



Progression Map: Art & Design



KS1 National Curriculum	EYFS	Year 1	Year 2
Pupils should be taught: <ul style="list-style-type: none"> ▪ to use a range of materials creatively to design and make products 	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	DRAWING: Pencil.	DRAWING: Sketching pencils 2H, charcoals.
	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	PAINTING: Block water colour paints (primary colour focus), (oil pastels, secondary colour identification) and ready mixed paints (secondary mixing).	PAINTING: Powder paints (secondary colour focus), powder paints and ready mixed paints (tertiary colour mixing).
	Use a range of small tools, including scissors and paintbrushes.	SCULPTURE: Collage materials - tissue paper, self-printed paper (potatoes & sponges for printing) and range of card.	SCULPTURE: Crayons (rubblings), natural materials.
	Explore a variety of materials and tools.		
<ul style="list-style-type: none"> ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	DRAWING: Begin to control shape of marks made with pencil (toys).	DRAWING: Draw lines / marks from close observation by sketching (self-portraits).
	Share their creations, explaining the process they have used.	PAINTING: Sort, select and discuss secondary colours (for final artist inspired piece).	PAINTING: Begin to use tertiary colour wheel names: amber = yellow-orange, vermilion = red-orange; magenta = red-purple; violet = blue-purple; teal = blue-green; chartreuse = yellow-green. Naming the tertiary colours made eg. peacock or mermaid blue.
		SCULPTURE: Sculpture and collage using card and self-printed paper (focus on texture and manipulation of materials).	SCULPTURE: Sculpture using all natural materials inspired by given artists (focus on shape and pattern)
		OTHER:	OTHER: DIGITAL MEDIA – take a photograph of another pupil’s face using class ipads. Recording ephemeral Land art in sculpture unit.

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<ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Explore a variety of techniques.</p> <p>Experiment with colour, design, texture and form.</p>	<p>DRAWING: line, pattern, shape, space. Technique 1: to make light marks on the paper to build up a representation of the shape of the toy. Technique 2: to begin to consider the toy within the space we are looking at. What can we actually see compared to what we know is there?</p>	<p>DRAWING: line, shape, form, space, tone Technique 1: to use relaxed pencil grip to produce faint lines that build to create the shape and detail of the self-portraits. Technique 2: Closely consider the placement of facial features within the space. Technique 3: Increasing darkness of chosen lines and increase definition of some detail eg. shadow in the corner of eyes, definition of top lip from lower lips.</p>
		<p>PAINTING: colour, space, line. Technique 1: to hold the brush near the bristles for better control. Technique 2: to load the brush with paint by <u>pulling</u> and slowly <u>turning</u> the brush in the paint. Technique 3: to transfer the paint to paper stroking the brush across the paper, in one direction only.</p>	<p>PAINTING: colour, shape, space. Technique 1: to load brush and transfer paint to mixing tray, rinse brush, dab off water and repeat for 2nd or 3rd paint colour transfer. Technique 2: to use a slow, circular brush motion to mix two paint colours together. Technique 3: to use an additive technique to make the desired tertiary colour: adding more of the primary or secondary paint colour until the correct tertiary colour is achieved.</p>
		<p>SCULPTURE: texture, form, space, shape Technique 1: to tear with fingers and cut with scissors paper into the shape with the textured edge as desired. Technique 2: to roll and fold paper with fingers to create 3D shapes in the desired form.</p>	<p>SCULPTURE: pattern, texture, form, space, shape, line. Technique 1: to place natural objects in a pattern, repeating objects in the space to create the desired form. Technique 2: to select natural objects to combine with others and reflect the texture or shape in the original design idea. For example, selecting short sticks not long branches if the main shape is oval.</p>

