



## St John's CE Primary Progression Map

		EYFS	Y1	Y2
Making Skills	Drawing	Pupils develop their control and confidence when drawing using a range of materials. <b>Pupils draw forms using the formal elements of lines &amp; simple shapes.</b>	Explore mark making, <b>experiment with drawing lines and use 2D shapes to draw.</b>	Explore drawing techniques, <b>begin to apply tone to describe form</b> , develop skill and control with a range of drawing materials
	Painting	Learn how to hold and control a paintbrush. <b>They learn to blend colours in a palette or on the painting surface.</b> They learn how to look after brushes and equipment.  Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc.	Develop skill and control when painting. <b>Paint with expression.</b>	Further improve skill and control when painting. <b>Paint with creativity and expression.</b>
	Craft, design, materials and techniques	Make something they have imagined or invented, such as a toy or a creature. <b>This might be drawn initially then modelled in plasticine for example.</b>  Use simple <b>wax resist</b> using crayons and ink is used to make pictures.  Art is made by cutting, sewing, gluing and forming fabrics.  Textiles are decorated with simple appliqué techniques such as beads, sequins, coloured threads, lace, <b>found or reclaimed materials.</b>  Collage is used to select and cut <b>colours, shapes, textures</b> and images from a range of sources to suit ideas and purposes.  Printing Pupils make simple printing blocks from soft materials they have cut, shaped, or moulded.  Digital: Children take photographs with digital cameras, learning to focus & position what they see then apply filters to the results.  3D sculpture Pupils learn to create Form by cutting, forming, and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects. Simple shapes and forms are made from pliable materials such as modelling clay, foam or wire for example.	Learn a range of materials and techniques such as <b>clay, sketching, printing</b> and collage.	Use a range of materials to design and make products including craft, weaving, <b>printmaking, sculpture and clay.</b>
	Sketchbooks	N/A	Use sketchbooks through teacher modelling. <b>Use sketchbooks to record thoughts and ideas and to experiment with materials.</b>	Use sketchbooks more effectively through further teacher modelling. <b>Use sketchbooks to record thoughts and ideas and to experiment with materials</b>



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Generating Ideas	<b>Creating original artwork</b>	Create art from personal experiences and imagination.	Create and explore ideas for purposes and intentions.	Use artist sources to <b>develop their own original artwork</b> . Gaining inspiration for artwork from the natural world.
<b>Formal elements of art</b>	<b>Colour</b>	<b>They learn fundamental colour mixing using primary colours.</b> They play with colours, experimenting to 'discover' new colours. <b>They try to mix colours to match images from paintings or books etc.</b>	Remember the primary colours and how to mix them to create secondary colours. <b>Create shades of a colour</b> and choose and justify colours for purpose.	<b>Mix, apply and refine colour mixing</b> for purpose using wet and dry media. Describe their colour selections.
	<b>Form</b>	Pupils design & make complex forms from imagination & <b>invention in two or three dimensions</b> , such as inventing for problem solving or creating imaginary worlds.	<b>Learn about form and space through making sculptures</b> and developing language.	<b>Extend their practical ability to create 3D sculptural forms</b> and begin to understand how to represent form when drawing.
	<b>Line</b>	<b>They concentrate hard to paint lines and edges neatly.</b>	<b>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</b>	<b>Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</b>
	<b>Pattern</b>	<b>They paint patterns</b>	<b>Understand patterns in nature, design and make patterns in a range of materials.</b>	<b>Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.</b>
	<b>Shape</b>	<b>They concentrate hard to paint shapes, circles, squares and triangles.</b>	<b>Identify, describe and use shapes with and for purpose.</b>	<b>Compose geometric designs by adapting the work of other artists to suit their own ideas.</b>
	<b>Texture</b>	<b>Add things to paint to make textures such as sand, grit, salt.</b>	<b>Use materials to create textures.</b>	<b>Identify and describe different textures. Select and use appropriate materials to create textures.</b>
	<b>Tone</b>	<b>Learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment.</b>	<b>Understand what tone is and how to apply this to their own work.</b>	<b>Experiment with pencils to create tone. Use tone to create form when drawing.</b>



