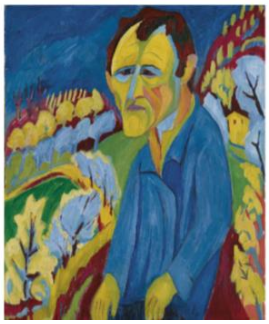
Nursery				
Expressive Arts and Design	Creating with materials	Children to access creative areas independently indoor and out. Adults to observe children's choices, experiences and responses in a range of imaginative play. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.	Children to access creative areas independently indoor and out Adults to observe children's choices, experiences and responses in a range of imaginative play. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Children to access creative areas independently indoor and out Adults to observe children's choices, experiences and responses in a range of imaginative play. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises

<table>
<tr><th colspan="5">Reception</th></tr>
<tr><td>Drawing
Marvellous
Marks</td><td colspan="2">As an artist I know…
How to make marks using a range of drawing materials.
How to investigate marks and patterns when drawing.
How to use large and small movements with control.
How to combine materials when drawing.
I know how to build on my previous learning and refine my ideas.
I know the names of all colours
As an artist I can…
Explore making marks with wax crayons.
Investigate marks and patterns made by different textures.</td><td colspan="2">ELG
Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function.
Share their creations explaining the process they have used.</td></tr>
<tr><th colspan="5">Vocabulary</th></tr>
<tr><td>hard
soft
observe</td><td>short
thin
colour</td><td>long
smooth</td><td>straight
wavy</td><td>rough
self portrait</td></tr>
<tr><td colspan="5">  </td></tr>
</table>

Ladygrove Primary School - Art Progression Map and end points

<table>
<tr><th colspan="5">Reception</th></tr>
<tr><td>Painting
Paint my world</td><td colspan="2">As an artist I know…
how to make marks with paint.
how to describe textures.
that I can use found objects to paint with.
As an artist I can…
use my fingers to paint with.
Name the colours that I use.
Talk about my paintings.
Create natural paint brushes using fund objects</td><td colspan="2">ELG
Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function.
Share their creations explaining the process they have used.</td></tr>
<tr><th colspan="5">Vocabulary</th></tr>
<tr><td>dab
smooth
pattern</td><td>dot
squelchy</td><td>shiny
sticky</td><td>silky
wet</td><td>slippery
mix</td></tr>
<tr><td colspan="5">
Orange Plains by Megan Coyle</td></tr>
</table>

Ladygrove Primary School - Art Progression Map and end points

<table>
<tr><th colspan="5">Reception</th></tr>
<tr><td>Sculpture</td><td colspan="2">As an artist I know…
how to use my hands to explore clay.
how to explore different materials safely.
how to collect natural objects safely.
how to explore different effects.
As an artist I can…
make shapes using clay.
Use tools to help me shape the clay.
Use natural objects to make a picture.
Return to and build on my previous work.</td><td colspan="2">ELG
Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function.
Share their creations explaining the process they have used.</td></tr>
<tr><th colspan="5">Vocabulary</th></tr>
<tr><td>clay
smooth
cut</td><td>flatten
squash
slice</td><td>pinch
3D
stretch</td><td>join
bend</td><td>roll
chop</td></tr>
<tr><td colspan="5">
Mayan ceramic figure</td></tr>
</table>

Ladygrove Primary School - Art Progression Map and end points

Year 1		
	Substantive Knowledge	Disciplinary skills
Drawing Make your Mark	As an artist I know… • How to create different types of lines • How to explore line and mark making to draw water. • How to draw with different media • How to look closely at objects and to draw what I see.	As an artist I can…. • I can describe the lines in the work of an artist and in my own work. • I can understand that there are different types of lines and can experiment with different resources to create them. • I can hold a pencil and chalk in different ways to experiment with the line I create and work in the style of a modern artist. • I know there are many different ways of drawing lines, that they feel different to make, and that they look different. • I can evaluate my art and the work of others using the language I have learnt. • I can experiment with different media and say which I prefer to use. • I can experiment with different marks and use marks to show texture. • I can understand the importance of looking carefully and closely when I am drawing. • I can use one type of drawing tool in lots of different ways. • I can look carefully at an object to identify shapes, lines and textures. • I can use a range of drawing tools to create different marks.

