



Art Progression Mapping

EYFS

	Nursery	Reception
Autumn	<p>Managing self Select and use activities and resources, with help when needed</p> <p>Fine motor skills Use one-handed tools and equipment</p> <p>Creating with materials Explore different materials freely, in order to develop their ideas about how to use them and what to make Use drawing to represent ideas like movement or loud noises</p> <p>Being imaginative and expressive Explore colour and colour mixing</p>	<p>Fine motor skills Develop their small motor skills so that they can use a range of tools competently, safely and confidently Show a preference for a dominant hand</p> <p>Creating with materials Explore, use and refine a variety of artistic effects to express their ideas and feelings Create collaboratively sharing ideas, resources and skills</p>
Spring	<p>Managing self Select and use resources to help them to achieve a goal they have chosen or one which is suggested to them</p> <p>Gross motor skills Choose the right resources to carry out their own plan</p> <p>Fine motor skills Use a comfortable grip with good control when holding pens and pencils</p> <p>The natural world Explore collections of materials with similar and/or different properties Explore natural materials using all of their senses</p> <p>Creating with materials Join materials and explore different textures Create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>Being imaginative and expressive Show different emotions in their drawing and paintings, like happiness, sadness, fear etc</p>	<p>Creating with materials Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>
Summer	<p>Fine motor skills Show a preference for a dominant hand</p> <p>Creating with materials Draw with increasing complexity and detail, such as representing a face with a circle and including details</p>	<p>Fine motor skills Begin to show accuracy and care when drawing.</p> <p>Creating with materials Share their creations, explaining the process they have used Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>



Art Progression Mapping

Reception | Introduction of skills



	Equipment and Skills Introduced					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	Glue Sticks <i>Removing and returning lids Twisting up and down Using efficiently</i>	Felt Tips <i>Storing lid on end Returning lids</i>	Paper/Card Strips <i>Zig-Zags Curls</i>	Scissors and Wavy Scissors <i>L/R handed Moving and using safely</i>	Cartons and Tubes <i>Simply Attachment</i>	Masking Tape <i>Improving 3D Models Using small amounts Adding tape to edge of table ready for use Labelling- drawing on masking tape</i>
Autumn 2	Pipe Cleaners <i>Curling Cutting Attaching</i>	Tissue Paper <i>Cutting/ripping Scrunching Glue Sticks/PVA Marking and cutting</i>	PVA Glue <i>Pouring Spreaders When to use</i>	Treasure Tags <i>Hole punching Attaching</i>	Cellophane <i>Properties of cellophane Windows and covers</i>	Fringes and Feathering <i>Recap paper skills Small snips</i>
Spring 1	Split Pins <i>Attaching and moving</i>	String and Wool <i>Cutting Measuring Knots and bows</i>	Lolly Sticks and Match Sticks <i>Glue sticks, tape or PVA Colouring When and why</i>	Fabric <i>Cutting Attaching</i>	Cellotape <i>Cutting</i>	Elastic Bands
Spring 2	Reviewing 3D Modelling <i>Celebrating previous success Discussing problems or difficulties (planning reviewed accordingly)</i>	Paper/Card Strips <i>Attaching 3D Models</i>	Plastic Junk Modelling <i>Glue or tape? Cutting</i>	Metal Junk Modelling <i>Glue or tape? Properties of metals Cutting safely</i>	Attachment Techniques <i>Flange Tabs Slots</i>	
Summer 1	Attachment Techniques <i>Reviewing and developing</i>	Is it strong? <i>Constructing up Columns</i>		Mask Making <i>Elastic or String? Eye holes</i>	Can it move? <i>Wheels and Vehicles</i>	
Summer 2	Stapler <i>Safety When or why</i>	Can I wear it? <i>Hats and clothes</i>		Will it Float? <i>Boats and submarines</i>		Is it waterproof? <i>Extending on floating junk modelling</i>





<https://www.nurseryworld.co.uk/features/article/evfs-best-practice-all-about-junk-modelling>

