>	<p>To create leaf rubbings. To mould and create simple shapes in malleable materials (create 3D models of trees) - coiling, bending, twisting. Paper mache –newspaper/scrap paper and PVA glue.  Final piece: To create a 3D model of a tree using paper mache.</p>	<p>rubbings, textures, malleable, mould, models, paper mache, cardboard, collage</p>	<p>Andy Goldsworthy- creates beautiful artwork with natural resources.</p> 

# Art & Design Progression Map 2024-2025

<p><b>Year 3 (year A)</b></p>	<p><b>Autumn</b> David Hockney</p>	<p>To know some facts about David Hockney. To know about tertiary colours. To know about perspective (Foreground and background) To know that art is made up from different depths.</p>	<p>To use ICT to research facts. To visit local are to take photos of landscapes To draw mini landscapes, explore shape, colour and line paintings. To explore primary and secondary colours and colour mixing. To make paintings that include details and context. To develop children’s understanding of washes, sketching themselves, facial features and detail. To create a stacked final piece of wash over background and self portrait using pastels.</p>	<p>Foreground, background, landscape</p>	<p>David Hockney, John William Waterhouse</p>
	<p><b>Spring</b> Insects</p>	<p>To know facts about great artists, architects and designers in history in the context of Louise Bourgeois and David Rogers. To know about sculpture in the context of modelling insects. To learn about great artists, architects and designers in history in the context of Jennifer Angus. To improve their mastery of art and design techniques in the context of modelling insects.</p>	<p>To improve mastery of drawing in the context of oil pastel and coloured pencil. To create collage in the context of insect mosaic patterns. To create insect shadow puppets using paper. To make a 3D model. Printing using foam to create insects.</p> 	<p>insect, arachnids, sculpture, shadow puppets, 3D Model</p>	<p>Louis Bourgeois Jennifer Angus David Rogers</p>
	<p><b>Summer</b> mosaics</p>	<p>To know facts about Helen Goodman. To know how mosaics are made.</p>	<p>To tear paper to predetermined strips and shapes. To evaluate mosaics by Helen Goodman and say what they like/dislike and why. To compare Roman mosaics to Helen Goodman’s and compare the use of colour, shape and size. To plan a simple mosaic pattern or picture. To complete a mosaic pattern or picture. To evaluate their work. To produce their own collage, choosing, cutting, arranging and materials focusing on colour shape, texture and pattern.</p> 	<p>Mosaics, tessera</p>	<p>Helen Goodman Gaudi</p>

# Art & Design Progression Map 2024-2025

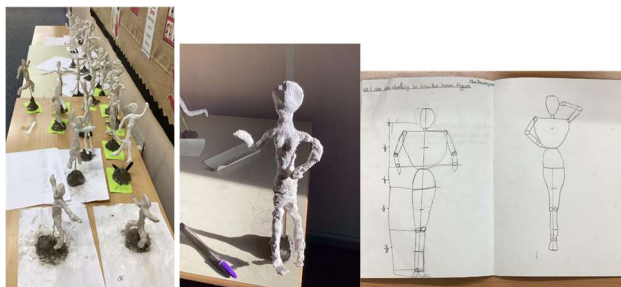
<p><b>Year 4 (year B)</b></p>	<p><b>Autumn Pablo Picasso</b></p>	<p>To know some facts about Pablo Picasso. To know what collage is. To know how to make various colours and shades of colours.</p>	<p>To use ICT to research Picasso and his artwork. To draw a self-portrait using accurate proportion and facial expression. To recreate a portrait using pastels. To create a collage of faces using photographs, drawing and other mediums (including magazines and newspapers). To draw an outline of an image on a polystyrene tile in order to make a print. To use a range of brush strokes. To be able to mix desired colours. To use cameras to produce photographic images of faces.</p>	<p>Pablo Picasso, Spanish, artist, cubism, portrait, sketch, mark, lines, texture, paint, strokes, outline, collage, shades, self-portrait, proportion, facial expression, pastels, photographs, medium, mix, print.</p>	<p>Pablo Picasso</p> 
	<p><b>Spring Henri Rousseau</b></p>	<p>To know some facts about Henri Rousseau. To understand art is made in various depths. To know how to connect pieces of clay together to make one 3D form.</p>	<p>To use ICT to research animals found in the rainforest. To create sketches of animals in the style of Henri Rousseau. To use various pencil strokes in order to create detail and depth. To create a wash background for the diaramas. To create mood and movement via collage, by overlapping and laying, in order to create the forest floor, canopies and the surrounding shrubs. To mould and shape a 3D animal (using the Henri Rousseau drawing) out of clay.</p> 	<p>Henri Rousseau, animals, style, depth, lines, sketch, connect, secure, form, wash, diorama, background, mood, movement, forest floor, canopy, shrubs, mould, modelling, research, diorama.</p>	<p>Henri Rousseau</p> 
	<p><b>Summer Bayeux Tapestry/F</b></p>	<p>To know how stories can be told through different mediums e.g. tapestry, quilts. To know some facts about Faith Ringgold. To learn about the Harlem Renaissance.</p>	<p>To draw and paint a scene from the Bayeux tapestry. To use ICT to research information about the artist Faith Ringgold and to examine her artwork.</p>	<p>Bayeux Tapestry, scene, draw, paint, Faith Ringgold, examine, compare,</p>	<p>Faith Ringgold</p>

