

## Art Progression Map 2025

		Drawing Autumn Term	Painting Spring Term	3D Art (clay or textiles) Summer Term	Planned revisits and additional opportunities
Creative Art in EYFS		Children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open-ended resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing ideas and resources as well as working on their own. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition, specific skills and experiences will be planned for: (as below)			
EYFS	Outcome /linked to Artist	<p><b>Outcome:</b> To make a drawing of themselves or their family</p> <p><b>Curriculum links:</b> Physical skills, Communication and Language, Personal, Social and Emotional, Understanding the World (people and communities)</p>	<p><b>Outcome:</b> To make a picture using paint in the style of Joan Miro</p> <p><b>Artist Study:</b> Joan Miro,</p> <p><b>Curriculum links:</b> Physical skills, Communication and Language, Personal, Social and Emotional, Understanding the World (people and communities)</p>	<p><b>Outcome:</b> To focus on exploring a variety of materials (re-cycled, clay, textiles) to produce a 3D sculpture</p> <p><b>Artist Study:</b> A range of sculptures</p> <p><b>Curriculum links:</b> Physical skills, Communication and Language, Personal, Social and Emotional, Understanding the World</p>	During continuous provision (PLR)
	Knowledge	<p>To talk about the marks they have made</p> <p>To choose a variety of media to draw (pencil, pens, chalks, pastels, charcoal)</p>	<p>To name colours</p> <p>To know that mixing colours will create a different colour.</p> <p>To talk about the colours, patterns and shapes they have made</p> <p>To express a colour preference.</p> <p>To begin to understand what an artist is</p>	<p>To know how to attach and join items together</p> <p>To talk about different materials eg: soft, fluffy, shiny</p> <p>To begin to recognize the work of famous artists and take inspiration from their work</p> <p>To begin to express how they feel about the work of other artists</p>	

## Art Progression Map 2025

	Vocabulary	Draw, pencil, pen, myself, family, line, circles, shape, head, body, arms, legs, eyes, nose, mouth, straight, big, small, round,	Paint, brush, sponge, mix, palette, water, finger, hand, stick, roller, red, blue, yellow, green, purple, orange, brown, white, black, light, dark, artist	Clay, dough, roll, cut, flat, squeeze, press, join, fix, stick, glue, tape, rip, tear, paper, box, tissue, foil, material, pasta, glitter, wool, sew, thread, decorate	
	Skills	<p><b>ELG: Physical</b> 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.</p> <p><b>Creating with materials</b> 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.</p> <p>To make a range of different marks on paper To create closed shapes with continuous lines, and begin to use these shapes to represent objects To draw with increasing complexity and detail, such as a face with eyes, nose, mouth. To show different emotions in their drawing eg: happy/sad</p>	<p><b>ELG: Physical</b> 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.</p> <p><b>Creating with materials</b> 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.</p> <p>To explore colour and colour mixing To explore using different brushes and tools eg: sponges, fingers, hands, sticks, rollers, scrapers To begin to create interesting lines and shapes.</p> <p><b>Poster Paint</b></p>	<p><b>ELG: Physical</b> 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.</p> <p><b>Creating with materials</b> 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</p> <p>To join different materials together and explore different textures Experiment with a range of malleable media To make models using a variety of techniques e.g.: folding, tearing, cutting and sticking Apply decorative and textural media such as paint, rice, seeds, stars, sand, confetti, sawdust and glitter Use a variety of tools such as scissors, brushes and rulers To cut, fold or tear in order to adapt or fit to size. To explore different types of fabrics</p>	
<b>Year 1</b>	Outcome /linked to Artist	<p>Outcome: Make a drawing in celebration of Black History Month</p> <p>Artist/Style: Tribal masks</p>	<p>Outcome: Paint a simplified human figure using shapes and colour</p> <p>Artist/Style: Sonia Delaunay</p> <p>Curriculum links: Understanding of the world, History</p>	<p>Outcome: Woven Fire of London scene</p> <p>Artists/Style: Christina Massey</p> <p>Curriculum links: History- What happened to London in 1666?</p>	Continuous Provision