<https://fennies.com/blog/benefits-of-junk-modelling>





Art Progression Mapping

Year 1

	Take inspiration from the greats	Substantive knowledge Theoretical and Practical	Disciplinary knowledge Being an Artist
Autumn 1	Values project		
Autumn 2	'Eddington' Artist/artisan: Friedensreich Hundertwasser Period/style: Modern art, architecture Focus piece: Fernwärmewerk Spittelau 	Drawing - Explore drawing from observation Collage - Begin to use scissors and tearing to create a range of shapes - Explores different methods of fixing one material to another - Create an image from a variety of cut or torn media - Arrange and glue materials to different backgrounds 3D - Discuss the different types of buildings in their locality	Generating ideas - Experiment with an open mind Making - Use materials purposefully to achieve particular characteristics. Knowledge and understanding - Recognise and describe some simple characteristics of different kinds of art, craft and design. Evaluating - Recognise and describe key features of their own and others' work.
Links to NC	Pupils should be taught: 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. About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		
Spring 1	'Fire' Artist/artisan: Jan Griffier Period/style: Baroque Focus piece: The Great Fire of London 	Drawing - Explore a range of drawing tools to make marks - Begin to control the types of marks made with a range of media. - Explore drawing from observation - Produce a range of patterns and textures Printing - Print pictures with a range of materials e.g. sponge, reels - Begin to explore impressed printing Colour and painting - Discuss and use warm and cold colours	Generating ideas - Experiment with an open mind Making Try out a range of materials and processes and recognise that they have different qualities. Knowledge and understanding - Know the names of tools, techniques and the formal elements Evaluating - Recognise and describe key features of their own and others' work.
Links to NC	Pupils should be taught: 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. About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		
Spring 2	'Flora and Fauna' Artist/artisan: Lucy Arnold, Louise Bourgeois- spiders Period/style: realism Focus piece: Beautiful Beetles	3D - Enjoy handling, feeling and manipulating a range of materials - Construct using a range of media - Cut shapes using scissors and other modelling tools in a safe way - Build a construction using a variety of objects	Generating ideas - Experiment with an open mind Making - Try out a range of materials and processes and recognise that they have different qualities.

Art Progression Mapping




		- Imprint and apply decoration to a 3D model	Knowledge and understanding <ul style="list-style-type: none"> - Know the names of tools, techniques and the formal elements Evaluating <ul style="list-style-type: none"> - Recognise and describe key features of their own and others' work.
Links to NC	Pupils should be taught: 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. About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		
Summer 2	'Dramatic Weather' Artist/artisan: J.M.W Turner Period/style: romanticism Focus piece: Snow Storm – Steam Boat off a Harbour's Mouth 	Colour and painting <ul style="list-style-type: none"> - Begin to explore and experiment with the primary colours - Describe collections of colours - Discuss and use warm and cold colours - Explore a range of paint, brush sizes and tools - Use colour to show light, darkness and emotions - Experiment with shimmer and reflection 	Generating ideas <ul style="list-style-type: none"> - Recognise that ideas can be expressed in art work. Making <ul style="list-style-type: none"> - Use materials purposefully to achieve particular characteristics. Knowledge and understanding <ul style="list-style-type: none"> - Recognise and describe some simple characteristics of different kinds of art, craft and design. Evaluating <ul style="list-style-type: none"> - Recognise and describe key features of their own and others' work.
Links to NC	Pupils should be taught: 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. About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work		

Year 2

	Take inspiration from the greats	Substantive knowledge Theoretical and Practical	Disciplinary knowledge Being an Artist
Autumn 1	Values project		
Autumn 2	'Mono Prints' Artist/artisan: Xgaoc'o X'are Period/style: Cubism, minimalism Focus piece: Two Giraffes and Two Birds'	Drawing <ul style="list-style-type: none"> - Experiment with tools and surfaces - Begin to control marks made with different media Printing <ul style="list-style-type: none"> - Explore repeated printing using a range of simple methods - Explore relief printing using string and card - Develop an impressed image 	Generating ideas <ul style="list-style-type: none"> Try out different activities and make sensible choices about what to do next. Making <ul style="list-style-type: none"> Develop and exercise some care and control over the range of materials they use Knowledge and understanding




