

Progression Map for Drawing

| Nursery | Reception | Year 1 | Year 2 |
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| <ul style="list-style-type: none"> To explore and experiment with making marks using chalk, wax crayons, pencils, colouring pencils and felt tips. To use gross motor movements to create large marks- continuous rotations, push/pull, vertical arcs. To talk about marks and patterns created. | <ul style="list-style-type: none"> To explore making different marks with different resources and begin to compare lines and pastel smudges. To explore where chalk and pencils come from. To discuss marks and patterns created and begin to give reasons for their choices. Draw from memory and observation. Introduce dark and light pencils (e.g., 8B and HB). | <ul style="list-style-type: none"> To explore a range of different drawing mediums to create and invent a range of lines and alter thickness using different mediums. To explore how famous artists use dots, lines and shapes to create works of art. To link a range of lines together to create a piece of artwork. To explore how shapes can be used to create a piece of artwork. To experiment with overlapping shapes. Add 4B to the pencil range. Confident in using pastels and charcoal | <ul style="list-style-type: none"> To explore lines and blending using pencils, pastels, chalk and oil pastels. Choose when to use dots or lines to show texture or patterns. To study and analyse landscapes using artists' vocabulary. To identify backgrounds and foregrounds in a landscape. To study landscapes created by famous artists. To use secondary source images to observe and draw a landscape. To create objects in the foreground that appear larger than those in the background. Add 2H to the pencil range. |
| Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> To explore and experiment with graded pencils to show tone and texture and annotate findings in sketchbooks. To develop charcoal skills by using the edge to create tone, pressing hard to make dense marks and using your finger to smudge. Use drawing materials that are appropriate for different weathers – such as a stormy sea or a calm sky. To draw from first-hand observation and secondary sources, e.g., pictures and artists' copies. To explore hatching and cross-hatching to show tone and texture. To identify areas of shadow and light and blend tones accurately to create soft gradients. Draw on a range of different scales. Use chalk pastels, charcoal, and chalk to create effect, depth, etc. | <ul style="list-style-type: none"> To explore blending lines to create shades and tones with different drawing mediums. Select which grade of pencil would be best to use on the chosen area to create line, tone and texture. To explore how light and shadow are captured in the correct areas with light source knowledge. To draw from observation and apply shades and tones. To refine techniques when using oil pastels and blend colours to create different tones and shades. Add 6B to the pencil range. | <ul style="list-style-type: none"> To use a range of mark-making techniques to show contrast and tone in drawings. To make small observational studies using viewfinders to focus on selected parts. To apply drawing skills using ink pens and explore the different properties. To draw from first-hand observation and source material. To explore the work of famous architects and designers and experiment with some of these styles. Begin to use perspective and proportion. Select an appropriate style for a piece of artwork | <ul style="list-style-type: none"> Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently. Show the effect of light on objects and people from different directions. Know how tone can add impact to a drawing. Focus on a small area, such as the eyes or lips, and capture the different tones and shades. Use perspective in their work, using a single focal point and horizon Add 4H to the pencil range. |