Vocabulary					
chalk continuous dots horizontal	charcoal cross-hatch firmly lightly	circle diagonal form line	mark making optical art shade texture	narrative pastel shadow vertical	observe printing straight wavy

Artist – Bridget Riley



Zaria Forman



Ladygrove Primary School - Art Progression Map and end points

Year 1		
	Substantive Knowledge	Disciplinary skills
Painting Colour Splash	As an artist I know…. • How to mix secondary colours. • How to apply knowledge of colour mixing when painting. • How to explore colour when printing • How to experiment when mixing paint to make a range of colours • How to use my painting skills when working in the style of an artist.	As an artist I can… • I can name the primary colours: red, yellow and blue. • I can mix primary colours to make secondary colours. • I can say which two primary colours are needed to mix each of the secondary colours. • I can use primary colours to paint. • I can choose a suitable brush for the marks I want to make. • I can use a variety of colours in my printing. • I can create new colours by overlapping prints. • I can work carefully and accurately when making my patterns. • I can mix at least five different shades of my chosen secondary colour. • I can use my five mixed colours to create patterns. • I can choose to paint with colours that look good next to each other. • I can describe my plate and compare it to others.

Vocabulary					
blend print thick	hue secondary colour	kaleidoscope shade	pattern shape	mix space	primary colour texture

Artist – Clarice Cliff







Ladygrove Primary School - Art Progression Map and end points

Year 1		
	Substantive Knowledge	Disciplinary skills
Sculpture Paper play	As an artist I know…. • How to roll paper to make 3D structures • How to shape paper to make a 3D drawing. • How to use my paper shaping skills to make an imaginative sculpture. • How to work collaboratively to create a large sculpture.	As an artist I can… • I can roll paper to make a cylinder. • I can combine paper cylinders to make a sculpture. • I can adapt my ideas as I work • I can fold and roll paper to create 3D shapes. • I can choose how to arrange the paper shapes to make a 3D drawing. • I can overlap paper strips on my 3D drawing. • I can plan a sculpture by drawing my ideas first. • I can use at least three different techniques for shaping paper. • I can create different parts of a sculpture. • I can secure parts of the sculpture together. • I know that 3D sculpture can be created from a range of materials.

Vocabulary					
artist loop tube	carving mosaic zig zag	concertina overlap	curve sculpture	cylinder spiral	image 3 dimensional

Artist – Samantha Stephenson



Marco Balich



Louise Bourgeois



Ladygrove Primary School - Art Progression Map and end points

Year 2		
	Substantive Knowledge	Disciplinary skills
Drawing Tell a story	As an artist I know…. • How to use a range of mark making techniques • How to use marks to show texture • How to observe an object to draw it. • How to add expressions to illustrate a character • To develop illustrations to tell a story • I know that charcoal is burnt wood. • I know lines can be used to fill shapes, make outline, make patterns or to add detail.	As an artist I can… • I can experiment with charcoal to draw different marks. • I can understand a word and explain how I can draw it. • I can express the meaning of words using charcoal mark making techniques. • I can describe how an object feels. • I can try out different drawing materials. • I can experiment with making different marks to make texture. • I can recognise and describe shapes in an object to start a drawing. • I can look carefully to add details. • I can use mark-making techniques to add texture. • I can show expression by drawing eyes, eyebrows and mouths in different ways. • I can make quick sketches of people. • I can sketch a new character, adding expressions, details and texture. • I can recount a familiar story and select key events. • I can create and draw imaginary scenes for a storybook. • I can use mark making to show different textures.