## Art Progression Map 2025

		Curriculum links: Geography, understanding of the world, History, Religious Education		<b>Textiles</b>	
	Knowledge	<p>NC Outcome: Pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>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</p> <p>Understand how lines of different thicknesses can describe the shapes, textures and patterns of tribal masks.</p> <p>Research the work of Artists and Craftspersons to understand how they use lines to make dynamic face like features</p> <p>Talk about how the masks make you feel</p>	<p>NC Outcome: Pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>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</p> <p>simple shapes can build an image to represent a human figure.</p> <p>Talk about how you react to the artists work</p> <p>The Primary colours are red, blue and yellow, secondary colours are green, orange, purple, brown,</p> <p>Name and know the difference between primary and secondary colours</p>	<p>NC Outcome: Pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>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</p> <p>To understand the process of weaving</p> <p>To understand and say why a material has been chosen</p> <p>To talk about the work of famous artists work</p>	

## Art Progression Map 2025

	Vocabulary	line, thick, thin, pattern, dots, shape, circle, square, triangle, rectangle, curve, straight, wavy, jagged, swirl, light, dark	line, thick, thin, shape, curve, straight, wavy, jagged, swirl, primary colour, secondary colour, mix, abstract	Weave, material, loom, warp, weft, over, under, in, cut, long/longer, short, shorter, fit, describing materials (rough, smooth, bumpy, shiny, colour, pattern,)	
	Skills	<p><b>NC Outcome: Pupils should be taught to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>draw lines of varying thickness;</li> <li>use dots and lines to demonstrate pattern and texture;</li> <li>use different materials to draw, e.g. charcoal, chalk, felt tips, pencil, pen etc</li> </ul>	<p><b>NC Outcome: Pupils should be taught to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Use inspiration from artist/craftsperson to create their own work</li> <li>Use a variety of tools to apply paint e.g. big/small brushes, sponges, fingers, hands, rollers</li> <li>Develop the ability to control brushes</li> <li>Mix secondary colours and use in their work</li> </ul> <p><b>Poster Paint</b></p>	<p><b>NC Outcome: Pupils should be taught to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Use inspiration from artists to create their own work</li> <li>Use the correct terminology (loom, warp, weft)</li> <li>Cut and estimate the length and width of materials</li> <li>Manipulate materials to create movement, shapes and lines</li> </ul>	
<b>Year 2</b>	Outcome /linked to Artist	<p>Outcome: Make a portrait drawing in celebration of Black History Month</p> <p>Artist/Style: Heidi Lange</p> <p>Curriculum links: Geography, History, Religious Education</p>	<p>Outcome: Paint an image of animals in their habitat</p> <p>Artist/Style: David McKee</p> <p>Curriculum links: Science, Geography, History, Literacy</p>	<p>Outcome: Patterned clay tile</p> <p>Artist/Style: Indian Tiles</p> <p>Curriculum links: Geography- India</p> <p><b>Clay</b></p>	Continuous provision

## Art Progression Map 2025

	knowledge	<p>NC Outcome: Pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>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</p> <p>Understand how to give the impression of shade and darker areas using blocks of grey or black</p> <p>Recognise how different drawing materials and drawing surfaces can be used to create various blocks of shade and shadow effects</p> <p>Talk about the techniques that Heidi Lange uses to distinguish between dark and light; and general shapes and detail</p>	<p>NC Outcome: Pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>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</p> <p>Understand the colour wheel and colour spectrums</p> <p>Understand how Artists use shapes and colour to build an image</p> <p>Talk about how you react to the artist's work</p> <p>Create and mix neutral colours using two secondary colours</p> <p>Name and know the difference between primary and secondary colours</p> <p>Create and know the difference between tints and shades</p>	<p>NC Outcome: Pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>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</p> <p>Talk about other artists work and how it makes us feel</p> <p>To begin to understand the properties of clay</p>	
	Vocabulary	<p>Line, block, area, space, portrait, face, eyes, nose, lips, investigate, look, build, line, thick, thin, pattern, dots, shape, circle, square, triangle, rectangle, curve, straight, wavy, jagged, swirl, grey, light, dark</p>	<p>line, thick, thin, pattern, curve, straight, wavy, jagged, swirl, primary colour, secondary colour, mix, tint, shade, black, white, neutral, background, foreground</p>	<p>Clay, wet, dry, soft, flatten, roll, cut, shape, press, push, thick, measure, print, mark, squash, pattern, texture,</p>	

