



Art and Design Progression Map

Expressive Art and Design in the Early Years Foundation Stage		
Developmental Bands	Exploring and Using Media and Materials	Being Imaginative
22-36 Months	<ul style="list-style-type: none"> -Joins in singing favourite songs -Creates sounds by banging, shaking, tapping or blowing -Shows an interest in the way musical instruments sound -Experiments with blocks, colours and marks 	<ul style="list-style-type: none"> -Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me' -Beginning to make-believe by pretending
30-50 Months	<ul style="list-style-type: none"> -Enjoys joining in with dancing and ring games -Sings a few familiar songs -Beginning to move rhythmically -Imitates movement in response to music -Taps out simple repeated rhythms -Explores and learns how sounds can be changed -Explores colour and how colours can be changed -Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects -Beginning to be interested in and describe the texture of things -Uses various construction materials -Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces -Joins construction pieces together to build and balance -Realises tools can be used for a purpose 	<ul style="list-style-type: none"> -Developing preferences for forms of expression -Uses movement to express feelings -Creates movement in response to music -Sings to self and makes up simple songs -Makes up rhythms -Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there -Engages in imaginative role-play based on own first-hand experiences -Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff' -Uses available resources to create props to support roleplay. -Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words
40-60 Months+	<ul style="list-style-type: none"> -Begins to build a repertoire of songs and dances -Explores the different sounds of instruments -Explores what happens when they mix colours -Experiments to create different textures -Understands that different media can be combined to create new effects -Manipulates materials to achieve a planned effect -Constructs with a purpose in mind, using a variety of resources -Uses simple tools and techniques competently and appropriately -Selects appropriate resources and adapts work where necessary -Selects tools and techniques needed to shape, assemble and join materials they are using 	<ul style="list-style-type: none"> -Creates simple representations of events, people and objects -Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences -Chooses particular colours to use for a purpose -Introduces a storyline or narrative into their play -Plays alongside other children who are engaged in the same theme -Plays cooperatively as part of a group to develop and act out a narrative
Early Learning Goal	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

*Highlighted areas relate to the National Curriculum Programme of Study for Art and Design.



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At St Anne (Stanley) progression in art and design is organised into the strands that comprise the creative process:

Research, Practice/Make and Evaluate.

Research

Generating Ideas	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inspiration from others	-Generating original ideas by looking at other artists' work	-Developing original artwork from other sources -Studying natural forms in the world around them and relating it to their own artwork	-Expressing original thoughts and ideas about the art of others	-Using literary sources to convey ideas through art	-Using the work of artists to explore own ideas -Expressing ideas and feelings about familiar products	-Learning ways that artists represent their ideas through painting -Developing personal, Imaginative responses to a theme
Knowledge of Artists	<p>Beatriz Milhazes: Understanding that abstract art uses shapes and colours and experimenting with composition</p> <p>Bridget Riley: Experimenting with line drawing</p> <p>Exploring David Hockney and Vija Celmins' use of materials to represent water</p> <p>Exploring Jasper Johns' use of colour</p> <p>Comparing Wassily Kandinsky, Renata Bernal and Ilya Bolotowsky's use of shapes within their works</p> <p>Exploring the stories behind seaside-inspired pieces by Pierre Auguste Renoir, Joaquín Sorolla and Peder Severin Krøyer</p> <p>Vincent Van Gogh: Creating a textured collage for his painting Fishing Boats on the Beach at Les Saintes-Maries-dela-Mer</p>	<p>Inspired by the work of Max Ernst, pupils learn the technique 'frottage' (taking rubbings from uneven surfaces)</p> <p>Exploring and replicating Ed Ruscha's use of shading and tone to create a 3D look</p> <p>Using Nancy McCroskey's mural, Suite in Black, White and Grey to explore and develop the skill of shading</p> <p>Using Damien Hirst's Cornucopia as inspiration for drawing</p> <p>Analysing the work of Julian Opie and creating portraits in his style</p> <p>Using the work of Edwina Bridgeman as inspiration for creating clothes peg figures and evaluating her work</p> <p>Creating a giant piece of</p>	<p>Using the work of Amanda Jackson to show the beauty within everyday objects</p> <p>Exploring puppets by Paul Klee as inspiration for craft puppets</p> <p>Learning about Shadowgraphy through the work of Lotte Reiniger</p> <p>Using Diego Velázquez's painting Old Woman Cooking Eggs to illustrate tints and shades of colour</p>	<p>Using Luz Perez Ojeda's lenticular prints as inspirations for creating optical illusion portraits</p> <p>Using Barbara Hepworth's work as inspiration for soap sculptures</p> <p>Learning about the life and work of Paul Cézanne and how he influenced the shift to modern art, pupils learn to replicate his painting style</p> <p>Exploring composition for still life drawing through the work of Giorgio Morandi</p> <p>Analysing the formal elements of David Hockney's painting My Parents before re-enacting the scene depicted</p>	<p>Using architect Friedensreich Hundertwasser's work as inspiration for their own house designs</p> <p>Analysing the messages within Banksy's Clacton Pigeon Mural</p> <p>Creating symmetrical, abstract prints in the style of Andy Warhol's Rorschach</p> <p>Developing the ability to read a picture with empathy through the analysis of John Singer Sargent's picture Gassed</p> <p>Developing ideas for 3D work through 2D drawings, following methods used by Magdalene Odundo</p>	<p>Researching and adopting the style of the impressionist painters, inspired by the work of Claude Monet</p> <p>Analysing and evaluating Nighthawks by Edward Hopper, looking at what the scene depicts and the formal elements of the piece</p> <p>Learning how to represent emotion through art using the work of artist Kathe Kollwitz as an example</p> <p>Exploring symbolism and tone in Pablo Picasso's, Guernica</p> <p>Analysing Mark Wallinger's Ecce Homo sculpture</p> <p>Learning about photomontage through</p>