# Art & Design Progression Map 2024-2025

	<b>aith Ringgold</b>		To plan and sketch a scene for a narrative square based on a memory for a class quilt. To depict an image using sewing.	plan, narrative, quilt, square, sketch, felt, fabric, cutting, memory, layers, depict, mediums, image, Harlem Renaissance, attach, materials, sewing, sticking, stitching.	
<b>Year 5</b>	<b>Autumn - Drawing and Painting</b>	<b>Knowledge</b> To know facts about <i>class artist</i> . To recognise art styles (abstract, pop art)	<b>Skills</b> To recreate artwork using pastels, pencils, paints. To use a range of paint strokes To use a range of drawing techniques To research an artist using computers (chromebooks)	<b>Vocabulary</b> <i>Artist Name</i> , sketch, mark, lines, texture, paint, strokes, outlines, shades, vibrant, tone, blend	<b>Linked Artists</b> Gillian Ayres David Hockney
	<b>Spring - Tone and Contrast</b>	<b>Knowledge</b> To know how different drawing strokes (e.g., cross-hatching, stippling, blending) create varying tones and contrasts. To understand their effect on shading. Explore how shading adds depth, texture, and mood to artwork.	<b>Skills</b> Experimenting with a range of shading techniques, including cross-hatching, stippling, and smudging. Identifying the effect of different tones and contrasts in drawing and understanding their impact on the overall composition. Applying knowledge of tone and contrast in their own artwork to enhance visual interest and realism. Develop my understanding of 3D shapes including architecture.	<b>Vocabulary</b> cross-hatching, stippling, smudging, tones, impact, composition, 3D shapes, depth, architecture, collage	<b>Linked Artists</b> Stephany Calvet
	<b>Summer - Collage / Print Making</b> - Wassily Kandinsky/ Piet Mondrian	<b>Knowledge</b> To evaluate artwork by Kandinsky and Mondrian and say what they like/dislike To recognise patterns and print To know how to use materials and tones effectively To know how to cut and layer materials To know how to use tools precisely	<b>Skills</b> To recreate artwork using pastels, pencils, paints. To use a range of paint strokes To use a range of drawing techniques To research an artist using computers To accurately cut complex shapes from a range of materials To apply materials focusing on colour, shape, texture and pattern To experiment with a variety of materials to achieve new textures using a range of colour tones. To add collage to painted, drawn or printed background using a range of media, differing techniques, colours and textures.	<b>Vocabulary</b> Contrast Angles Texture Material Layers Features Proportions	<b>Linked Artists</b> Wassily Kandinsky Piet Mondrian