## Art Progression Map 2025

	Skills	<p>NC Outcome: Pupils should be taught to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Successfully use blocks of grey, white and black to indicate shadow and light</li> <li>• use dots and lines to demonstrate pattern, texture and darker areas</li> <li>• use different materials to draw, e.g. charcoal, chalk, felt tips, pencil, pen that best suits the portrait</li> <li>• Choose a drawing surface that best suits the portrait e.g. white/grey pastel on black paper</li> </ul>	<p>NC Outcome: Pupils should be taught to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Use inspiration from artist/craftsperson to create their own work</li> <li>• Use and develop control of smaller brushes to make details and pattern</li> <li>• Experiment by mixing secondary colours</li> <li>• Create tints by adding and mixing with white paint</li> <li>• Create tones by adding and mixing black paint</li> <li>• Consider which shapes and colours to use to build an image of animals and their habitat</li> </ul> <p><b>Poster Paint</b></p>	<p>NC Outcome: Pupils should be taught to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Flatten, roll and shape the clay</li> <li>• Consider the size and thickness of the clay</li> <li>• Use a variety of tools and techniques to create patterns/texture in the clay</li> </ul>	
<b>Year 3</b>	Outcome /linked to Artist	<p>Outcome: Make a portrait drawing in celebration of Black History Month</p> <p>Artist/Style: Margaret Burroughs</p> <p>Curriculum links: Geography, History, Religious Education</p>	<p>Outcome: Paint an image exploring a range of colours</p> <p>Artist/Style: Alma Thomas</p> <p>Curriculum links: Science, Geography, History</p>	<p>Outcome: Natural weaving</p> <p>Artist/Style: Andy Goldsworthy</p> <p>Curriculum links: science</p> <p><b>Textiles</b></p>	<p>Children had the opportunity to practice their sketching skills when drawing under the sea creatures and moons for their bubbles writing.</p> <p>Children have used pastels and watercolours to create cave art to go with their Stone Age Boy writing.</p>

## Art Progression Map 2025

	knowledge	<p>Pupils should be taught to 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.  <b>about great artists, architects and designers in history</b></p> <p>Understand how to give the impression of shade and darker areas using thick and thin lines, patterns and shapes as well as blocks of black, grey and white</p> <p>Recognise how different drawing materials and drawing surfaces can be used to create various blocks of shade and shadow effects</p> <p>Talk about how Margaret Burroughs uses white and black to distinguish between light and dark then in-between shades with thick and thin lines</p>	<p>Pupils should be taught to 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.  <b>about great artists, architects and designers in history</b></p> <p>Understand the colour wheel and colour spectrums</p> <p>Know which size brush is appropriate for colour fill and finer details</p> <p>Understand how artists use shapes and colour to build an image</p> <p>Describe the work of the artist and express an opinion of the artist</p> <p>Create and mix tertiary colours</p> <p>Create and know the difference between tints, shades, warm, cold colours</p>	<p>Pupils should be taught to 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.  <b>about great artists, architects and designers in history</b></p> <p>Talk about and describe the work of other artists and give an opinion about it</p> <p>Understand the process of weaving</p> <p>Understand and say why a material has been chosen</p>	
	Vocabulary	<p>Line, block, area, space, portrait, face, eyes, nose, lips, investigate, look, build, line, thick, thin, pattern, dots, shape, circle, square, triangle, rectangle, curve, straight, wavy, jagged, swirl, light, dark, blend, tone</p>	<p>curve, straight, wavy, jagged, swirl, primary colour, secondary colour, mix, tint, shade, black, white, neutral, cool, warm, foreground, background, in front, behind, overlap</p>	<p>Weave, material, loom, warp, weft, natural, over, under, fasten, join, attach, adapt, describing materials in greater detail,</p>	

