



ART AND DESIGN PROGRESSION MAP OF SKILLS AND KNOWLEDGE AT BISHOPS ITCHINGTON PRIMARY SCHOOL

Autumn Spring Summer All

	EARLY YEARS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ONGOING)	To explore and play with a wide range of materials, tools and techniques, experimenting with colour, design, texture, form and function.	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.	Record and explore ideas from first-hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. 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 to use in their work. Explore the roles and purposes of artists, craftspeople and designers working 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 to use in their work. Explore the roles and purposes of artists, craftspeople and designers working 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.	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 (ONGOING)	Having opportunities and encouragement for sharing their thoughts, ideas and feelings through activities in art. Selects appropriate resources and adapts work when necessary	Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work.	Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.	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.	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.	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.	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.
Drawing	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork.	Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour.	Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	Make informed choices in drawing including paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture.	Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.

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Painting	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They represent their own ideas, thoughts and feelings through art.	Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Mix secondary colours and shades Using different types of paint Create different textures eg using sawdust	Mix a range of secondary colours, shades and tones Experiment with tools and techniques, layering, mixing media, scraping etc Name different types of paint and their properties Work on a range of scales Mix and match colours using artefacts and objects	Mix a variety of colours and know which primary colours make secondary colours Use a developed colour vocab Experiment with different effects and textures inc, Blocking in colour, washes, thickened paint Work confidently on a range of scales	Make and match colours with increasing accuracy Use more specific colour language eg Tint, tone, shade, hue Chose paints and implements appropriately Plan and create different effects and textures with paint Show increasing independence and creativity with the painting process	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours Work on preliminary studies to text media and materials Create imaginative work from a variety of sources	Create shades and tints using black and white Choose appropriate paint, paper and implements to adapt and extend their work Carry out preliminary studies, test media and materials and mix appropriate colours Work from a variety of sources, inc those researched independently Show awareness of how paintings are created (composition)
Printing	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They represent their own ideas, thoughts and feelings through art.	Make marks in print with a variety of objects Carry out different printing techniques Make rubbings Build a repeating pattern and recognise pattern in the environment	Use a variety of techniques, inc carbon printing, relief, press and fabric printing and rubbings. Design Patterns of increasing complexity and repetition Print using a variety of materials, objects and techniques.	Print using a variety of materials, objects and techniques including layering Talk about the processes used to produce a simple print Explore pattern and shades, creating designs for printing	Research, create and refine a print using a variety of techniques Select broadly the kinds of material to print within order to get the effect they want Resist printing including marbling, silkscreen and coldwater paste	Explain a few techniques, inc the use of poly-blocks, relief, mono and resist printing Choose the printing method appropriate to the task Build up layers, colours and textures Organise their work in terms of pattern, repetition, symmetry or random printing styles Choose inks and overlay colours	Describe varied techniques Be familiar with layering prints Be confident with printing on paper and fabric Alter and modify work Work relatively independently
Textiles and Collage	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They represent their own ideas, thoughts and feelings through art.	Use a variety of techniques, eg weaving, finger knitting, fabric crayons, sewing and binca How to thread a needle, cut, glue and trim material Create images from imagination, experience or observation Use a wide variety of media, inc, photocopied material, fabric, plastic, tissue, magazines, crepe paper etc	Use a variety of techniques, eg weaving, finger knitting, fabric crayons and wax or oil resist, applique and embroidery Create textured collages from a variety of media Make a simple mosaic Stich, knot and use other manipulative skills	Use a variety of techniques eg; printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and applique Name the tools and materials they have used Develop skills in stitching, cutting and joining Experiment with a range of media eg overlapping, layering etc	Match the tool to the material Combine skills more readily Choose collage or textiles as a means of extending work already achieved Refine and alter ideas and explain choices using an art vocab Collect visual information from a variety of sources, describing with vocab based on the visual and tactile elements	Join fabrics in different ways including stitching Use different grades and sizes of threads and needles. Extend their work within a specified technique Use a range of media to create collage Experiment with using batik safely	Awareness of the potential of the uses of material Use different techniques, colours and textures etc when designing and making pieces of work To be expressive and analytical to adapt, extend and justify their work
3-D Form	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They represent their own ideas, thoughts and feelings through art.	Manipulate clay in a variety of ways eg, rolling, kneading and shaping Explore sculpture with a malleable media especially clay Experiment with, construct and join recycled, natural and man-made materials Explore shape and form	Manipulate clay for a variety of purposes, inc thumb pots, simple coil pots and models. Build a textured relief tile Understand the safety and basic care of materials and tools. Experiment with construct and join recycled natural and man made materials more confidently	Join Clay adequately and work reasonably independently Construct a simple clay base for extending and modelling other shapes Cut and join wood safely and effectively Make a simple papier mache object Plan, design and make models	Make informed choices about the 3D technique chosen Show an understanding of shape, space and form Plan, design, make and adapt models Talk about their work, understanding that it has been sculpted, modelled or constructed Use a variety of materials	Describe the different qualities involved in modelling, sculpture and construction Use recycled, natural and man made to create sculpture Plan a sculpture through drawing and other preparatory work	Develop skills in using clay inc, slabs, coils, slips etc Make a mould and use plaster safely Create sculpture and constructions with increasing independence.

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