Ickleford Primary School **Progression Map: Art & Design**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Drawing & painting focused vocabulary pencil, pen, crayon, paint, painting, portrait, line, shape, colour, texture, drawing, size, space, foreground, dab, sponge, brushstroke; Sculpture focused vocabulary sculpture, model, 3D, sculptor, shapes, materials, natural materials, reclaimed materials, form, pattern, printing, constructing; Textiles focused vocabulary lines, mark making, surfaces, collage, combining, fabric, textiles, stitching, decoration, fabric paint, apply;	Drawing & painting focused vocabulary pencil, pen, crayon, paint, painting, image, reflection, portrait, self-portrait, line, shape, colour, texture, detail, space, landscape, drawing, size, foreground, background, primary colours, secondary colours, colour mixing, shades, warm colours, cool colours, watercolour, sweep, dab, sponge, bold brushstroke, fine brushstroke; Sculpture focused vocabulary sculpture statue, model, 3D, sculptor, carving, shapes, relief, materials, natural materials, reclaimed materials, pattern, decoration, symmetry, viewpoint, printing, ink, mono print, pressure, printer, carving, constructing;	Drawing & painting focused vocabulary visual image, photography, illustration, portrait, self-portrait, group portrait, line drawing, detail, landscape, pastels, line, bold, size, space, collage, design, sequence, plan, outline, shape, decorated, drawn, illustrators, cartoon, style, font, format, layout, arrangement, couple, group, layering, overlapping, composition, colour, tone, texture, pattern, foreground, background, view, see, observation, primary colours, secondary colours, neutral colours, shades, warm colours, cool colours, watercolour, sweep, dab, bold brushstroke, poster paint; Textiles focused vocabulary lines, mark making (*example: dots, squiggles, patches*), shapes, shapes in nature (*example: long, thin, rounded, symmetrical, flowing*), regular, irregular, colour in nature (*example: colours of the seasons, earth colours*) surfaces (*example: smooth, prickly, shiny, furry*), combining, fabric, textiles, stitching, appliqué, decoration, decorative, batik dye, dye, fabric paint, wax, resist, crayon, ink, apply;	Drawing & painting focused vocabulary portrait, visual image, painting, illustration, photography, relationships, solo, couple, group, composition, arrangement, foreground, middle ground, background, shape, form, space, landscape, figures, pose, expression, character, communicating, mixed media, colour, contrasting colours, tone, texture, pattern, observation, abstract, realistic, emotion, warm colour/ cool colour, blend, mixing, line; Sculpture focused vocabulary sculptor, designer, 2D shape, 3D shapes, shadow, light, scale, proportion, materials, natural materials, made materials, reclaimed materials, colour, decoration, symmetry, irregular, regular, relief, viewpoint, constructing, architecture, location, environment, enhance, detract, sculpture, maquette, opinion;	Drawing & painting focused vocabulary composition, arrangement, light, dark, tone, tonal, shadow, line, effects, pattern, form, shape, depth, outline, surfaces, textures (*example: polished, matt, weathered, irregular),* lighting, viewpoint, perspective, angles, figurative, distortion, monochrome, multicoloured, painting, drawing, sketching, photography, visual recording, imagination, interpretation, impression, atmosphere, location, narrative, background, foreground/ abstract, realistic, emotion, metaphors, viewpoints, aerial; Textiles focused vocabulary warm, cold, blend, mix, line, journeys, representation, signs, symbols, communication, meanings, colour mixing, blending, contrasting, complementary, primary, secondary, shape, diagrams, processes, printing, fabric, mixed media, line, shape, thread, needle, textiles, decoration;	Drawing & painting focused vocabulary still life, natural forms, made forms, viewpoint, viewfinder, observation, perspective, composition, arrangement, colour, 'families of colours', primary, secondary, tertiary, tone, line, pattern, texture, shape, form, space, contrasts, differences, communicate, convey, emotions, ideas, messages, symbols, symbolism, realism, vanitas, information, blend, mark, hard, soft, light, heavy; Sculpture focused vocabulary materials, design, three-dimensional, structure, representation, line, sculpture, containers, model, source material, abstraction, geometric, traditional, naturalistic, figurative, non-figurative, historic, contemporary, visual, tactile, malleable, techniques, coiling, slabbing, assembling, clay, papier mâché;	Drawing & painting focused vocabulary locality, urban, rural, landscape, location, observation, drawing, photography, digital, shape, form, space, colour, texture, pattern, line, tone, detail, hard, soft, develop, communicate, response, viewpoint, perspective, foreground, background, scale, enlarge, minimise, convey, communicate, materials, processes, blend, mix, abstract, realism, acrylic paints, gouache paints, water colours; Textiles focused vocabulary representation, textiles, fabrics, cultures, times, historic, contemporary, two dimensional, three-dimensional, story, myth, legend, investigate, techniques, surface, patterns, visual, tactile, outline, mark making, gluing, stitching, applique, composition, arrangement, shape, line, back ground, weave, layering, joining, tying, knotting, plaiting, quilting, contrasting/ complementary;