## Art Progression Map 2025

	Skills	<p>NC Outcomes: 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]</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• draw lines of varying thickness in order to set apart outline and detail and darker/lighter areas</li> <li>• use dots and lines to demonstrate pattern, texture and darker areas</li> <li>• use different materials to draw, e.g. charcoal, chalk, felt tips, pencil, pen that best suits the portrait</li> <li>• Choose a drawing surface that best suits the portrait e.g. black white/grey chalk on black paper</li> </ul>	<p>NC Outcomes: 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]</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Use inspiration from artist/craftsperson to create their own work</li> <li>• Use varied brush techniques to create shapes, texture, pattern and lines</li> <li>• Experiment by mixing tertiary, cool and warm colours</li> <li>• Mix colours effectively using the correct language e.g. tint, shade, primary, secondary, warm, cold</li> <li>• Consider which shapes and colours to use to build an image which includes vegetation, foreground, background, and may include other objects, people, animals etc</li> </ul> <p><b>Acrylic Paint</b></p>	<p>NC Outcomes: 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]</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Use the terminology of weaving (loom, warp, weft)</li> <li>• Select materials to make a loom structure</li> <li>• Demonstrate problem solving skills by choosing, attaching and adapting</li> </ul>	
Year 4	Outcome /linked to Artist	<p>Outcome: Make a portrait drawing in celebration of Black History Month</p> <p>Artist/Style: Elizabeth Catlett</p> <p>Curriculum links: Geography, History, Religious Education</p>	<p>Outcome: Paint an image that celebrates Doncaster</p> <p>Artist/Style: Andy Woolridge</p> <p>Curriculum links: Geography, History</p>	<p>Outcome: Roman-style bowl/object</p> <p>Artist/Style: Ancient Roman pottery</p> <p>Curriculum links: History- Roman Britain</p> <p><b>Clay</b></p>	

## Art Progression Map 2025

	<p>Knowledge</p>	<p>Pupils should be taught to 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> <p>about great artists, architects and designers in history</p> <p>Understand how to build up areas from light, tone, shade and darker and dark with line placement or by increasing pressure with pencils (with different hardness), chalk or charcoal; along with the use of blocks of black and white</p> <p>Recognise how different drawing materials and drawing surfaces can be used to create various blocks of shade and shadow effects</p> <p>Talk about how Elizabeth Catlett utilises straight lines, curves and geometric shapes as a style choice; and uses a range of tones to build the impression of three dimensions</p>	<p>Pupils should be taught to 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> <p>about great artists, architects and designers in history</p> <p>Know which size brush is appropriate for colour fill and finer details</p> <p>Research the work of Artists and Craftspersons to understand how they can use shapes and colour to build an image</p> <p>Describe the work of the artist and express an opinion of the artist and ascribe this understanding to your work</p> <p>Consider the culture, landscape, animals, people, buildings of local area to build an image with atmosphere/mood</p>	<p>Pupils should be taught to 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> <p>about great artists, architects and designers in history</p> <p>Describe the work of other artists work and give an opinion about it</p> <p>Understand the properties of clay</p>	
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## Art Progression Map 2025

	Vocabulary	Line, block, area, space, portrait, face, eyes, nose, lips, investigate, look, build, line placement (close, closer, mass) thick, thin, texture, pattern, dots, shape, circle, square, triangle, rectangle, curve, straight, wavy, jagged, swirl, light, dark, blend, tone, press, hard-pressure, light-pressure	curve, straight, wavy, jagged, swirl, primary colour, secondary colour, mix, tint, shade, black, white, neutral, cool, warm, foreground, background, in front, behind, overlap, atmosphere, mood, watercolour, wash	Clay, wet, dry, mould, flatten, press, soft, hard, roll, coil, shape, thick, thin, measure, long/longer, short/shorter, base, bowl, dish, cup, smooth, score, slip, pattern, texture, decoration	
	Skills	<p><b>NC Outcomes:</b> 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]</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>draw lines of varying thickness in order to set apart outline and detail and darker/lighter areas</li> <li>use different materials to draw, e.g. charcoal, chalk, felt tips, pencil, pen that best suits the portrait</li> <li>Choose a drawing surface that best suits the portrait e.g. you may want to draw with black white/grey chalk on black paper</li> <li>Experiment with showing line, tone and texture</li> </ul>	<p><b>NC Outcomes:</b> 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]</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Use inspiration from artist/craftsperson to create their own work</li> <li>Use varied brush techniques to create shapes, texture, pattern and lines</li> <li>Experiment with watercolour paint</li> <li>Apply tertiary, cool/warm colours, tints, shades, primary/secondary colours to create a mood or atmosphere to your work</li> <li>Mix colours effectively using the correct language e.g. tint, shade, primary, secondary, warm, cold</li> </ul> <p><b>Watercolour paint</b></p>	<p><b>NC Outcomes:</b> 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]</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Shape and model clay using the coiling technique to make a bowl shape</li> <li>Adopt smoothing out exercises on the clay model using hands, fingers or tools to create an even surface</li> <li>Choose tools to add pattern, detail, texture, colour for decoration</li> </ul>	