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	<p>Recreating Louise Bourgeois's giant spider sculpture, Maman</p>	<p>mixed media work in a pop art style inspired by Roy Lichtenstein</p>		<p>Exploring the formal elements of Paula Rego's The Dance</p> <p>Analysing Edward Hopper's A Table for Ladies, pupils create a role-play of the piece from a different perspective</p> <p>Exploring Pieter Brueghel's painting, Children's Games before recreating it as a photo collage, with a modern twist</p> <p>Analysing abstract art through the work of Fiona Rae</p> <p>Exploring the work of Sokari Douglas Camp and creating word sculpture</p> <p>Exploring the work of Ei Anatsui and creating sculptures in the same style - using recycled materials</p>		<p>the work of Hannah Hoch, Peter Kennard and Jerry Uelsmann</p> <p>Using art to communicate meaning in the style of Jenny Holzer's truisms</p> <p>Analysing the work of Edward Weston, children observe the abstract-looking images created through macro photography before creating their own in a similar style</p> <p>Examining Edvard Munch's The Scream, looking specifically at mood and expression</p> <p>Using Paul Cezanne's Still Life with Apples, Jaromir Funke's Composition - glass and ball and Ben Nicholson's 1946 (still life) as inspiration for still life composition</p> <p>Using Paul Cezanne's Still Life with Apples, to Develop the ability to add colour effectively to still life</p>
<p>Creating original artwork</p>	<ul style="list-style-type: none"> -Exploring ideas through practical activities -Creating original patterns and designs 	<ul style="list-style-type: none"> -Working instinctively with clay to create unique designs -Representing themselves through art -Creating art on themes of personal interest 	<ul style="list-style-type: none"> -Representing themselves and their family through their art -Controlling materials to achieve a desired effect 	<ul style="list-style-type: none"> -Expressing thoughts and feelings through tactile creation of own work -Manipulating composition and materials to achieve a desired effect -Representing ideas 	<ul style="list-style-type: none"> -Designing new architectural forms to satisfy their own ideas and intentions -Designing and inventing new products -Linking artwork to literary sources 	<ul style="list-style-type: none"> -Expressing ideas about art through messages, graphics, text and images -Producing personal interpretations of cherished objects -Expressing their own ideas and feelings through pattern