Vocabulary					
blending frame scribbling thin	charcoal hatching sketch	cross hatching illustration stippling	emoji illustrator story board	emotion lines texture	expression re-tell thick

Illustrator – Quentin Blake





Ladygrove Primary School - Art Progression Map and end points

Year 2		
	Substantive Knowledge	Disciplinary skills
Painting (collage) Life in colour	As an artist I know…. • How to develop a knowledge of colour mixing. • How texture can be added with paint. • How to use paint to explore texture and pattern. • How to arrange materials for effect. • How to evaluate and improve my artwork • That different amounts of paint and water can be mixed to create hues of secondary colours. • that composition means how things are arranged on the page. •	As an artist I can… • I can name the primary and secondary colours. • I can describe what happens when I mix two secondary colours. • I can make choices about how to make colours lighter or darker. • I can describe colours and textures. • I can choose painting tools to recreate a texture. • I can mix a range of secondary colours. • I can explain the word 'collage'. • I can choose materials and tools to make textures with paint. • I can mix colours to match something I see. • I can choose collage materials based on colour and texture. • I can describe how my choices match my ideas. • I can try out different arrangements of materials, including overlapping. • I can say what I like or don't like about artwork. • I can talk about how I could improve my work. • I can choose which materials and tools to use. •

Vocabulary					
collage surface	detail texture	mixing	overlap	Primary colours	Secondary colours

Artist -Romane Bearden





Ladygrove Primary School - Art Progression Map and end points

Year 2		
	Substantive Knowledge	Disciplinary skills
Sculpture Clay houses	As an artist I know…. • How to use my hands as tools to shape clay. • How to shape a pinch pot. • How to join clay shapes as decoration • How to use impressions as decoration. • How to draw plans of my 3D model. • How to make a 3D model from my drawn plan	As an artist I can… • I can flatten clay to make a smooth surface. • I can shape clay using my hands. • I can make different marks in clay by pressing into it. • I can shape clay to make a model. • I can use the pinching technique to shape a pot. • I can use my fingers and thumbs to make the sides of the pot even. • I can join clay to help decorate my pot. • I can describe my ideas about the work of artist Rachel Whiteread. • I can roll a smooth clay tile. • I can create a pattern by pressing into and joining pieces onto my tile. • I can draw a house that will be made into a clay tile. • I can decide how to create features like a door, windows and the roof in clay. • I can label my drawing accurately. • I can use my design to guide my clay work. • I can use both pressing in and joining clay techniques on my tile. • I can evaluate my finished tile and say how it reflects my design. •

Vocabulary					
casting impressing roll smooth	ceramic in relief score surface	cut join sculptor three dimensional	detail negative space sculpture thumb pot	flatten pinch pot shape	glaze plaster slip

Artist – Rachel Whiteread







Ladygrove Primary School - Art Progression Map and end points

Year 3		
	Substantive Knowledge	Disciplinary skills
Drawing Growing Artists	As an artist I know…. • How artists use shape in drawing. • How to create tone in drawing by shading • I know that tone refers to the light and dark areas of an object or artwork. • that texture can be created and used to make art. • How to use observational drawing skills to create more details	As an artist I can… • I can identify both organic and geometric shapes. • I can use shapes to form the basis of my own drawing. • I can use the side of a pencil so that the lead is flat to the paper. • I can shade in one direction, with no gaps and straight edges. • I can blend from light to dark to light creating smooth tones. • I can create different textures on paper by using a rubbing technique. • I can change the tool or colour that I use to change how my rubbing looks. • I can apply the technique of another artist. • I can tear and shape my rubbings to create a final piece. • I can add detail using careful observation. • I can add tone using shading skills. • I can select an interesting composition. • I can draw in a large scale.