## Art Progression Map 2025

		with different hardness of pencils and by increasing/decreasing pressure on the pencil to create gradients of light to dark			
<b>Year 5</b>	Outcome /linked to Artist	<p>Outcome: Make a portrait drawing in celebration of Black History Month</p> <p>Artist/Style: Charles White</p> <p>Curriculum links: Geography, History, Religious Education</p>	<p>Outcome: Paint an image that celebrates the natural world</p> <p>Artist/Style: Georgia O'Keefe</p> <p>Curriculum links: Geography, History, Science</p>	<p>Outcome: Tapestry linked to Kings coronation</p> <p>Artist/Style: Bayeux Tapestry</p> <p>Curriculum links: Geography Fieldwork, History</p> <p><b>Textiles</b></p>	
	knowledge	<p>Pupils should be taught to 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> <p>about great artists, architects and designers in history</p> <p>Understand how to build up areas from light, tone, shade and darker and dark with line placement or by increasing pressure with pencil, chalk or charcoal; along with the use of blocks of black and white</p> <p>Recognise how different drawing materials and drawing surfaces can be used to create various</p>	<p>Pupils should be taught to 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> <p>about great artists, architects and designers in history</p> <p>Know which size brush is appropriate for colour fill and finer details</p> <p>Research the work of Artists and Craftspersons to understand how they can use shapes and colour to build an image</p> <p>Describe the work of the artist and express an opinion of the artist and ascribe this understanding to your work</p> <p>Explore 'wet' washes for background/large areas and 'dry' painting for more detailed work with watercolour paint</p>	<p>Pupils should be taught to 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> <p>about great artists, architects and designers in history</p> <p>Describe the work of other artists and express an opinion and ascribe this understanding to their own work</p> <p>To name the main sewing stitches</p> <p>To understand how a variety of different textures and finishes can be used for effect.</p> <p>To work co-operatively on a shared project</p>	

## Art Progression Map 2025

		<p>blocks of shade and shadow effects</p> <p>Talk about how Charles White uses a range of tones to build the impression of three dimensions</p> <p>Discuss how Charles White creates atmospheric perspective by contrasting lighter shades and darker shades to distinguish foreground form background e.g. image 'Mother' 1945</p>	<p>Understand how to create tints by adding water and tint with gradated wash</p>		
	Vocabulary	<p>Line, block, area, space, portrait, face, eyes, nose, lips, investigate, look, build, line placement (close, closer, mass) thick, thin, texture, pattern, dots, shape, circle, square, triangle, rectangle, curve, straight, wavy, jagged, swirl, light, dark, blend, tone, press, hard-pressure, light-pressure, background, foreground, atmospheric perspective</p>	<p>primary colour, secondary colour, mix, tint, shade, black, white, neutral, cool, warm, foreground, background, overlap, atmosphere, mood, watercolour, wash</p>	<p>Sew, material, thread, needle, eye, wool, cotton, hessian, running, back, cross, wavy, zig-zag, colour, texture, cut, length, measure, attach,</p>	

## Art Progression Map 2025

	Skills	<p>NC Outcomes: 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]</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> <li>• draw lines of varying thickness in order to set apart outline and detail; darker/lighter areas; and background from foreground</li> <li>• use different materials to draw, e.g. charcoal, chalk, felt tips, pencil, pen that best suits the portrait</li> <li>• Choose a drawing surface that best suits the portrait e.g. you may want to draw with black white/grey chalk on black paper</li> <li>• Depict atmospheric perspective by contrasting background from foreground e.g. image 'Mother' 1945</li> </ul>	<p>NC Outcomes: 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]</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Use inspiration from artist/craftsperson to create their own work</li> <li>• Use a variety of techniques to add effects, e.g. shadows, reflection</li> <li>• Experiment with watercolour paint by creating tints by adding water to colours and creating shade with gradating wash</li> <li>• Apply tertiary, cool/warm colours, tints, shades, primary/secondary colours to create a mood or atmosphere to your work</li> <li>• Mix colours effectively using the correct language e.g. tint, shade, primary acrylic, secondary, warm, cold</li> </ul> <p><b>Watercolour paint</b></p>	<p>NC Outcomes: 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]</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Sew vertical, horizontal, wavy, zig-zag and curves to develop sewing skills</li> <li>• Select different thickness of threads and thicker wool threads for different purposes.</li> <li>• Select a range of materials for a particular purpose. (colour, texture, pattern)</li> </ul>	
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## Art Progression Map 2025

