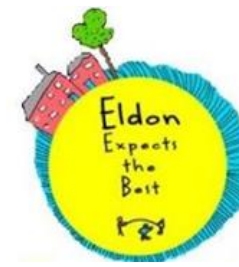


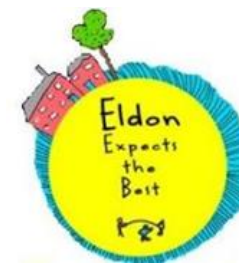
Eldon Primary School
ART and DESIGN PROGRESSION MAP



	EYFS	KS1		Lower KS2		Upper KS2	
National Curriculum EYFS Development Matters	Early Learning Goal To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To learn about great artists, architects and designers in history.			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

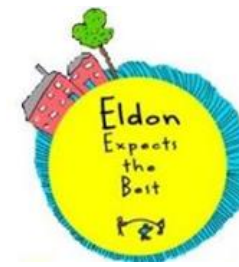
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Generating Ideas Skills of Designing & Developing Ideas	Look and talk about what they have produced, describing simple techniques and media used. Work purposefully responding to colours, shapes, materials etc. Create simple representations of people and other things.	Recognise that ideas can be expressed in art work. Experiment with an open mind <i>(for instance, they enthusiastically try out and use all materials that are presented to them)</i>	Try out different activities and make sensible choices about what to do next Use drawing to record ideas and experiences	Gather and review information, references and resources related to their ideas and intentions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.	Select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. <i>(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i>	Engage in open ended research and exploration in the process of initiating and developing their own personal ideas Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.	Independently develop a range of ideas which show curiosity, imagination and originality. Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i>
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Making Skills of Making Art, Craft and Design (ONGOING)	Work spontaneously and enjoy the act of making/creating. Sustain concentration and control when experimenting with tools and materials.	Try out a range of materials and processes and recognise that they have different qualities. Use materials purposefully to achieve particular characteristics or qualities.	Deliberately choose to use particular techniques for a given purpose. Develop and exercise some care and control over the range of materials they use. <i>(for instance, they do not accept the first mark but seek to refine and improve)</i>	Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques. Select, and use appropriately, a variety of materials and techniques in order to create their own work.	Investigate the nature and qualities of different materials and processes systematically. Apply the technical skills they are learning to improve the quality of their work. <i>(for instance, in painting they select and use different brushes for different purposes)</i>	Confidently investigate and exploit the potential of new and unfamiliar materials <i>(for instance, try out several different ways of using tools and materials that are new to them)</i> Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.	Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques Independently select and effectively use relevant processes in order to create successful and finished work
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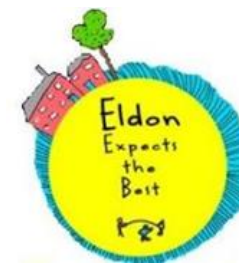
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Evaluating Skills of Judgement and Evaluation (ONGOING)	Recognise and describe key features of their own and others' work.	Show interest in and describe what they think about the work of others.	When looking at creative work express clear preferences and give some reasons for these (<i>for instance, be able to say "I like that because..."</i>)	Take the time to reflect upon what they like and dislike about their work in order to improve it.	Regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve.	Regularly analyse and reflect on their progress taking account of what they hoped to achieve.	Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work
Knowledge and Understanding (ONGOING)	To know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. To know how to explain what they are doing.	To know how to recognise and describe some simple characteristics of different kinds of art, craft and design To use the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.	To know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. To be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (<i>for instance, they know the names of</i>	To describe the work of some artists, craftspeople, architects and designers To be able to explain how to use some of the tools and techniques they have chosen to work with.	To describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. Be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.	Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. To know how to describe the processes they are using and how they hope to achieve high	To describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. To learn about the technical vocabulary and techniques for modifying the qualities of different

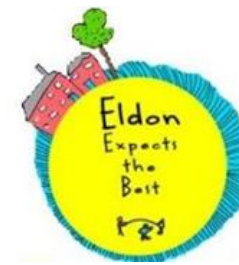
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			<i>the tools and colours they use)</i>			quality outcomes.	materials and processes.
Drawing	Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of mediums. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations.	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.	Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Understand tone through the use of different grades of pencils (HB, 2B, 4B)	Develop intricate patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to indicate facial expressions in drawings. Begin to show consideration in the choice of pencil grade they use.	Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Have opportunities to develop further drawings featuring the third dimension and perspective. Further develop drawing a range of tones, lines using a pencil. Include in	Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a	Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.