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Drawing	To make marks, lines and patterns using a variety of media including pencil, pen & chalk; To talk about (describe) patterns, lines and marks;	To show control in making marks, lines and patterns using a variety of media including pencil, pen, wax crayon & chalk; To draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; To draw lines and shapes from observation; To use key vocabulary to demonstrate knowledge and understanding in this strand;	To record ideas from first hand observations; To draw lines and shapes from observation; To frame and record viewpoints; To show tone & texture by drawing light, dark lines, patterns, and shapes; To experiment with different materials to draw including pencil, pen, oil pastel, charcoal & chalk; To use key vocabulary to demonstrate knowledge and understanding in this strand;	To create sketch books to record first hand observations and ideas from imagination; To experiment with making marks, showing line, tone and texture with different hardness of pencils; To use shading to show light and shadow effects; To show control in drawing with a variety of materials, example: pencils, pens, pastels, chalk, felt tips, oil pastels & charcoal; To show an awareness of space when drawing; To use key vocabulary to demonstrate knowledge and understanding in this strand;	To show how different types of line can be used to convey moods, atmosphere; To show attention to detail in drawing; To show an awareness of proportion; To use tonal shading to show light and shadow effects for depth; To show an awareness of depth & space when drawing; To use key vocab to demonstrate knowledge & understanding in this strand;	To begin to use a variety of techniques to add effects, example: shadows, reflection, hatching and cross-hatching; To experiment with showing line, tone and texture with different hardness of pencils; To depict perspective in drawings; To begin to work on sustained, detailed drawings To begin to develop close observational skill To use a sketchbook to collect and develop ideas To use key vocabulary to demonstrate knowledge and understanding in this strand;	To work on sustained, independent detailed drawings; To purposefully select and employ a variety of techniques to add effects, example: shadows, reflection, hatching and cross-hatching; To have an understanding of composition, scale and proportion (such as foreground, middle ground & background); To record aspects of the environment showing an understanding of relative size, proportion, perspective, distance, sense of movement, shape and texture; To use a variety of tools and select the most appropriate; To use key vocabulary to demonstrate knowledge and understanding in this strand;
Painting	To talk about colours; To be aware that each colour has a variety of tones (light & dark); To explore colour using a variety of media including paint, wax crayons, pencils and chalk;	To name the primary and secondary colours; To experiment with different brushes (including brushstrokes) and other painting tools; To begin to mix primary colours to make secondary colours; To begin to add white and black to create monochrome shades;	To mix colours to match those in natural and made objects; To add white and black other colours to alter tints and shades; To experiment with different brushes (including brushstrokes) and other painting tools; To use key vocabulary to demonstrate	To begin to use varied brush techniques to create shapes, textures & lines; To mix colours effectively using the correct descriptive language, example: **tint, shade, primary and secondary;** Begin recognising & using contrasting and complementary colours;	To purposefully select and employ varied brush techniques to create shapes, textures, patterns, lines; To mix colours effectively using the correct descriptive language, example: **tint, shade, primary and secondary;** To know, mix & use contrasting and	To begin to create a colour palette, demonstrating mixing techniques – primary, secondary; To use a range of paint (gouache, water colours) to create visually interesting pieces; To use key vocabulary to demonstrate knowledge and	To create a broad colour palette, demonstrating mixing techniques primary, secondary & tertiary; To select & use a range of paint (example: acrylic, gouache, water colours) create visually interesting pieces; To select and use appropriate approaches, methods and techniques to create