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				from multiple viewpoints and perspectives	-Creating ideas for inventions for a purpose	-Creating imaginative and expressive 3D forms to convey meaning
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Practice/Make

Practice/Make	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sketch books	-Teacher led idea modelling through discussion -Sketchbooks may be used voluntarily to record thoughts and ideas and experiment with materials	-Teacher led idea modelling through discussion and sketching -Sketchbooks may be used voluntarily to record thoughts and ideas, develop skills and experiment with materials	-Using sketchbooks to generate ideas and observations -Expressing thoughts and observations in sketchbooks -Making records of experiments with various materials	-Using sketchbooks for planning and refining ideas -Recording ideas for materials and composition -Developing skill and technique using various media in sketchbooks	-Working collaboratively to explore ideas for meeting a design brief -Developing and discuss ideas through sketches -Enhancing knowledge of skill and technique using various media in sketchbooks	-Developing and discuss ideas through sketches -Make personal investigations of interests and record observations in sketchbooks -Record experiments with various media and try out techniques and processes in sketchbooks before applying them
Drawing	-Exploring mark making -Using 2D mathematical shapes to draw -Experimenting with line	-Exploring drawing techniques -Applying tone to create form -Developing skill and control with art materials including blending pastels	-Identifying and representing subject matter -Using geometry and tonal shading -Drawing from observation -Drawing with charcoal	-Creating geometric and mathematical drawings -Still life drawing with tone	-Drawing from observation -Drawing using the continuous line method -Using 2D drawings to develop ideas for 3D work -Drawing from different perspectives -Creating detailed drawings -Drawing using mathematical processes	-Creating detailed portraits using chiaroscuro techniques -Developing the continuous line technique -Drawing for expression -Using different sketching methods -Still life drawing using charcoal -Drawing using a negative medium, identifying areas of light and dark
Colour	-Mixing primary colours to create secondary colours	-Mixing, refining and applying more sophisticated colours	- Making own paint from natural pigments -Creating tints and shades			-Developing colour mixing and tonal shading with colour -Painting in an impressionist style



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Painting	-Developing skill and control with painting	-Improving painting skills, developing skill and control when painting	-Developing ability to control the tonal quality of paint	-Developing technical mastery of painting skills -Use a range of different strokes and shades	-Further improving skill and control when painting	-Further improving skill and control when painting -Creating tonal paintings
Materials	-Using a range of materials and printmaking techniques -Creating textured pieces	-Using a range of materials to design and make products	-Using a range of methods and materials to create puppets	-Making art from recycled materials -Learning how to present and display works of art	-Selecting materials for a given purpose	-Creating photomontages, focussing on composition -Creating digital art using photography to create abstract and self-portrait pieces
Craft	-Clay etching -2D Printing	-Craft Weaving -Using 3D clay to create 2D printed patterns and sculptural forms	-Weaving using paper and other materials -Tie dying -Sewing	-Showing creativity in their choice of materials and composition -Creating sculptures		-Expressing an idea or emotion through 3D clay sculpture -Creating 3D sculptural forms from a purpose

Formal Elements	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour	-Learning the names of the primary colours and that they can be mixed to make secondary colours -Creating and describing different shades of one colour using paint -Choosing and justifying appropriate colours to reflect a theme and purpose	-Developing their knowledge of mixing primary colours to create secondary colours (paint and pastels) -Describing their use of colour to achieve a specified intention	-Experimenting with and discussing the pigments in natural products to make different coloured paints -Increasing awareness of manipulating paint to achieve more accurate colours and shades -Articulating their understanding of application of colour to paint sculptural forms	-Analysing and describing the use of colour within artists' work -Manipulating colour and pattern to create prints -Describing how great artists mixed and applied paint	-Defining and using more complex colours -Selecting and mixing colours to depict own thoughts, feelings and intentions	-Selecting colours to accurately reflect objects in a still life composition -Expressing feelings, emotions and events through colour mixing -Recreating colours used by impressionist painters
Form and Space	-Learning about form and space through 3D	-Extending their ability to articulate 3D form and space through practical	-Developing ability to describe and model form in 3D	-Analysing and describing the use of form within	-Make progress in their ability to describe and	-Conveying, expressing and articulating a message or



