



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

	EARLY YEARS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ONGOING)	Explore and play with a wide range of materials and tools.	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.	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 and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures and how we can learn from them.	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 and how we can learn from them.	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 and how we can learn from them.
Evaluating and developing work (ONGOING)	Share their thoughts, ideas and feelings through activities in art. Selects appropriate resources and adapts work when necessary	Review what they 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.	Review what they 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 work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.
Drawing	Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips. Experiment with the visual elements; line, shape and colour.	Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, fine liners and other dry media. Layer different media, e.g. crayons, pastels, felt tips, charcoal and fine liners. Experiment with the visual elements; line, shape, pattern and colour. Draw for a sustained period of time from the figure and real objects (e.g. photographs, sunflowers), including single and grouped objects. Understand the basic use of a sketchbook and work out ideas for drawings.	Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, fine liners and other dry media. Layer different media, e.g. crayons, pastels, felt tips, charcoal and fine liners. Experiment with the visual elements; line, shape, pattern and colour. Draw for a sustained period of time from the figure and real objects (e.g. photographs, sunflowers), including single and grouped objects. Understand the basic use of a sketchbook and work out ideas for drawings.	Experiment with different grades of pencil and other implements. Make informed choices in drawing including paper and media. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Explore relationships between line and tone, pattern and shape, line and texture. Draw for a sustained period of time at their own level. Use their sketchbook to collect and record visual information from different sources. Plan, refine and alter their drawings as necessary.	Experiment with different grades of pencil and other implements. Make informed choices in drawing including paper and media. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Explore relationships between line and tone, pattern and shape, line and texture. Draw for a sustained period of time at their own level. Use their sketchbook to collect and record visual information from different sources. Plan, refine and alter their drawings as necessary.	Demonstrate a wide variety of ways to make different marks with dry and wet media. Use a variety of source material for their work. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Work in a sustained and independent way from observation, experience and imagination. Collect images and information independently in a sketchbook. Develop ideas using different or mixed media, using a sketchbook. Alter and refine drawings and describe changes using art vocabulary. Identify artists who have worked in a similar way to their own work.	Demonstrate a wide variety of ways to make different marks with dry and wet media. Use a variety of source material for their work. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Work in a sustained and independent way from observation, experience and imagination. Collect images and information independently in a sketchbook. Develop ideas using different or mixed media, using a sketchbook. Alter and refine drawings and describe changes using art vocabulary. Identify artists who have worked in a similar way to their own work.

	EARLY YEARS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	<p>Safely use and explore a variety of materials, tools.</p> <p>Primary colour mixing</p> <p>Experimenting with colour and line.</p>	<p>Use a variety of tools and techniques including different brush sizes and types</p> <p>Using different types of paint (poster, watercolours)</p> <p>Mix and match colours using artefacts and objects (flags, animals and plants).</p> <p>Mix a range of secondary colours, shades and tones</p> <p>Experiment with tools and techniques, layering, mixing media (paint, tissue, pen).</p> <p>Work on a range of scales (A3/A4)</p>	<p>Chose paints and implements appropriately</p> <p>Mix a variety of colours with increasing accuracy and know which primary colours make secondary colours</p> <p>Use more specific colour language eg Tint, tone, shade, hue</p> <p>Experiment with different effects and textures inc, Blocking in colour, washes, thickened paint</p> <p>Work confidently on a range of scales</p>	<p>Chose paints and implements for purpose</p> <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</p> <p>Create shades and tints using black and white</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Create work from a variety of sources, inc those researched independently</p> <p>Show awareness of how paintings are created (composition)</p>			
Printing	<p>Make marks in print with a variety of objects</p>	<p>Make marks in print with a variety of objects</p> <p>Carry out different printing techniques; press and rubbings</p> <p>Build a repeating pattern and recognise pattern in the environment (cross curricular through maths and science)</p>	<p>Print using a variety of materials, objects and techniques including layering</p> <p>Research, create and refine a print using a variety of techniques</p> <p>Talk about the processes used to produce a simple print</p> <p>Explore pattern creating designs for printing</p> <p>Select broadly the kinds of material to print within order to get the effect they want</p>	<p>Choose the printing method appropriate to the task</p> <p>Explain a few techniques, inc the use of poly-blocks, relief, mono and resist printing</p> <p>Build up layers, colours and textures</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles</p> <p>Be confident with printing on paper and fabric</p>			
Sculpture/ 3-D Form	<p>Plan and make models</p> <p>Safely use and explore a variety of materials and tools.</p> <p>Mould and sculpt with malleable materials.</p>	<p>Plan, design and make models</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Manipulate clay in a variety of ways eg, rolling, kneading and shaping</p> <p>Manipulate clay for a variety of purposes, inc thumb pots, textured relief tiles.</p> <p>Experiment with, construct and join recycled, natural and man-made materials</p>	<p>Plan, design, make refine models</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Understand how tools can be used create different textures and patterns</p> <p>Join Clay adequately (slip and score) and work reasonably independently</p> <p>Develop skills in using clay inc, slabs, coils, slips etc</p> <p>Construct a simple clay base for extending and modelling other shapes</p> <p>Make a simple papier mache object</p>	<p>Plan a sculpture through drawing and other preparatory work</p> <p>Use tools accurately and safely.</p> <p>Use tools confidently to create different effects</p> <p>Confidently use skills in using clay inc, slabs, coils, slips, scoring etc</p> <p>Show an understanding of shape, space and form</p>			