Art Progression Mapping


		- Identify a wider range of printed forms in everyday life and consider how the processes have changed over time	Be able to talk about the materials, techniques and processes they have used, using appropriate vocabulary Evaluating Express clear preferences and give some reasons for these, when looking at creative work
Links to NC	Pupils should be taught: 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. About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		
Spring 1	'Royal Portraits' Artist/artisan: George Gower Period/style: Late Renaissance Focus piece: The Armada Portrait 	Drawing - Experiment with tools and surfaces - Investigate tone by drawing light/dark lines using pencil Colour and painting - Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. - Mix a range of secondary and tertiary colours - Begin to mix colour shades and tones.	Generating ideas Use drawing to record ideas and experiences Making Deliberately choose to use particular techniques for a given purpose. Knowledge and understanding Know that different forms of creative works are made by artists, crafts people and designers, from all cultures and times Evaluating Express clear preferences and give some reasons for these, when looking at creative work
Links to NC	Pupils should be taught: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		
Spring 2	'Textile Collages' Artist/artisan: Vadis Turner Period/style: contemporary art Focus piece: Underwater encounter with a burning tree 	Textiles - Identify and discuss different forms of textiles and their uses - Match and sort fabrics (colour, texture, length, size, shape) - Gain confidence stitching two pieces of fabric together. - Explain how to thread a needle and have a go Collage - Develops a range of cutting, tearing and fixing techniques to create a specific picture - Fold, crumple, tear and overlap papers to create an image - Has experience of adhesives and decides on most effective for a given task	Generating ideas Try out different activities and make sensible choices about what to do next. Making Deliberately choose to use particular techniques for a given purpose. Knowledge and understanding Be able to talk about the materials, techniques and processes they have used, using appropriate vocabulary Evaluating Express clear preferences and give some reasons for these, when looking at creative work
Links to NC	Pupils should be taught: To use a range of materials creatively to design and make products. About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		
Summer 2	'The Beauty of Flowers' Artist/artisan: Pierre-Auguste Renoir	Drawing - Sketch to make records	Generating ideas Try out different activities and make sensible choices about what to do next.



Art Progression Mapping



	Period/style: impressionism Focus piece: Roses in a Vase 	<ul style="list-style-type: none"> - Investigate textures and produce an expanding range of patterns 3D <ul style="list-style-type: none"> - Show an awareness that natural and human made materials can be used to create sculpture - Create models from imagination and direct observation - Join materials together and apply decorative techniques - Replicate patterns and textures in a 3D form - Discuss the work of other sculptors and relate these to their own ideas and designs 	Making Develop and exercise some care and control over the range of materials they use Knowledge and understanding Be able to talk about the materials, techniques and processes they have used, using appropriate vocabulary Evaluating Express clear preferences and give some reasons for these, when looking at creative work
Links to NC	Pupils should be taught: 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.		

Year 3

	Take inspiration from the greats	Substantive knowledge Theoretical and Practical	Disciplinary knowledge Being an Artist
Autumn 1	'Symbolism in Ancient Egypt' Artist/artisan: Gustav Klimt Period/style: Art Nouveau Focus piece: The Tree of Life 	Colour and painting <ul style="list-style-type: none"> - Demonstrate increasing control over the types of marks made and experiment with different effects and textures - Mix / create colour for use on a large scale. (wash) 3D <ul style="list-style-type: none"> - Plan, shape, mould and make constructions from different materials - Show an awareness of how texture, form and shape can be transferred from 2D to 3D - Model over an armature 	Generating ideas Gather and review information, references and resources related to their ideas and intentions. Making Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques. Knowledge and understanding Describe the work of some artists, craftspeople, architects and designers. Evaluating Take time to reflect upon what they like and dislike about their work in order to improve it.
Links to NC	Pupils should be taught: 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). About great artists, architects and designers in history.		