Vocabulary					
abstract expressive light shape	blend form line smooth	composition frame magnified surface	cut frottage object tear	dark geometric scale texture	even grip shading tone

Artist – Max Ernst



Georgia O'Keefe



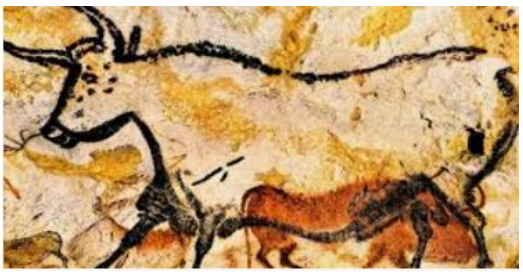
Ladygrove Primary School - Art Progression Map and end points

Year 3		
	Substantive Knowledge	Disciplinary skills
Painting Pre-historic painting	As an artist I know…. • How to use scale to enlarge drawings in a different medium. • How to make different colours. • How to select and apply a range of painting techniques • How to apply painting skills when producing a collaborative piece of artwork.	As an artist I can… • I can identify features that prehistoric paintings have in common. • I can look for basic shapes within an animal drawing to help get the proportions of my drawing accurate. • I can describe why prehistoric people often painted animals. • I can identify key 2D shapes in an image. • I can scale up a drawing by sketching the simple shapes first. • I can successfully apply and blend charcoal to create form, tone and shape. • I can identify and collect coloured natural items to paint with. • I can describe which natural items make the most successful colours and give reasons. • I can create paints using all natural ingredients as prehistoric artists did. • I can mix paint to create a range of natural colours. • I can experiment with techniques to create different textures. • I can add fine detail using smaller brushes. • I can work in a group to create a large piece of artwork. • I can create designs using both positive and negative impressions of my hand. • I can create natural colours using paint.

Vocabulary					
composition scaled up	negative image sketch	pigment smudging	positive image texture	Pre-historic tone	Proportion

Pre-historic Art





Ladygrove Primary School - Art Progression Map and end points

Year 3		
	Substantive Knowledge	Disciplinary skills
Sculpture Abstract space and space	As an artist I know…. • How to join 2D shapes to make 3D structures • How to join materials in different ways when working in 3D • How to identify 2D shapes in photos of 3D objects. • How to apply previous knowledge of sculpture when working in 3D • How to evaluate and improve my artwork	As an artist I can… • I can define sculpture. • I can try different ways to join card shapes. • I can build a 3D structure that stands up on its own. • I can try out more than one way to join 3D shapes. • I can work with a partner to make larger structures. • I can problem solve if something I try doesn't work first time. • I can identify shapes in the background space between objects (negative space). • I can use drawings to plan a sculpture. • I can follow my sketchbook plan. • I can make choices about how to join materials. • I can adapt my ideas if things do not go to plan. • I can compare two sculptor's work. • I can say what I like and what I could change about my sculpture. • I can choose how to add texture and colour to the surfaces of my sculpture.

Vocabulary					
abstract	found objects	sculptor	sculpture	structure	three dimensional

Artist – Anthony Caro





Ruth Asawa



Ladygrove Primary School - Art Progression Map and end points

Year 4		
	Substantive Knowledge	Disciplinary skills
Drawing Power prints	As an artist I know…. • How to use tone to create a 3D effect. • How to use proportion in my drawings • How to plan a drawing. • How to use shading techniques to create pattern and contrast • How to develop my drawing into a print	As an artist I can… • I can experiment with shading to create different tones. • I can use contrasting tones to make a drawing look three-dimensional • I can explore more than one way of holding a pencil to create different effects. • I can explore charcoal as a drawing material. • I can look for light and dark areas and recreate these using tone. • I can show how big one object is compared to another when I draw. • I can use scissors with precision. • I can make decisions about how to place drawn elements in my composition. • I can create contrast by combining different shapes, sizes and textures. • I can draw tone by 'hatching' parallel pencil lines. • I can choose an interesting part of my composition to recreate. • I can use a range of scratched marks to add contrast and patterns. • I can work co-operatively with my group. • I can experiment with printing techniques. • I can include contrast and pattern in a print.