		To use key vocabulary to demonstrate knowledge and understanding in this strand;	knowledge and understanding in this strand;	To use key vocabulary to demonstrate knowledge and understanding in this strand;	complementary colours; To show how different types of colour can be used to convey moods, atmosphere To use key words to demonstrate knowledge and understanding in this strand;	understanding in this strand;	large scale paintings based on their observations and experiences; To use key vocabulary to demonstrate knowledge and understanding in this strand;
Sculpture	To talk about objects having shapes (both two and three dimensional); To make early experiments using shape with materials including clay, dough or card board modeling;	To use different natural, recycled and manufactured materials for sculpting, including: clay, straw and card; To use a simple clay modelling techniques, including: rolling, cutting, pinching; use a variety of shapes, including lines and texture; To develop textured surfaces using simple clay tools; To investigate and use appropriate ways of fixing and joining materials – hatching & use of slip; To use key vocabulary to demonstrate knowledge and understanding in this strand;	To plan, design and make models from observation or imagination; To begin to use malleable media (such as clay) to express qualities of texture; To, with assistance cut, make and combine, fix shapes to create recognisable forms; To, with assistance begin to make choices about materials used in their work based on ideas of colour, texture, shape and form; To, with assistance begin to add materials (including paints) to the sculpture to create detail; To use key vocabulary to demonstrate knowledge and understanding in this strand;	To plan, design and make models from observation or imagination; To purposefully employ a range of different malleable media (such as clay or papier mache) to express qualities of texture; To, with independence cut, make and combine, fix shapes to create recognisable forms; To make choices about materials used in their work based on ideas of colour, texture, shape and form; To purposefully select and add materials (including paints) to the sculpture to create detail; To use key vocabulary to demonstrate knowledge and understanding in this strand**;**	N/A	To plan and design a sculpture; To use tools and materials, to add shape, to add texture and pattern; To select suitable tools and techniques and materials to fulfil their design intentions; To develop cutting and joining skills, example: using wire, coils, slabs and slips; To use materials other than clay to create a 3D sculpture; To adapt their work as it progresses, taking account of their own and others' ideas; To use key vocabulary to demonstrate knowledge and understanding in this strand**;**	N/A
Textiles	To talk about colours of textiles; To describe how textiles feel;	N/A	To identify and describe textures, colours and patterns in textiles;	N/A	To select appropriate materials, giving reasons; To use dyes or fabric	N/A	To organise their work methodically; To select suitable tools and techniques and

	To use key vocabulary to demonstrate knowledge and understanding in this strand;		To use rudimentary textile techniques including cutting & simple weavings; To begin to understand that patterns can be made by repeating simple shapes and marks; To make choices about fabrics used in their work based on ideas of colour, texture and shapes; To attach textiles with glue or stitching; To use key vocabulary to demonstrate knowledge and understanding in this strand;		paints to alter a textile's colour and or pattern; To purposefully design & make patterns that can be produced by repeating simple shapes and marks; To use a variety of techniques, example: printing and stitching create different textural effects; To use key vocabulary to demonstrate knowledge and understanding in this strand;		materials fulfil their design intentions; To experiment with a range of media by overlapping and layering in order to create texture, pattern and colour; To add decoration to create effects; To develop skills in stitching, cutting and joining; To use key vocabulary demonstrate knowledge and understanding in this strand;
Theoretical Knowledge	To study art works by significant artists and say what they think about them;	To describe the work of historically & culturally different featured portrait artists using simple art subject vocabulary; To express an opinion on the work of featured portrait artists using simple art subject vocabulary; To use inspiration from featured portrait artist's approach and source material to create their own work;	To begin to compare the work of historically & culturally different featured portrait artists using simple art subject vocabulary; To identify methods used in the work of different featured portrait artists; To use inspiration from the methods & techniques from featured artist, illustrator to inform their own work;	To purposefully compare & contrast the work of historically & culturally featured portrait artists using precise art subject vocabulary; To adapt methods & techniques featured in the work of historically & culturally different group portraiture artists create own piece of work; To reflect upon their work inspired by a featured artist and the development of their art skills; To express an opinion on the work of featured artists and refer techniques and effects;	To investigate different ideas, methods and approaches used by historically & culturally different featured portraiture artists; To reflect upon their work inspired by a featured artist and the development of their art skills; To express an opinion on the work of featured artists and refer to specific techniques and effects; To interpret methods & techniques featured group portraiture artists to create own piece of work; To describe different ways patterns are made by featured artists;	To express an opinion on the work of historically & culturally different featured artists and refer specific techniques and effects; To compare and comment on ideas, methods and approaches used by featured artists in still-life paintings from different times and cultures; To employ similar methods & techniques used by featured historically & culturally group portraiture artists create own piece of work; To discuss how their work has been inspired by historically & culturally featured artists;	To identify different ideas and approaches adopted by a range of historically & culturally different featured artists; To express opinions on the work of featured artists, referring to specific techniques, effects & cultural, historical contexts; To investigate the historical and cultural developments that informed the practise of historically & culturally featured artists; To compare and comment on their own ideas, methods and approaches and how these relate the work of historically & culturally featured artists;