Art Progression Mapping

Autumn 2	'Drawing with scissors' Artist/artisan: Henri Matisse Period/style: Cut outs Focus piece: Zulma 	Drawing <ul style="list-style-type: none"> - Begin to draw with accuracy - Discuss shadows, light and dark - Begin to show an awareness of objects having a third dimension and perspective. Printing <ul style="list-style-type: none"> - Design and create a repeated relief print considering background paper - Use sketchbooks to explore and develop prints making changes where needed - Understand the difference between repeat printing and mono printing Collage <ul style="list-style-type: none"> - Use collage as a means of collecting ideas and information to build a visual brainstorm - Collect and select textured papers to form a collaged image 	Generating ideas Use a sketchbook for different purposes. Making Select and use appropriately a variety of materials and techniques in order to create own work. Knowledge and understanding Describe the work of some artists, craftspeople, architects and designers. Evaluating Take time to reflect upon what they like and dislike about their work in order to improve it.
Links to NC	Pupils should be taught: 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). About great artists, architects and designers in history.		
Spring 1	'Stone Age Exhibition' Artist/artisan: N/A Period/style: Middle Stone Age Focus piece: Apollo 11 stones 	Printing <ul style="list-style-type: none"> - Design and create a repeated relief print considering background paper - Use sketchbooks to explore and develop prints making changes where needed - Understand the difference between repeat printing and mono printing 3D <ul style="list-style-type: none"> - Plan, shape, mould and make constructions from different materials - Consider and discuss aesthetics - Produce more intricate surface patterns using a range of processes 	Generating ideas Gather and review information, references and resources related to their ideas and intentions. Making Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques. Knowledge and understanding Be able to explain how to use some of the tools and techniques they have chosen to work with. Evaluating Take time to reflect upon what they like and dislike about their work in order to improve it.
Links to NC	Pupils should be taught: To create sketchbooks 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).		
Spring 2	'Power in Me' Artist/artisan: Shantell Martin Period/style: contemporary art Focus piece: Charge Yourself	Drawing <ul style="list-style-type: none"> - Experiment with various pencils - Use a sketchbook to document and develop ideas - Experiment with mark making using alternative tools - Have an awareness of how pattern can be used to create texture 	Generating ideas Use a sketchbook for different purposes, including recording observations, planning and shaping ideas Making Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques. Knowledge and understanding Describe the work of some artists, craftspeople, architects and designers. Evaluating



Art Progression Mapping



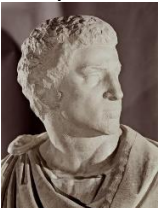
			Take time to reflect upon what they like and dislike about their work in order to improve it.
Links to NC	Pupils should be taught: To create sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay). About great artists, architects and designers in history.		
Summer 2	'Bollywood Batik' Artist/artisan: Unknown Period/style: folk art Focus piece: Indian batik textiles 	Textiles - Use a variety of techniques e.g printing, dyeing, weaving and stitching to create different textural effects - Begin to apply decorations using beads, buttons etc - Show experience in changing and modifying threads and fabrics knotting, fraying, fringing, twisting Collage - Use collage as a means of collecting ideas and information to build a visual brainstorm - Collect and select textured papers to form a collaged image	Generating ideas Use a sketchbook for different purposes, including recording observations, planning and shaping ideas Making Select and use appropriately a variety of materials and techniques in order to create own work. Knowledge and understanding Describe the work of some artists, craftspeople, architects and designers. Evaluating Take time to reflect upon what they like and dislike about their work in order to improve it.
Links to NC	Pupils should be taught: To create sketchbooks 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).		

Year 4

	Take inspiration from the greats	Substantive knowledge Theoretical and Practical	Disciplinary knowledge Being an Artist
Autumn 1	'Greeks' Artist/artisan: Peter Paul Rubens Period/style: Baroque Focus piece: Achilles Educated by the Centaur Chiron	Colour and painting - Observe colour and suggest why it has been used - Begin to discuss how they are influenced by the work of other artists - Start to look at working in the style of a selected artist (not copying) 3D	Generating ideas - Select and use relevant resources and references to develop ideas. Making - Investigate the nature and qualities of different materials and processes systematically. Knowledge and understanding





