

Art Progression Map: 2023-2025		
Topic	Year Group	Objectives
Drawing 	Year 1/2	• Draw lines of different shapes and thicknesses, using different grades of pencil (HB, 2B and 6B) ◦ Create different tones using light and dark • Understand where they might use different grades of pencil in their drawing and why (self-portrait) • Apply different shading techniques to create different tones (Hatching, Cross Hatching, Zig-zags, Scribbles) • Use a viewfinder to focus on one specific part of an artefact before drawing it (application of shading and grades of pencils) • Show patterns and texture in their drawings of everyday objects (e.g. netting, sponge, pine cone, twig/branch) • Use charcoal and pastels to create a finished piece (charcoal and pastel drawing of the same image/object) • To learn about the work of an artist (Cycle 1 - Anthony Browne, Cycle 2 – Leonardo Da Vinci – Mona Lisa)
	Year 3/4	• Draw lines of different shapes and thicknesses, using different grades of pencil (2H, HB, 2B, 4B and 6B) • Apply different shading techniques to create different tones (Hatching, Cross Hatching, Zig-zags, Scribbles, Contouring, Circulism) • Understand where they might use different grades of pencil in their drawing and why (self-portrait) • Apply different shading techniques to create depth and texture in a drawing (objects such as onion, cushion, feather and a cube) • Create a sense of proportion in a drawing (Cycle 1 - proportional figures, Cycle 2 – Perspective and proportion) • Use sketches to develop a final piece of work (Quentin Blake style illustrations) • A study of a great artist (illustrator – Cycle 1 - Quentin Blake, Cycle 2 - Diego Fazio)
	Year 5/6	• Draw lines of different shapes and thicknesses, using different grades of pencil (4H, 2H, H, HB, B, 2B, 4B and 6B) • Understand where they might use different grades of pencil in their drawing and why (self-portrait) • Apply different shading techniques to create different tones (Hatching, Cross Hatching, Zig-zags, Scribbles, Contouring, Circulism, Short Dashes, Blending and Stippling) • Use a viewfinder to focus on one specific part of an artist's work before drawing it (application of shading and grades of pencils, e.g. Haystacks by Van Gough) • To show an understanding of how to use shading techniques to create and depth and tone • Develop a series of drawings that explore a theme (e.g. snake skin, face, body shape etc...) • Develop the use of proportion in a drawing (e.g. a snake on a branch) • A study of a great artist (Cycle 1 - David Shepherd – Wildlife focus, Cycle 2 – Van Gough)

Painting 	Year 1/2	• Create a colour wheel which includes primary and secondary colours (6 segments - children to label the colours) ◦ Have a basic understanding of colour theory • Create different shades of warm and cool colours (4 shades) • Understand how feelings can be expressed through colour choice (e.g. linked to a story strip) • Experiment with watercolour techniques to create different effects • Use different types and shapes of brushes to create different effects* • A study of two different artists through which differences and similarities are made (Cycle 1 e.g. Piet Mondrian and Claude Monet, Cycle 2 - Jessica Sheperd and Valentina Verlato)
	Year 3/4	• Create a colour wheel which includes primary, secondary and tertiary colours (12 segments) • Create different shades of warm and cool colours (6 shades) • Create different moods in a painting (Kandinsky) ◦ Identify what colours work well together • Use different types and shapes of brushes to create different effects* • Create a background using a wash • A study of two different artists through which differences and similarities are made (e.g. Kandinsky and J.M.W Turner)
	Year 5/6	• Use different types and shapes of brushes to create different effects • Create a colour wheel which includes primary, secondary and tertiary colours and understand complimentary colours (12 segments labelled) • Have a strong understanding of colour theory • Create different shades and tints of warm and cool colours (8+ shades) • To create a monochromatic painting using shades of a single colour • Study how a range of artists create mood and emotion (a study of different artists) • Apply understanding of mood and emotion in own painting
3D Sculptures 	Year 1/2	• Recognise and label different textures of different surfaces (rough, smooth, spongy, bumpy, spikey, crinkly) ◦ Children to label images of surfaces with different textures – they could label the surface and the texture • Select and apply different materials to create raised texture (tissue paper, foil, felt, bubble wrap) ◦ Scrunch, roll and shape materials to make a 3D form (applied above) • Mould, form, shape and bond materials to create a 3D form (skills lesson involving air-dry clay, play dough and clay to practise moulding, forming, shaping and bonding skills) • Create a 3D Sculpture using a form of mouldable material (air dry clay)

