



Progression Map for Art and Design

Key Principles: pattern, texture, form, colour, line, shape, space

Skills		EYFS	Year 1	Year 2	Year 3	Year 4
Art Appreciation		Look at and talk about a range of different artists including school artist in focus, Andy Warhol, Matisse, Klimt, Klee, Alma Thomas, David McKee. With support make pictures influenced by the artists using pens, crayons, pencils, paint and collage.	Describe what they can see in a picture and talk about the subject of the picture. Oliver Jeffers Nick Sharratt David Hockney	Describe what they can see in a picture making reference to shape, pattern, texture and colour. Georgia O’Keeffe Mary Delaney Marianne North Mark Herald Matisse Paul Klee Joan Miro	Describe what they can see in a picture or sculpture making reference to all the formal elements including tone and space. Escher Stone-Age artists Ancient Maya and Indus Valley Artisans Hokusai	Describe the ways artists have used mood in their work as well as the other formal element. Analyse the techniques being used and talk about the effect. Turner Clarice Cliff William Morris Ancient Greek Sculptors Niki De Saint Phalle Picasso Juan Miro
Drawing	observe	Try out simple step by step approaches to drawing characters Use their visualisation skills to draw themselves and their families.	Using shape and line to carefully observe still life arrangements. Use a variety of materials – pencils, crayons, pastels, felt tips, charcoal, chalk, learning to colour (own work) neatly following the lines.	Understand the proportions of the human face to begin to draw portraits. Observe the proportions in everyday objects to make successful drawings (e.g. toys, flowers) Begin to observe and differentiate texture in everyday environment and make wax rubbings.	Learn strategies to draw 3D objects such as cubes and spheres Observe light and shadow and begin to use shading to depict this	Observe and describe the different patterns and textures within a portrait. Begin to understand the proportions of the human figure using drawing mannequins and drawing other children.
	imagine	Use their imagination to draw scenes from traditional stories and create new ones.	Draw a wide range of scenes to depict their experiences (e.g. school trips, family meal times), tell stories and communicate ideas.	Use information collected in their sketchbooks as a reference point for drawing from imagination.	Use knowledge of 3D objects to draw from imagination.	Draw people from imagination beginning to use their knowledge of the proportions of the human body. Complete paintings using visualisation skills and knowledge of professional artists.
	line shape pattern texture	Take a line for a walk across the page Put together shapes to make simple pictures.	Create recognisable figures by drawing shapes and adding detail. Begin to use lines of different qualities – straight and wavy	Experiment with line drawing e.g. making drawings where the pen does not leave the page. Show texture by using dots and lines e.g. fur	Develop mark making techniques to add form to drawings including hatching, cross hatching, shading, Use different hardness of pencils to show line, tone and texture	Use Zentangle techniques to create repeating patterns and shading techniques Use a variety of lines to show detail and show different textures.
Painting	techniques	Learn to hold and use a paintbrush To wash and wipe dry a brush in between colours To dab and sponge To make smooth brush strokes in one direction To experiment with mixing colours	Try a variety of methods of applying poster paints: fingers, sponges, cotton buds, sticks. Use thick and thin brushes for a purpose.	Select when to use thick and thin brushes. Experiment with watercolour and wax resist.	Use watercolour paints to produce washes for backgrounds and then add detail. Try out a number of water colour techniques including dry brush, wet-on-wet, wax resist, salt, blotting with plastic and paper towel. Begin to use watercolour techniques for effect.	Identify and mix individual colours in photographs and fine art paintings. Use imagination to complete a fine art painting. Sketch lightly before painting to combine line and colour. Use thick and thin brushes to produce textures, patterns and lines.
	colour	Use play dough to mix secondary colours Mix paint to create seasonal artworks	Recognise primary colours in artworks and in life Identify cool and warm colours and talk about how these colours make you feel	Create colour wheels to consolidate secondary colours. Begin to create tints and shades.	Consolidate knowledge of colour mixing. Mix tertiary colours (inspired by Stone Age cave painting)	Explore mixing tints and shades to create mood Identify complimentary colours to make motifs ‘pop’

			Use paint to mix secondary colours for a purpose.			
Sculpture	form space texture	To use clay to make a simple thumb pots To mould with clay to make simple animals To cut and fold paper to make simple models. To attach objects together to make simple models (junk modelling)	Create ephemeral art using natural materials e.g. fallen leaves Make models with clay combining 3D shapes to create form. Sculpt with playdough incising marks and texture Assemble everyday objects to create structures	Explore how 2D can become 3D. Cut simple shapes from card and use them to create 3D forms. Use clay and rolled up newspaper to create expressive figures. Imprint into clay eg. by pressing leaves into clay with a rolling pin.	Use modelling techniques such as rolling, cutting, pulling, shaping and smoothing Design and use clay to make a thumb pot complete with lip, impressed patterns and Stone-Age paintings. Build up layers of cardboard to create relief structures Sculpt, mould and join clay to make terracotta figures.	Design and create figurative sculptures with intention to express emotion Carefully apply decorative elements to sculptures including colours and symbols.
Print Collage	Exploring Materials	To be able to use scissors successfully and purposefully. Tear and cut strips of paper to make collages Use sponge blocks and potatoes for printmaking.	Collage using a combination of materials that are cut, torn and glued Use stencil and reverse stencilling techniques Use found objects to stamp patterns (lego, stickle bricks, fruit etc)	Take rubbings from textured surfaces and use in own collage work. Make own printing blocks from foam and experiment with repeated pattern. Make monoprints with oil pastel and printing inks	Revisit stencil and reverse stencilling techniques developing own motifs and patterns Combine stencilling with drawing and collage. Experiment with collage techniques including rumpling, coiling, layering to increase surface textures.	Create a two-colour print using a styrofoam block Experiment by collaging own drawings.