Vocabulary					
abstract gradient precision tone	block print highlight print making	collage mixed media proportion	combine mono print shading	composition parallel shadow	Contrast pattern symmetry

Artist – Edward Ruscha



Alberto Giacometti



Fernando Botero



Ladygrove Primary School - Art Progression Map and end points

Year 4		
	Substantive Knowledge	Disciplinary skills
Painting Light and dark	As an artist I know…. • How to darken and lighten a colour when mixing paint. • How to use tints and shades to create a 3D effect • How to explore different paint effects • How to consider proportion when planning a still life. • How to use painting techniques and colour mixing to create a finished piece.	As an artist I can… • I can add white paint to one colour to create a tint • I can add black paint to one colour to create a shade. • I can investigate creating a wide range of colours by mixing tints and shades. • I can describe the way colours change in different lights. • I can add black to make a colour darker and add white to make a colour lighter. • I can use just one original colour in my painting and only change it by adding black, white or water. • I can describe how I created a paint effect. • I can use a painting tool in a new way. • I can use tints and shades of colour to make my painted object appear 3D. • I can explain what composition means. • I can choose and arrange objects to create my own still life composition. • I can select important detail to include in my composition sketch. • I can organise the equipment I will need to paint using my chosen technique. • I can show light and dark by using tints and shades of colour. • I can show what I have learned about techniques in the way I paint.

Vocabulary					
contrasting paint wash tint	dabbing portrait vivid	formal shade	grid shadow	landscape stippling	Muted texture

Artist – Clara Peeters



Audrey Flack



Ladygrove Primary School - Art Progression Map and end points

Year 4		
	Substantive Knowledge	Disciplinary skills
Sculpture Mega Materials	As an artist I know…. • How to use my drawings to develop 3D work • Some techniques from shaping materials • How to explore with new materials • How to make decisions about how to display my sculpture	• As an artist I can… • I can use my whole arm to draw big shapes. • I can use curved lines to suggest three dimensional shapes. • I can name key features of Magdalene Odundo's artwork. • I can draw a simple design for a three-dimensional piece. • I can use tools and my hands to carve, model and refine my sculpture. • I can work safely with the carving tools. • I can bend the wire to make shapes. • I can join wire by twisting and looping it. • I can add details using smaller pieces of wire. • I can work safely with the tools and equipment I am using. • I can make decisions about how to display my sculpture. • I can compose photographs that present my shadow sculpture as a finished piece. • I can try different ways of joining materials to make something three dimensional. • I can explore combinations of colour and texture. • I can decide how to display my sculpture.

Vocabulary					
carving organic shape typography	ceramics pliers visualisation	hollow quarry weaving	join secure	mesh surface	Model template

Artist -Magdelene Odundo



Barbara Hepworth







El Anatsui



Ladygrove Primary School - Art Progression Map and end points

Year 5		
	Substantive Knowledge	Disciplinary skills
Drawing I need space	As an artist I know…. • How to discuss the effect of an image. • How to develop my drawing using different techniques. • How to develop my drawing into a print. • How to use my sketchbook to develop my ideas • How to use my drawing knowledge to develop my artwork.	As an artist I can… • I can discuss how popular culture can influence art and design. • I can explain what retrofuturism means. • I can evaluate different images using the formal elements. • I can describe how I think an artwork was made. • I can choose and combine materials based on their texture. • I can create an effective printing plate that considers how I expect it to print. • I can generate ideas about the future. • I can record ideas through sketches and visual notes. • I can develop ideas to form a composition for a final piece. • I can apply printing ink evenly to cover the plate. • I can apply even pressure when printing. • I can select appropriate tools and materials. • I can choose a drawing technique to produce my own idea. • I can evaluate my work to make improvements.