Art Progression Mapping

		<ul style="list-style-type: none"> - Discuss the work of other sculptors and architects and how these have influenced their own work / designs - Make slip to join and secure pieces of clay together - Adapt work when necessary and explain why. 	<ul style="list-style-type: none"> - Demonstrate how tools they have chosen to work with, should be used effectively and with safety. <p>Evaluating Regularly reflect upon their own work and use comparisons with the work of others</p>
Links to NC	Pupils should be taught: 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).		
Autumn 2	<p>'Impressions of a Biome' Artist/artisan: Paul Cezanne Period/style: Impressionism Focus piece: The Forest</p> 	<p>Drawing</p> <ul style="list-style-type: none"> - Create accurate observational drawings - Identify and draw the effect of light - Draw for a sustained period of time - Collect and record visual information - Plan and collect source material <p>Colour and painting</p> <ul style="list-style-type: none"> - Observe colour and suggest why it has been used - Independently choose the right paint and / or equipment for the task. - Select colour to reflect mood - Begin to discuss how they are influenced by the work of other artists - Start to look at working in the style of a selected artist (not copying). 	<p>Generating ideas</p> <ul style="list-style-type: none"> - Select and use relevant resources and references to develop ideas. <p>Making</p> <ul style="list-style-type: none"> - Apply the technical skills they are learning to improve the quality of their work. <p>Knowledge and understanding</p> <ul style="list-style-type: none"> - Describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied <p>Evaluating Regularly reflect upon their own work and use comparisons with the work of others</p>
Links to NC	Pupils should be taught: 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). About great artists, architects and designers in history.		
Spring 1	<p>'Busts in 2D' Artist/artisan: Michelangelo Period/style: Renaissance Focus piece: Bust of Brutus</p> 	<p>Drawing</p> <ul style="list-style-type: none"> - Consider scale and proportion - Work on a variety of scales - Identify and draw the effect of light - Develop techniques to create intricate patterns with a range of media - Further develop drawing featuring the third dimension and perspective <p>Colour and painting</p> <ul style="list-style-type: none"> - Make tints, tones and shades using white, grey and black - Explore different brush strokes and why / when they might be used 	<p>Generating ideas</p> <ul style="list-style-type: none"> - Select and use relevant resources and reference to develop ideas. <p>Making</p> <ul style="list-style-type: none"> - Investigate the nature and qualities of different materials and processes systematically. <p>Knowledge and understanding</p> <ul style="list-style-type: none"> - Demonstrate how tools they have chosen to work with, should be used effectively and with safety. <p>Evaluating Regularly reflect upon their own work and use comparisons with the work of others</p>
Links to NC	Pupils should be taught: To create sketchbooks 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).		
Spring 2	<p>'Symbolic Collages' Artist/artisan: Edvard Munch Period/style: symbolism Focus piece: The Scream</p>	<p>Colour and painting</p> <ul style="list-style-type: none"> - Observe colour and suggest why it has been used - Select colour to reflect mood <p>Collage</p>	<p>Generating ideas</p> <ul style="list-style-type: none"> - Select and use relevant resources and references to develop ideas. <p>Making</p> <ul style="list-style-type: none"> - Apply the technical skills they are learning to improve the quality of their work.



Art Progression Mapping

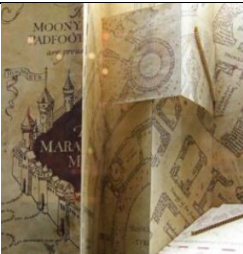


		<ul style="list-style-type: none"> - Develops experience in embellishing, using more advanced joining techniques - Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images 	Knowledge and understanding - Describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied Evaluating Regularly reflect upon their own work and use comparisons with the work of others
Links to NC	Pupils should be taught: To create sketchbooks 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).		
Summer 2	'Mandalas' Artist/artisan: Tibetan Monks Period/style: folk art Focus piece: Tibetan Sand Mandala 	Textiles - Become confident with a range of stitches to stitch a range of fabrics together - Record textile explorations and experimentation as well as trying out ideas - Change and modify threads and fabrics Printing - Design and create a Collograph print using a range of materials - Demonstrate an awareness of printing with multiple colours - Demonstrate an awareness of printing onto fabric and consider the difference to printing onto paper	Generating ideas - Select and use relevant resources and reference to develop ideas. Making - Apply the technical skills they are learning to improve the quality of their work. Knowledge and understanding - Demonstrate, how tools they have chosen to work with, should be used effectively and with safety . Evaluating Regularly reflect upon their own work and use comparisons with the work of others
Links to NC	Pupils should be taught: To create sketchbooks to record their observations and use them to review and revisit ideas. About great artists, architects and designers in history.		