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	sculptures inspired by nature and animals -Developing language and understanding of form and space through whole class sculpture	activities. -Creating 3D drawings	using a range of materials.	artists' work -Further extending their ability to describe and model form and space in 3D using a range of materials.	model form and space in 3D using a range of materials.	emotion through 3D sculpture -Analysing and evaluating an artists' use of form
Line	-Using and expressing line to represent a landscape and water -Learning the vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy -Experimenting with line	-Creating portraits by controlling and defining their use of line for expression -Drawing lines with increased skill, awareness and control	-Expressing line in different ways to express geometric and organic forms	-Analysing and describing the use of line within artists' work -Using knowledge of lines of symmetry to help draw accurate shapes	-Extending and expressing drawings using a developing understanding of line	-Articulating their deepening knowledge of line to create portraits -Developing continuous line drawing, developing control, expression, shape, form and detail -Adapting the techniques of other artists to create abstract drawings
Pattern	-Understanding patterns in nature from observation -Making patterns in a range of materials to develop their understanding -Designing and creating own patterns	-Creating a pattern of their choosing -Identifying and relating manmade and natural repeating patterns -Learning a range of techniques to express their knowledge of repeating and nonrepeating pattern	-Constructing patterns through craft methods to further their knowledge and understanding	-Analysing and describing the use of pattern within artists' work -Creating original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns	-Constructing images through various methods to further their knowledge and understanding	-Using knowledge and understanding of patterns to represent feelings and emotions -Extending and articulating their knowledge of pattern from multiple sources to create sophisticated original artwork
Shape	-Creating abstract compositions using various shapes -Identifying, making and describing their use of shape for print	-Composing geometric designs by adapting and synthesising the work of others	-Identifying 2D shapes within images and objects -Identifying, drawing and labelling simple shapes found in everyday objects -Creating and forming shapes from 3D materials	-Analysing and describing the use of shape within artists' work -Expressing geometric compositions using mathematical shapes	-Composing original designs by adapting and synthesising the work of others -Analysing and evaluating an artists' use of shape	-Sketching the key shapes objects from different angles when drawing still life -Imitating the techniques of other artists, they use simplified shapes and lines to create more abstract drawings
Texture	-Selecting, describing and using appropriate materials to create different textures	-Identifying and describing different textures -Selecting and using appropriate materials to create textures	-Analysing and describing the use of texture within artists' work	-Using a range of materials to express more complex textures	-Developing knowledge and understanding of texture through practical making activities	-Understand how artists manipulate materials to create texture in a range of artwork



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Tone	-Learning that tone refers to the lightness or darkness of something • Developing understanding of use of different tints and shades to create simple tone in their work	-Experimenting with pencils to create more complex tones - learning that different ways of holding a pencil affects the tone created -Using tone to create 3D form when drawing	-Applying and blending charcoal to create more sophisticated areas of tone -Learning and applying four simple rules of shading -Developing skill and control when using tone	-Analysing and describing the use of tone within artists' work -Using a variety of tones to achieve different effects -Understanding of tone to create a 3D effect	-Developing an increasing sophistication in the use of tone to describe objects -Analysing and evaluating an artists' use of tone	-Deliberately manipulating tone to portray emotions - using 'halo' and 'chiaroscuro' techniques -Increasing awareness of how to use tone to describe light and shade, contrast and shadow
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Evaluate

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluate	-Recognising and describing key features of their own and the work of others -Describing what they think about the work of others	-When looking at creative work, expressing clear preferences and giving some reasons for these using some basic language of art (formal elements)	-Reflecting on preferences about their work in order to improve it -Discussing art using an increasingly sophisticated use of language (formal elements)	-Using their own and other's opinions of their work to identify how to improve -Building a more complex vocabulary when discussing art (formal elements)	-Regularly analysing and reflecting on their progress taking account of intentions and opinions -Developing a greater understanding vocabulary when discussing their own and the work of others	-Giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work -Using the language of art with greater sophistication to discuss art