		○ Apply bonding techniques to add parts onto their sculpture ○ Create different textures to their sculpture • Simple evaluation of sculpture through annotating a photograph of their sculpture
	Year 3/4	• Create different shapes using a variety of mouldable materials (2 lessons – application of different textures) • Foil figures/animals, wire-frame insects, pipe cleaner creatures, plasticine animals, wool pots • Experiment with and combine recyclable/reusable materials to design and make 3D form (robots/foxes) ○ Transform a 2D drawing into a 3D form (individual piece) • Create texture and shape through adding layers to create a Modroc/Wool pot (allow for making, drying and finishing) • Detailed evaluation of sculpture through annotating a photograph of their sculpture
	Year 5/6	• Create different shapes using a variety of mouldable materials (e.g. paper and card) • A study of a famous sculptor (e.g. Alberto Giacometti) • Create a sculpture in the style of chosen sculptor (as above) • In-depth evaluation of completed sculpture • Create a sculpture using reusable materials (e.g. different metal objects) • Develop an understanding of different ways of how to finish a sculptural form e.g. paint, polish, glaze • Identify and know the properties of different sculptural materials and how to use them to create 3D forms
Printing 	Year 1/2	• Explore printing using different natural resources, e.g. fruit and vegetables • Repeat a print to make a simple pattern using up to 3 objects of differing colour, e.g. red star, orange circle, yellow square • Create a series of repeat print patterns using a set sample of objects/materials • Create an impression in a surface and use this to create a print • Create an accurate final print design using an 'impressed' object(s)
	Year 3/4	• Explore how different parts of an object create different prints • Transfer a drawing into a print to create an accurate print design, e.g. using polystyrene tiles • Create an accurate print design using more than one colour (by transferring a drawing into a print) • Experiment with layered print design using a variety of colours • Create an accurate print design and apply it to a background, e.g. a text, a map, a painting
	Year 5/6	• Explore printing using a wide-range of materials and objects (natural and man-made) • Create a printing block and apply print to a range of different materials, e.g. fabric, card, newspaper • Create an impressed print by overprinting with a range of different colours • Create a monoprint using natural objects, e.g. leaves, small branches, food

Collage 	Year 1/2	• Create a final print design selecting from and applying chosen print skills • To be able to describe a variety of materials commonly used in collage (e.g. smooth, velvety, coarse, prickly, spongey, glossy) – see Reception Lesson 1 • To select the most appropriate ways to manipulate a variety of materials (e.g. tear, cut, scrunch) – see Reception lesson 2 – focussed practical task • To select the tear, cut or scrunch techniques to create a series of mini-collages based on given templates (focussed practical task) • To learn about the collage artist, Brianna McCarthy. The children will learn: - o Brianna makes collages of imaginary faces - o She focuses on black women - o Her focus is heavily on pattern, texture and colour - o Her work aims to challenge stereotypes of female appearance - o She was born in 1984 - o She was born in Trinidad and Tobago To create a collage portrait in the style of Brianna McCarthy, e.g. Chocolate Lady (template of face given) 2 lessons
	Year 3/4	• To be able to tear and overlap materials (e.g., tissue paper) accurately – focussed practical task • To apply the tear and overlap technique to create a collage scene, e.g., a mountain landscape • Apply the coiling technique to a template, e.g., a flower • Use collage to create a mood board of ideas linked to the class core text • Use collage as a tool to develop a piece in mixed media using the core text as inspiration • To learn about the collage artist, Cathy Harrison. The children will learn: - o Cathy is a paper collage artist - o She upcycles old magazines and junk mail that others would normally throw away - o She cares deeply for the environment - o Cathy uses the local landscape as inspiration for her collages. In this case, Cornwall - o As a dedicated and passionate artist, her ultimate goal is to create art that touches the hearts and lives of individuals while promoting environmental sustainability. She is a current working artist who owns a shop in Falmouth
	Year 5/6	• Combine pattern, tone and shape in collage using a selection of geometric shapes (e.g., stars, circles, pentagons) • Express identity and interests through collage using a range of online images • Use collage as a tool to develop a piece in mixed media (e.g., a jungle scene) • To create a collage a living thing (2 lessons)