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<ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices (painter) and disciplines (clay), and making links to their own work (human form & personal space). 	<p>Participate in small group, class and one-to-one discussions offering their own ideas using recently used vocabulary.</p> <p>Autumn – Drawing and collage: Artist: Pablo Picasso – Woman in Hat and Fur Collar (1937).</p> <p>Spring – Painting: Vincent Van Gough – Starry Sky (1889).</p> <p>Summer – Digital art and sculpture: Baby lion cub looking at adult reflection. Playdough animal. Trafalgar Square Lions Edwin Landseer (1867).</p>	<p>DRAWING:</p> <p>Artist: Pierre-Auguste Renoir ‘Child with Toys’ 1895 Using this painting to discuss <u>when</u> the child was playing with these toys in the past, present or future.</p> <p>Artist & Designer: (female designer) Renate Muller – Toy designer of children’s therapy toys: Rhinoceros (2013) and Therapeutic Toy Bird (2016)</p> <p>Artist: (BAME designer) David Vonner – Toy Designer, Batman 2020 and Marvel Legends Toy Series inc Spiderman 2016 Introduce the concept of artists in the workplace - the job of a toy designer. Compare and contrast the toys seen in the drawings and photographs.</p> <p>Artist & Designer: Bud Luckey – Animator, artist and Character Designer of Woody from Toy Story. Using Luckey’s sketches of the Cowboy Woody toy to explore how artists’ improve their drawings as design ideas develop.</p>	<p>DRAWING:</p> <p>Artist: Leonardo Da Vinci ‘Mona Lisa’ 1503-1517 Children watch time lapse sketch artist drawing his version of the Mona Lisa, do they recognise the drawing? Introduce the painting itself and discuss different techniques Da Vinci used.</p> <p>‘Portrait of a Man in Red Chalk’ 1512 Make observations about the piece and discuss the material and technique used to create it.</p> <p>Artist: (female BAME artist) Frida Kahlo ‘Self Portrait with Thorn Necklace and Hummingbird’ 1940</p> <p>‘Self Portrait dedicated to Marte R Gomez’ 1946 Compare and contrast the Da Vinci’s above works and Kahlo’s. Consider what they are trying to communicate and how the pieces make us feel. Use pieces to inspire own portrait work focussed on line and shape.</p>
		<p>PAINTING: Artist: Piet Mondrian ‘Trafalgar Square’ 1939-1943 Using this painting to highlight the presence of only primary colours.</p> <p>Artist: (BAME artist) Jacob Lawrence ‘The Ironers’ 1943 Compare and contrast the Lawrence piece to Mondrian. What other colours have been used?</p> <p>Artist: Franz Marc ‘Tiger’ 1912 Focus on Marc’s use of secondary colours in this work.</p>	<p>PAINTING:</p> <p>Artist: (female artist) Helma af Klint ‘Altarpiece No1’ 1915</p> <p>Artist: Wassily Kandinsky ‘Colour Study, Squares with Concentric circles’ 1913. Compare and contrast the Klint and Kandinsky pieces and the artists’ use of colour. Use pieces to inspire their own tertiary colour focussed work.</p>
		<p>SCULPTURE:</p> <p>Artist: Matisse ‘Snail’ 1953; ‘The Sheaf’ 1953</p> <p>Artist: (female artist) Lydia Monks ‘Sharing a shell’ Book Cover and illustrations</p> <p>Artist: (BAME artist) Nahoko Kojima ‘Shiro’ (Big Blue Whale) 2019</p> <p>Compare and contrast the above pieces, focussing on the artists’ use of texture through paper manipulation and explore how some of the pieces were made.</p>	<p>SCULPTURE:</p> <p>Artist: Ian Freemantle ‘Magical Masterpiece’ 2020 at Burleigh School Focus children on art in our own school environment; art as a career as a sculptor; the use of natural materials in art and their range of textures.</p> <p>Artist: Hannah Bullen-Rayner Various ephemeral land art works</p> <p>Artist: Andy Goldsworthy Various ephemeral land art works As above, plus a focus on artists’ use of pattern in their work.</p>

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.