# Art & Design Progression Map 2024-2025

<p><b>Year 6</b></p>	<p><b>Autumn Perspective Art - Rob Gonsalves (Canadian)</b></p>	<ul style="list-style-type: none"> <li>● To know the work of Rob Gonsalves.</li> <li>● To know how to create a wax relief.</li> <li>● To know what is meant by dry wall art.</li> <li>● To know what is meant by contrast.</li> </ul>	<ul style="list-style-type: none"> <li>● To develop the use of shading to create mood and feeling.</li> <li>● Develop techniques to enable them to create the key elements of line, tone, etc. Including proportion and simple perspective in their work.</li> <li>● To develop use of wax and paint.</li> <li>● To develop use of media to layer on a picture to create dimension.</li> <li>● To create texture using malleable materials.</li> <li>● Use the internet to explore websites, galleries and the works of others.</li> </ul>	<p>Proportion facial features contrast perspective light/shade Viewpoint, distance, direction, angle, perspective, modify, bird's eye view, panorama, expression</p>	<p><b>Rob Gonsalves (Canadian)</b></p>
	<p><b>Spring Sculpture Valerie Goutard (French)</b></p>	<ul style="list-style-type: none"> <li>● To know the media used by Valerie Gouthard</li> <li>● To identify the style of Valerie Gouthard</li> <li>● To know how to use wire, foil and Modroc to create armatures</li> <li>● To know the proportions of the body</li> </ul>	<ul style="list-style-type: none"> <li>● Draw the human figure in isolation and in groups.</li> <li>● Use a range of pencils, chalk and charcoal.</li> <li>● To develop use of line , tone, shape and colour to represent figures and forms of movement.</li> <li>● To develop drawing involving body proportion and apply knowledge of appropriate measurements.</li> <li>● To design and create planned sculptures from single and combined media using some of the following process: plaster im[regnated bandage over amateurs.</li> <li>● Talk about their sculptures and how they were created and the ideas being investigated relating the work to the work of other sculptors.</li> <li>● To develop use of wire, with other media (to create amateurs) in conjunction with modroc to create sculpture.</li> <li>● Use the internet to explore websites, galleries and the works of others.</li> </ul>	<p>proportion, amatures, bronze, layering, wire, create, effective, exciting, choice, textures, combine, freestanding work, relief, safe, organised, secure, adapt, collect, record, visual information, sources, annotate, visual qualities, tactile qualities, jagged, pitted, matt, real-life, abstract, proportion, sculpt, 3D, materials, clay, modelling, string, tape, boxes, tubes, share, review, reflect, evaluate.</p>	<p>Valerie Goutard (French)</p>
	<p><b>Summer</b></p>	<ul style="list-style-type: none"> <li>● To know how to use materials and tone effectively.</li> </ul>	<ul style="list-style-type: none"> <li>● Accurately cut complex shapes from a range of materials.</li> <li>● Apply materials focusing on colour, shapes, texture and pattern.</li> </ul>	<p>Photograph, contrast, angle, black and white,</p>	<p>Derek Gores Ben Giles</p>



# Art & Design Progression Map 2024-2025

	<p><b>All About Me</b></p> <p><b>Jason Mecier</b></p> <p><b>Ben Giles</b> <b>Mark Bradford</b></p>	<ul style="list-style-type: none"> <li>● To know how to cut, join and layer materials effectively.</li> <li>● To know how to use tools precisely.</li> <li>● To know the work of different collage artists:</li> <li>● To know how to create different effects with a camera and know how to incorporate ICT into their art work.</li> <li>● To know facial proportions</li> </ul>	<ul style="list-style-type: none"> <li>● Experimentation with materials to achieve new textures using a range of colour tones.</li> <li>● Talk about their work and the work of others using language appropriate to all the visual elements and identify how they combine with the work to achieve specific results.</li> <li>● talk at and talk about collages created by other artists, analysing the materials and processes used and the effects achieved.</li> <li>● To add collage to painted, drawn or printed background using a range of media, different techniques, colours and textures.</li> <li>● Make choices about how they will incorporate ICT into their work and which programmes and equipment they will use.</li> <li>● To consider choices such as angle, light, focus, composition when taking a photograph.</li> </ul>	<p>sepia, features, proportions, layer</p>	<p>Mark Bradford</p>

## National Curriculum

By the end of EYFS	By the end of Key Stage 1	By the end of Key Stage 2
<p><b>Expressive Arts and Design</b> ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>● Share their creations, explaining the process they have used;</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>● to use a range of materials creatively to design and make products</li> <li>● to use drawing, painting and sculpture</li> <li>● to develop and share their ideas, experiences and imagination</li> <li>● 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</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>● to create sketch books to record their observations and use them to review and revisit ideas</li> <li>● 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.</li> </ul>

## Art & Design Progression Map 2024-2025

<ul style="list-style-type: none"><li>● Make use of props and materials when role playing characters in narratives and stories.</li></ul> <p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>● Invent, adapt and recount narratives and stories with peers and their teacher;</li><li>● Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li></ul>	<p>designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	
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