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge of Artists</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Artists, craftspeople, designers</p>	<p><b>Investigate works of art and try to explain how the artwork makes them feel, highlighting areas that interest them.</b></p>	<p>Beatriz Milhazes (Abstract)            Bridget Riley (Drawing)            David Hockney and Vija Celmins (Drawing) Louis Wain (Movement)            Kandinsky, Bernal, Bolotowsky (Shape and Colour)            Vincent Van Gogh (Texture)            Jasper Johns (Painting)            Renoir, Sorolla, Kroyer (Landscape)            Louise Bourgeois (Sculpture)</p>	<p>Max Ernst (Frottage)            Ed Ruscha (Shading, Tone)            Clarice Cliff (Design)            Nancy McCrosky (Mural)            Damien Hirst (Drawing)            Julian Opie (Portraits)            Edwina Bridgeman</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Evaluation</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Identifying similarities and differences to others work</p>	<p>Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes.  <b>Develop skills in orally describing their thoughts, ideas and intentions about their work.</b></p>	<p><b>Recognise and describe key features of their own and other's work.</b></p>	<p>Compare other's work, identifying similarities and differences.</p>



## St John's CE Primary Progression Map

	<b>Reflecting</b>	Compare their art to significant works of art recognising what is the same and what is different.	Describe what they feel about their work and the art of others.	Describe choices and preferences using the language of art.
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		Y3	Y4	Y5	Y6
<b>Making-skills</b>	Drawing	Develop drawing skills by <b>drawing from direct observation, applying and using geometry and tonal shading</b> when drawing. Use a range of drawing media.	<b>Draw still life from observation</b> and for mark making. <b>Further develop understanding of geometry and mathematical proportion</b> when drawing.	<b>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</b>	<b>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</b>
	Painting	<b>Increase skill and control when painting. Apply greater expression</b> and creativity to own paintings.	<b>Develop skill and control</b> when painting. <b>Paint with expression.</b> Analyse painting by artists	<b>Control brush strokes</b> and apply tints and shades when painting. <b>Paint with greater skill and expression.</b>	<b>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life</b>
	Craft, design, materials and techniques	Use materials such as <b>paper weaving, tie dying, sewing and other craft skills</b> to design and make products.	<b>Make art from recycled materials, create sculptures, print and create</b> using a range of materials. Learn how to display and present work.	<b>Create mixed media art using found and reclaimed materials.</b> Select materials for a purpose	<b>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</b>



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Generating Ideas for Art	Sketchbook	Use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.	Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.	Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbook
	Creating original art work	Create personal artwork using the artwork of others to stimulate them.	Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.	Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.	Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.

Formal elements of art	Colour	Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.	Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.	Select and mix more complex colours to depict thoughts and feelings.	Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.
	Form	Further develop their ability to describe 3D form in a range of materials, including drawing.	Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work	Further extend their ability to describe and model form in 3D using a range of materials.	Express and articulate a personal message through sculpture. Analyse and study artists' use of form.
	Line	Express and describe organic and geometric forms through different types of line.	Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.	Extend and develop a greater understanding of applying expression when using line.	Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.
	pattern	Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.	Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.	Construct patterns through various methods to develop their understanding.	Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.



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shape	Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials	Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.	Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.	Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.	
	Texture	Analyse and describe texture within artists' work.	Analyse and describe texture within artists' work.	Using texture within drawings to show careful observation and understanding of illustrating different surfaces.	Explore art through a range of different textural mediums.
	Tone	Develop skill and control when using tone. Learn and use simple shading rules.	Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.	Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.	Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques

Knowledge of artists	Artists, craftspeople, designers	Carl Giles (Drawing) Diego Velazquez (Tone) Puppets Prehistoric Artists	Luz Perez Ojeda Paul Cezanne Giorgio Morandi David Hockney Paula Rego Edward Hopper Pieter Brueghel Fiona Ra Giuseppe Arcimboldo Sokari Douglas Camp El Anatsui Barbara Hepworth	Hundertwasser Banksy John Singer Sargent E Magdalene Odundo Dominic Wilcox Paul Klee Rorschach	Claude Monet William Morris Edward Hopper Kathe Kollwitz Pablo Picasso Mark Wallinger
Evaluating	Identifying similarities and differences to others work	Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).	Build a more complex vocabulary when discussing your own and others' art.	Develop a greater understanding of vocabulary when discussing their own and others' work.	Use the language of art with greater sophistication when discussing own and others art.



# St John's CE Primary Progression Map

<b>Reflecting</b>	Reflecting on their own work in order to make improvements.	Reflecting on their own work in order to make improvements.	Regularly analysing and reflecting on their intentions and choices.	Give reasoned evaluations of their own and others work which takes account of context and intention
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