Vocabulary					
collagraph evaluate repetition	collagraphy futuristic revisit	composition imagery stimulus	culture printing plate technique	decision print making	Develop process

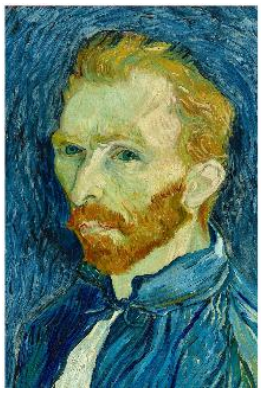
Artist – Teis Albers



Ladygrove Primary School - Art Progression Map and end points

Year 5		
	Substantive Knowledge	Disciplinary skills
Painting Portraits	As an artist I know…. • How a drawing can be developed into a painting. • How to combine materials for effect. • The features of a self-portrait. • How to experiment with materials to develop ideas towards a final piece of art.	As an artist I can… • I can draw a portrait using the continuous line method. • I can vary the size, shape and position of the words for interest. • I can explore the way a background can change the effect of a drawing. • I can explain what I want my photo composition to be. • I can decide the best position for my line drawing when copying it onto the background. • I can use art vocabulary to describe similarities and differences between portraits. • I can justify my opinion when discussing the message behind a self-portrait. • I can justify my opinion when discussing the message behind a self-portrait. • I can give a definition of mixed media. • I can try out at least three different ideas when adapting my photograph. • I can explain why my choice of medium matches my idea. • I can use my chosen medium to create a self-portrait that represents an aspect of my identity.

Vocabulary					
art medium mixed media	atmosphere multi-media	background paint wash	collage portrait	evaluate represent	justify self portrait



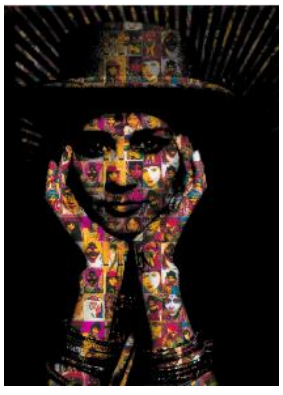
Van Goch



Frida Kahlo



Rembrant



Chila Kumari Singh Burman

Ladygrove Primary School - Art Progression Map and end points

Year 5		
	Substantive Knowledge	Disciplinary skills
Sculpture Interactive Installation	As an artist I know…. • Features of installation art. • How to explain proportion and scale. • How to problem solve when constructing 3D art • How to plan an installation that communicates in idea. • How to apply my knowledge of installation art and develop my ideas into a finished piece	As an artist … • I can give a definition for installation art. • I can identify similarities and differences between art installations. • I can analyse artworks and justify my ideas. • I can justify my opinions of installation art-works. • I can work safely when creating my model installation space. • I can create the effect of a large-scale space when photographing my box. • I can suggest the effect on the viewer of being in my model installation space. • I can adapt everyday objects and make them interesting for the viewer. • I can make changes and try new ideas if something doesn't work first time. • I can move my object around within a space and find the best way to display it. • I can choose a clear message for my installation. • I can identify how my installation idea might make the viewer feel. • I can describe how I have considered space, materials and arrangement in my installation. •

Vocabulary					
analyse influence	concept installation art	culture location	display scale	elements special effects	features

Artist – Cai Guo-Qiang





Ladygrove Primary School - Art Progression Map and end points

Year 6		
	Substantive Knowledge	Disciplinary skills
Drawing Make my voice heard	As an artist I know…. • How to explore mark making using a range of handmade tools. • How to work independently, revisiting and reviewing my work to develop it. • How to take inspiration from an artist's style • How to discuss the similarities and differences between art styles. • How to use my creative work to develop an idea, applying drawing techniques for visual impact and effect. • 'what art is' or 'should be' and justify choices. •	As an artist I can… • I can collect information to identify the key features of Maya art. • I can make comparisons between different artworks. • I can expressive drawing techniques • I can generate a range of symbols, patterns and colours that represent me. • I can discuss the effect of light and dark on an object and consider how to draw it. • I can explain the term Chiaroscuro and understand how it can be used for effect. • I can create form by applying chiaroscuro to a tonal drawing. • I can show an understanding of the drawing technique chiaroscuro. • I can identify something I feel strongly about and consider how to represent it through a drawing. • I can evaluate the context and intention of street art. • I can analyse how an artist conveys a message. • I can apply an understanding of impact and effect to create a powerful image.