Progression Map for Painting

| Nursery | Reception | Year 1 | Year 2 |
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| <ul style="list-style-type: none"> To experiment with a range of painting tools such as thick and thin paintbrushes, spatulas, combs, and toothbrushes. To explore and experiment with making marks using all the paint tools above. To explore colour mixing using poster paint. | <ul style="list-style-type: none"> To experiment with a range of painting tools such as thick or thin paintbrushes, fingers, spatulas, combs, toothbrushes etc. To name a range of different colours. To mix paint to match the colours they see. To explore and refine colour mixing using poster paint. To combine paint and collage. To offer viewpoints about paintings. | <ul style="list-style-type: none"> To explore primary and secondary colours. To represent primary and secondary colours on a colour wheel. To identify and experiment with warm and cool colours. To paint from observation. To explore primary and secondary colours. To represent primary and secondary colours on a colour wheel. To identify and experiment with warm and cool colours. To paint from observation. | <ul style="list-style-type: none"> To explore creating tints and shades using a variety of colours. To experiment with different painting effects such as washes, blocking and thickened paint. To explore paint effects and techniques used by famous artists. (Claude Monet and Paul Klee) To explore texture in an artwork using techniques such as layering, differing brush strokes or varying equipment such as a sponge or spatula. To create a final piece that applies two different painting effects. |
| Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> Experiment with brush techniques (thick and thin brushes to produce shapes, textures, patterns and lines). Mix colours effectively. To explore how famous artists have used complementary colours to create artwork. To explore creating hues using watercolour paints. To create a colour wheel that displays tertiary colours. To explore complementary colour combinations. To create a final piece that uses complementary colours | <ul style="list-style-type: none"> Brush techniques are explored to create different effects. To mix and match colours to objects in natural or artificial forms. Use black and white to lighten and darken tones. To combine colours and create tints, tones and shades to reflect the purpose of the work. To observe colours on hands and faces - mix a range of flesh colours. To mix and blend colours using a soft and smooth gradient. Colours are blended with little visual appearance of intervals Use watercolour paint to produce washes for backgrounds, then add detail. | <ul style="list-style-type: none"> To explore how artists express thoughts and feeling through colour and application. To mix colours accurately and understand the properties of a range of different paint types. To experiment with different colours that represent moods. To create a mood painting through the use of colour and application. Develop watercolour techniques. Mark make with paint (dashes, blocks of colour, strokes, points). Develop fine brush strokes. | <ul style="list-style-type: none"> Know that when using a wash (with watercolour or other paint), perspective can be achieved by darkening the paint towards the foreground. Choose appropriate paint, paper and implements to adapt and extend their work. Mix and match colours to create atmosphere and light effects. Be able to identify and work with complementary and contrasting colours. Experiment with the use of paint to create contemporary art ideas. |

Progression Map for Sculpture

| Nursery | Reception | Year 1 | Year 2 |
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| <ul style="list-style-type: none"> • Manipulate materials to achieve a planned effect. • Select tools and techniques needed to shape, assemble and join materials they are using. | <ul style="list-style-type: none"> • To use hands to manipulate malleable materials in different ways, rolling, kneading, squashing, pinching. • To arrange blocks and boxes in different ways- stacking, lining up, and enclosure. • To create models using recycled materials. • To work with other children to create a group piece of work. | <ul style="list-style-type: none"> • To manipulate malleable materials in a variety of ways, i.e. rolling, joining and kneading. • To use joining techniques of gluing, pins, staples and threading. • To work with others to create a group artwork using recycled materials. • To communicate reasons, thoughts, observations and feelings. • To create models using recycled materials. | <ul style="list-style-type: none"> • To explore arrangements using natural materials. • To twist, knot, tie, intertwine and construct using natural materials. • To observe and use colours, textures, shapes and patterns in natural materials. • Work with others to create a group artwork using natural materials. • Communicate reasons, thoughts, observations and feelings about the work created. • Explore and experiment with other sculpting materials. |
| Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> • To use and explore clay and experiment with mark-making tools. • To press shapes into clay and engrave shapes and textures using tools. • To use a sketchbook to plan and develop ideas. • To use the coiling technique. | <ul style="list-style-type: none"> • Shape, form, model and construct sculptures from paper. • Explore paper techniques such as origami to create 3D models. • Use papier-mâché to create 3D models. • Explore and experiment with other forms of sculpture. | <ul style="list-style-type: none"> • Explore wire as a medium for sculptures. • Use aluminium wire to create sculptures. • Shape, form, model and construct using wire. • Use tools safely. • Explore and experiment with other forms of sculpture . | <ul style="list-style-type: none"> • Create sculptures using clay, wire, papier-mâché and other artificial and natural materials. • Use a sketchbook to inform, plan and develop ideas. • Shape, form, model and join with confidence. • Use papier-mâché to create 3D models. • Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it. • Adapt work according to their views and describe how they might develop it. |