Year 5

	Take inspiration from the greats	Substantive knowledge Theoretical and Practical	Disciplinary knowledge Being an Artist
Autumn 1	Values projects		
Autumn 2	'Typography and Maps' Artist/artisan: marauder's Map (Harry Potter Universe) Period/style: typography, contemporary Focus piece: Marauder's Map	Drawing - Select appropriate media and techniques to achieve a specific outcome - Develop their own style - Use tone in drawings to achieve depth - Develop drawing with perspective and focal points Collage - Use collage as a means of extending work from initial ideas - Add collage to a painted, printed or drawn background to enhance work	Generating ideas - Independently develop a range of ideas which show curiosity, imagination and originality. Making - Independently select and effectively use relevant processes in order to create successful and finished work Knowledge and understanding




Art Progression Mapping


		- Independently select a range of media to produce a collaged image	- Use the technical vocabulary and techniques for modifying the qualities of different materials and processes. Evaluating - Provide a reasoned evaluation of both their own and professional's work
Links to NC	Pupils should be taught: About great artists, architects and designers in history. 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).		
Spring 1	'Inca inspired prints' Artist/artisan: Inca craftspeople Period/style: ancient art Focus piece: Inca fabrics 	Printing - Gain experience in overlaying colours - Start to overlay prints with other media - Continue to experience in combining prints to produce an end piece - Explore, experiment, plan and collect source material for future work Textiles - Show experience in painting, printing and dying fabric - Demonstrate experience in combining techniques to produce an end piece Colour and painting - Select colour for purpose explaining choices - Discuss how colour can be used to express ideas, feelings and mood.	Generating ideas - Confidently use sketchbooks for a variety of purposes Making - Confidently investigate and exploit the potential of new and unfamiliar materials Knowledge and understanding - Can describe the processes they are using and how they hope to achieve high quality outcomes Evaluating - Regularly analyse and reflect on their progress taking account of what they hoped to achieve.
Links to NC	Pupils should be taught: To create sketchbooks to record their observations and use them to review and revisit ideas.		
Spring 2	'Explosive Colours' Artist/artisan: Joseph Wright of Derby Period/style: romanticism Focus piece: Vesuvius in Eruption 	Colour and painting - Make and discuss hue, tint, tone, shade and mood - Mix colours, shades, tones, tints with confidence, building on previous knowledge - Select colour for purpose explaining choices - Discuss how colour can be used to express ideas, feelings and mood. - Confidently control the types of marks made and experiment with different effects and textures	Generating ideas - Engage in open ended research and exploration to initiate and develop ideas Making - Use their acquired technical expertise to make work which reflects their ideas and intentions. Knowledge and understanding - Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects. Evaluating - Regularly analyse and reflect on their progress taking account of what they hoped to achieve.
Links to NC	Pupils should be taught: To create sketchbooks 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).		
Summer 2	'Futurism' Artist/artisan: Jeff Koons	3D - Develop an understanding of different ways of finishing work	Generating ideas - Engage in open ended research and exploration to initiate and develop ideas



Art Progression Mapping



	Period/style: contemporary Focus piece: Balloon Dog 	<ul style="list-style-type: none"> - Understand that a range of media can be selected (due to their properties) for different purposes - Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors Painting <ul style="list-style-type: none"> - Select colour for purpose explaining choices - Discuss how colour can be used to express ideas, feelings and mood. 	Making <ul style="list-style-type: none"> - Use their acquired technical expertise to make work which reflects their ideas and intentions. Knowledge and understanding <ul style="list-style-type: none"> - Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects. Evaluating <ul style="list-style-type: none"> - Regularly analyse and reflect on their progress taking account of what they hoped to achieve.
Links to NC	Pupils should be taught: 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). About great artists, architects and designers in history.		