					To talk about the use of patterns in different cultures;	To collect, sort and group a collection of visually interesting objects & discuss how other artists have influenced their decisions;	To discuss how their own art skills have developed in their work; To compare and contrast the work of diverse featured artists & begin to understand the historical developments of their art forms;
Disciplinary Knowledge Learning how art & design is studied, discussed and judged	To talk about their own work;	To describe the visual qualities of their work and that of others; To talk about their own work by identifying the parts that they think are successful; To identify what they might change to improve their current work;	To analyse creative works by themselves and others, using the language of art & design; To describe the visual qualities of their work and discuss how they created certain effects; To use simple language and vocabulary to describe colour, texture, shape and form; To talk about their own work by identifying the parts that they think are successful; To identify what they might change in their current work or develop in their future work;	To analyse creative works by themselves and others using the language of art & design; To describe the visual qualities of by themselves and others, explaining how certain effects were created using the language of art & design; To talk about their own work by identifying the parts that they think are successful & what they might develop in their future work; To identify the success of their own design and explain what they think is interesting about it;	To talk about their own work by identifying the parts that they think are successful & what they might change develop in their future work; To modify and improve their own work by using what they have learnt from the study of other artists; To talk about their own work by identifying & explaining the parts that they think are successful & what they improve in future work; To identify what they might change in their current work or develop in their future work;	To consider their work, ideas at each stage and adapt and improve it; To offer feedback using technical vocabulary; To think critically about their art and design work; To use key vocabulary demonstrate their knowledge and understanding; To review and revisit ideas; To evaluate their work and make appropriate changes when needed in order to fulfil their design intentions;	To evaluate their work and the work of others by using the language of art & design in order to help adapt and improve practice to realise artistic intentions; To talk about their finished work and explain how and why it was made; To modify and improve their own work by using what they have learnt from the study of other artists;

National Curriculum Outcomes:

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.

Key stage 1

Pupils should be taught:

National Curriculum objective	Unit coverage
Use a range of materials creatively design and make products	**Y1 Self portraits , Y2 Picture This , Y1 Can buildings speak? , Y2 Fabricate**
Use drawing, painting and sculpture develop and share their ideas, experiences and imagination	**Y1 Self portraits , Y2 Picture This , Y1 Can buildings speak? , Y2 Fabricate**
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	**Y1 Self portraits , Y2 Picture This , Y1 Can buildings speak? , Y2 Fabricate**
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.	**Y1 Self portraits , Y2 Picture This , Y1 Can buildings speak? , Y2 Fabricate**

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Create sketch books record their observations and use them review and revisit ideas	**Y3 Portraying Relationships , Y3 Sculptures , Y4 Viewpoints , Y4 Journeys , Y5 Still life & their meaning , Y5 Shape and form , Y6 Sense of place , Y6 Talking textiles**

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)	**Y3 Portraying Relationships , Y3 Sculptures , Y4 Viewpoints , Y4 Journeys , Y5 Still life & their meaning , Y5 Shape and form , Y6 Sense of place , Y6 Talking textiles**
About great artists, architects and designers in history	**Y3 Portraying Relationships , Y3 Sculptures , Y4 Viewpoints , Y4 Journeys , Y5 Still life & their meaning , Y5 Shape and form , Y6 Sense of place , Y6 Talking textiles**