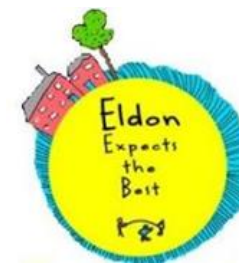
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					their drawing a range of technique and begin to understand why they best suit. Begin to show awareness of representing texture through the choice of marks and lines made Attempt to show reflections in a drawing. Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.	single focal point and horizon. Use drawing techniques to work from a variety of sources including observation, photographs and digital images.	
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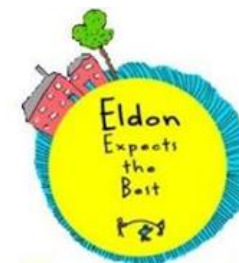
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Painting	Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.	Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Mix secondary colours and shades using different types of paint. Work on different scales. Create different textures e.g. use of sawdust.	Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects.	Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. Show increasing independence with the painting process.	Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.	Can demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. (use of sketchbook) Create imaginative work from a variety of sources. Work from a variety of sources. Show an awareness of how paintings are created (composition).	Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Aware of how paintings are created (composition).
Printing	Take rubbings: leaf, brick, coin. Create simple pictures by printing from objects.	Can make marks in print and rubbings with a variety of objects, including natural and made objects.	Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork,	Print using a variety of materials, objects and techniques including layering.	Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to	Use tools in a safe way. Continue to gain experience in overlaying colours and textures.	Demonstrate experience in a range of printmaking techniques.

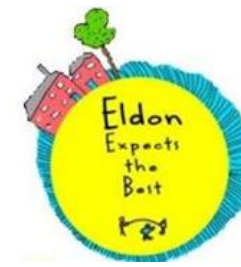
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	Develop simple patterns by using objects. Explore using stencils to create a picture.	Can build a repeating pattern and recognise pattern in the environment. Use equipment and media correctly and be able to produce a clean printed image. Explore different printing techniques e.g. monoprint, block, relief and resist printing. Use printmaking to create a repeating pattern.	pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono printing.	Explore pattern and shape, creating designs for printing. Talk about the processes used to produce a simple print.	print with in order to get the effect they want. Increase awareness of mono and relief printing. Create repeating patterns.	Can organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose the printing method appropriate to task.	Describe techniques and processes. Adapt their work according to their views and describe how they might develop it further.
Texture/Collage	Explore the textures and qualities of different fabrics, papers and natural materials. Create pictures using different materials.	Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc Arrange and glue materials to different backgrounds.	Fold, crumple, tear and overlap papers and fabrics. Create textured collages from a variety of media. Create and arrange shapes appropriately. Work on different scales.	Experiment with a range of media e.g. overlapping, layering etc. using a range of materials.	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary.	Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc when designing and making pieces of work	Use different techniques, colours and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideas.

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3D form/ Sculpture	Use a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. a robot. Join clay using objects, e.g. sticks, wire etc.	Use equipment and media with increasing confidence. Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...	Plan, design and make models from observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes. Begin to show an awareness of objects having a third dimension and perspective. Manipulate materials to create a 3D form, e.g. the human form using foil looking at the work of Giacometti.	Learn to secure work to continue at a later date. Join two parts successfully. Construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material.	Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Gain experience in modelling over an armature: newspaper frame for modroc. Plan a sculpture through drawing and other preparatory work	Develop skills in using clay inc. slabs, coils, slips, etc. Create sculpture and constructions with increasing independence. Make reasoned judgements when using recycled, natural and man-made materials to create sculpture. Produce intricate patterns and textures in a malleable media.
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