Year 6

	Take inspiration from the greats	Substantive knowledge Theoretical and Practical	Disciplinary knowledge Being an Artist
Autumn 1	Values project		
Autumn 2	'Activism' Artist/artisan: Banksy Period/style: street art Focus piece: Girl with a Balloon 	Drawing <ul style="list-style-type: none"> - Select appropriate media and techniques to achieve a specific outcome - Develop their own style Colour and painting <ul style="list-style-type: none"> - Select colour to express feelings Printing <ul style="list-style-type: none"> - Combine different printing techniques within the same piece of artwork 	Generating ideas <ul style="list-style-type: none"> - Independently develop a range of ideas which show curiosity, imagination and originality. Making <ul style="list-style-type: none"> - Independently select and effectively use relevant processes in order to create successful and finished work Knowledge and understanding <ul style="list-style-type: none"> - Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects. Evaluating <ul style="list-style-type: none"> - Provide a reasoned evaluation of both their own and professional's work
Links to NC	Pupils should be taught: About great artists, architects and designers in history. 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).		
Spring 1	'Capturing Conflict' Artist/artisan: Paul Nash Period/style: surrealism Focus piece: Totes Mere (Dead Sea)	Drawing <ul style="list-style-type: none"> - Select appropriate media and techniques to achieve a specific outcome - Use tone in drawings to achieve depth = Develop drawing with perspective and focal points Colour and painting	Generating ideas <ul style="list-style-type: none"> - Independently develop a range of ideas which show curiosity, imagination and originality. Making <ul style="list-style-type: none"> - Independently select and effectively use relevant processes in order to create successful and finished work




Art Progression Mapping

		<ul style="list-style-type: none"> - Discuss harmonious and contrasting colours and their placement on the colour wheel - Purposefully control the types of marks, brushstrokes used to create desired effect - Use colours and brushstrokes to create atmosphere and light effects 	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> - Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects. <p>Evaluating</p> <ul style="list-style-type: none"> - Provide a reasoned evaluation of both their own and professional's work
Links to NC	<p>Pupils should be taught:</p> <p>About great artists, architects and designers in history.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>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).</p>		
Spring 2	<p>'Fashion is Art'</p> <p>Artist/artisan: Vivienne Westwood</p> <p>Period/style: fashion design</p> <p>Focus piece: SS19 collection</p> 	<p>Textiles</p> <ul style="list-style-type: none"> - Experiment in a range of techniques, exploring ideas in sketchbooks - Use a number of different stitches creatively to produce different patterns and textures - Design and create a textile piece, independently using a range of techniques 	<p>Generating ideas</p> <ul style="list-style-type: none"> - Independently develop a range of ideas which show curiosity, imagination and originality. <p>Making</p> <ul style="list-style-type: none"> - Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. <p>Knowledge and understanding</p> <ul style="list-style-type: none"> - Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects. <p>Evaluating</p> <ul style="list-style-type: none"> - Provide a reasoned evaluation of both their own and professional's work
Links to NC	<p>Pupils should be taught:</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>About great artists, architects and designers in history.</p>		
Summer 2	<p>'Futurism'</p> <p>Artist/artisan: Salvador Dali</p> <p>Period/style: surrealism</p> <p>Focus piece: Space Elephant</p>	<p>3D</p> <ul style="list-style-type: none"> - Recognise sculptural forms in the environment and use these as inspiration for their own work - Demonstrate experience in relief and freestanding work using a range of media 	<p>Generating ideas</p> <ul style="list-style-type: none"> - Systematically investigate, research and test ideas and plans using sketchbooks and other approaches <p>Making</p> <ul style="list-style-type: none"> - Independently select and effectively use relevant processes in order to create successful and finished work <p>Knowledge and understanding</p> <ul style="list-style-type: none"> - Use the technical vocabulary and techniques for modifying the qualities of different materials and processes. <p>Evaluating</p> <ul style="list-style-type: none"> - Provide a reasoned evaluation of both their own and professional's work



Art Progression Mapping

				
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