<b>Year 6</b>	Outcome /linked to Artist	<p>Outcome: Make a portrait drawing in celebration of Black History Month</p> <p>Artist/Style: Afrofuturism</p> <p>Curriculum links: Geography, History, Religious Education</p>	<p>Outcome: Paint an image that celebrates Evolution</p> <p>Artist/Style: Inuit</p> <p>Links: Geography, History</p>	<p>Outcome: 3D Self-portrait</p> <p>Artist/Style: Barbara Hepworth, abstract art</p> <p>Curriculum links: PSHE, transition</p> <p><b>Clay</b></p>	
	Knowledge	<p>Pupils should be taught to 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> <p>about great artists, architects and designers in history</p> <p>Understand how to build up areas from light, tone, shade and darker and dark with line placement or by increasing pressure with pencil, chalk or charcoal; along with the use of blocks of black and white</p> <p>Recognise how different drawing materials and drawing surfaces can be used to create various blocks of shade and shadow effects</p>	<p>Pupils should be taught to 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> <p>about great artists, architects and designers in history</p> <p>Know which size brush is appropriate for colour fill and finer details</p> <p>Research the work of artists to understand how they can use shapes and colour to build an image</p> <p>Give detailed observations about other artists work</p> <p>Consider the culture, landscape, animals, people, buildings to create a visually interesting piece</p> <p>Understand how to be more expressive with colour, associating colour with mood</p>	<p>Pupils should be taught to 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> <p>about great artists, architects and designers in history</p> <p>Understand the different stages of clay (liquid, slurry, wet, hard)</p> <p>Understand how to make a free-standing sculpture by considering weight and tension</p> <p>Describe in greater detail other artists work, giving an opinion and how it makes them feel</p> <p>Talk about their sculpture in personal terms</p>	

## Art Progression Map 2025

	Vocabulary	<p>Line, block, area, space, portrait, face, eyes, nose, lips, investigate, look, build, line placement (close, closer, mass) thick, thin, texture, pattern, dots, shape, circle, square, triangle, rectangle, curve, straight, wavy, jagged, swirl, symbols, symbolic, light, dark, blend, tone, press, hard-pressure, light-pressure, background, foreground, energy, movement</p>	<p>primary colour, secondary colour, mix, tint, shade, black, white, neutral, cool, warm, foreground, background, overlap, atmosphere, mood, watercolour, wash, impressionism</p>	<p>Clay, wet, dry, liquid, press, mould, slurry, hard, sculpt, roll, sculpture, join, score, slip, cut, balance, coil, pinch, slab, texture, detail, pattern, self-portrait, abstract, interpretation</p>	
	Skills	<p><b>NC Outcomes: to create sketch books to record their observations and use them to review and revisit ideas</b>  <b>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]</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> <li>• draw lines of varying thickness in order to set apart outline and detail; darker/lighter areas; and background from foreground</li> <li>• use different materials to draw, e.g. charcoal, chalk, felt tips, pencil,</li> </ul>	<p><b>NC Outcomes: to create sketch books to record their observations and use them to review and revisit ideas</b>  <b>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]</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Use inspiration from artist/craftsperson to create their own work</li> <li>• Use a variety of techniques to add effects, e.g. shadows, reflection</li> <li>• Improve their mastery of art techniques including painting with a range of materials</li> <li>• Use a range of paint to create visually interesting pieces with a focus on acrylic paint</li> <li>• Create a colour palette based on non-natural works of artists/craftspersons or colours observed in the natural world</li> </ul>	<p><b>NC Outcomes: to create sketch books to record their observations and use them to review and revisit ideas</b>  <b>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]</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Demonstrate a range of techniques to make a sculpture eg: pinch, coil, join, slab</li> <li>• Join pieces together using the score/slip technique</li> <li>• Demonstrate that their piece can be free-standing</li> </ul>	

## Art Progression Map 2025

		<p>pen that best suits the portrait</p> <ul style="list-style-type: none"> <li>• Choose a drawing surface that best suits the portrait e.g. you may want to draw with black white/grey chalk on black paper</li> <li>• Depict a sense of dynamic drama and energy with the use of symbols, patterns, icons and decoration</li> </ul>			
			<b>Mixed Media (printing/paint)</b>		