		- o Apply and combine patterns, tones and shapes - o Overlap materials in a variety of ways to build an image - o Use mixed media • To learn about the collage artist, Maria Berrio. The children will learn: - o Maria was born in Columbia but now lives in Brooklyn, New York - o She is a mixed media collage artist often working on a large scale (said to be bigger than herself) - o Maria used to conjure designs with wallpaper and fabric samples before she discovered decorative Japanese craft paper. - o The majority of her paper collection comes from Japan while the rest is sourced largely from the global south – Brazil, Thailand, Nepal and Mexico - o She cuts and tears small scraps of patterned paper to build abundant worlds on canvases bigger than herself, where tribes of women and children live in harmony with nature. - o She also draws on and around the patterns with charcoal, colour pencils and inks to make them even more intricate, dense and detailed.
Textiles 	Year 1/2	• Identify the characteristics of different fabrics to include: Binca, Cotton, Wool and Felt and to be able to identify these in everyday use (e.g. a chart displaying images of bedsheets, clothing etc...) • Recognise a range of techniques used in textile production to include: Weaving, Embroidery, Knitting and Tie-dye and to identify their suitability for different uses. • Experiment with different types of straight stitch to include running stitch, diagonal and vertical using binca canvas (- - - /// \\\ I I I) • To apply different types of stitches to create a drinks mat • To study the life and works of the textile artist, Margo Selby to include the following information: - o Margo is a British artist and designer - o She lives in Kent, UK - o She was born in 1977 - o She works in woven textiles - o Her work is made up of blocks of simple shapes and colours - o She makes handwoven rugs and cushions - o She has won several different awards for her art work • Using the artist, Margo Selby, as an inspiration, create a woven God's Eye using up to 4 different colours of wool

	Year 3/4	• Identify the characteristics of different fabrics to include: Binca, Cotton, Wool, Felt, Denim, Hessian and to be able to identify their different uses • Recognise a range of techniques used in textile production to include: Weaving, Embroidery, Knitting, Crochet and Tie-dye and Patch work and to identify their suitability for different uses • Experiment with different types of stitches to include running stitch, diagonal and vertical, cross stitch and herringbone stitch using binca canvas - o Transfer a drawing into a textile design • To apply different types of stitches to create a book mark • To study the life and works of the textile artist, Anni Albers to include the following information: - o She lived between 1899-1994 - o She was born in Berlin, Germany - o She was forced to flee her country as a Jew living in Nazi Germany. She moved to America. - o She was a hand weaver until the 1960s and then began to focus on print - o Her inspiration came from Latin American artefacts - o Her work was seen as both modern and traditional • Using the artist, Anni Albers, as inspiration, create a woven design using wool and plain weave
	Year 5/6	• Identify the characteristics of different fabrics to include: Binca, Cotton, Wool and Felt, Denim, Hessian, Polyester and Leather and to be able to identify these in everyday use • Recognise a range of techniques used in textile production to include: Weaving, Embroidery, Knitting, Crochet and Tie-dye, Patch work, Batik and Silk Painting and to identify their suitability for different uses • To create a woven scene using plain weave with a range of materials - o Transfer a drawing into a textile design