Vocabulary					
aesthetic imagery street art	audience impact symbol	character traits interpretation symbolic	chiaroscuro Maya technique	expressive Mayan tonal	graffiti mural

Artist – Diego Rivera



Street Art



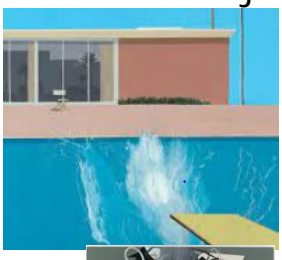


Ladygrove Primary School - Art Progression Map and end points

Year 6		
	Substantive Knowledge	Disciplinary skills
Painting Artist study	As an artist I know…. • To understand how to analyse a famous painting. • I understand that artists tell stories or show feelings in their artwork. • How to express how a piece of artwork makes me feel. • How to discuss and describe the work of another artist. • how art can tell stories or portray messages. • How to evaluate my piece of work and make changes to improve it.	As an artist I can… • I can look closely at a picture and notice details, describing them using the formal elements. • I can describe a picture using the formal elements. • I can develop a narrative from the elements in a painting. • I can reflect on the feelings that a painting evokes. • I can create an abstract piece using personal experiences that reflect how I felt. • I can consider how imagery can convey a message without words • I can develop my ideas to compose a thought-provoking piece of art • I can select an artist who interests me because of their style, ideas or use of materials • I can use my sketchbook to collect information. • I can develop my ideas to plan a final piece inspired by the chosen artist. • I can select different materials and techniques based on my experiences. • I can continue to explore new ideas and try things out.

Vocabulary					
analyse justify	convey meaning	compose medium	evaluation respond	inference tableau	interpret technique

Artists David Hockney



Paula Rego



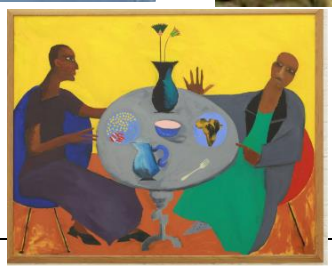
John Singer Sargent



Fiona Rae



Lubaina Himid

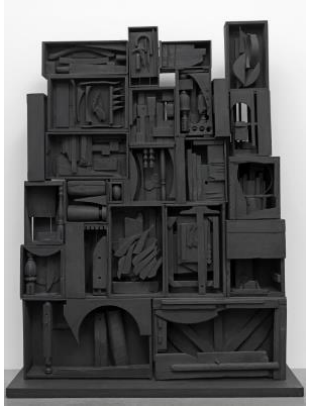


Ladygrove Primary School - Art Progression Map and end points

Year 6		
	Substantive Knowledge	Disciplinary skills
Sculpture Making Memories	As an artist I know…. • How to reflect on my work and choices • How to work independently, experimenting with tools and materials. • How to apply an understanding of materials and techniques to work in 3D • How to reflect on my work and personal development as an artist.	As an artist I can… • I can identify common themes within different artworks. • I can generate a selection of memories from primary school. • I can represent ideas within a composition of shapes. • I can create a cardboard relief sculpture. • I can explore sculptural techniques. • I can discuss the approach of different artists and consider how this may influence my own work. • I can use my sketchbook to test and develop ideas into a plan. • I can explain what I need and how I will make my sculpture. • I can use my plans to construct 3D forms. • I can combine materials and techniques to fit my ideas. • I can identify areas of my work to refine. • I can select appropriate tools and materials to improve my work.

Vocabulary					
assemblage representation	collection sculpture	expression symbolic	juxtaposition tradition	manipulate	relief

Artist – Louise Nevelson





Ladygrove Primary School - Art Progression Map and end points