

## Art Progression Map

# Nursery

<p style="text-align: center;"><b>Expressive Art and Design</b></p> <p><b>Creating with Materials</b></p> <p>Included Birth to three year objectives that we historically need to focus on</p>	<p><b>Andy Goldsworthy</b></p> <ul style="list-style-type: none"> <li>• Natural</li> <li>• Colour</li> <li>• Pattern</li> <li>• Shape</li> <li>• Sculpture – sand – playdough – fimo</li> </ul> <p>Environmental and contemporary art</p> <ul style="list-style-type: none"> <li>• Self portraits</li> </ul> <p>Outline of faces Forest school</p> <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <p>Express ideas and feelings through making marks, and sometimes give a</p>	<p><b>Jackson Pollock</b></p> <ul style="list-style-type: none"> <li>• Abstract</li> <li>• Line and shape</li> <li>• <b>Printing</b></li> <li>• Pattern</li> <li>• colour</li> <li>• Flicking</li> <li>• Dripping</li> <li>• Painting</li> <li>• Responding to Music and Songs</li> </ul> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous</p>	<p><b>Pablo Picasso (Year 3)</b></p> <ul style="list-style-type: none"> <li>• Portraits</li> </ul> <p>Revisit Andy Goldsworthy environmental work</p> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• <b>Painting</b></li> <li>• colour</li> <li>• Oils</li> <li>• Responding to Music and Songs</li> </ul> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p><b>Henri Matisse</b></p> <ul style="list-style-type: none"> <li>• Abstract Art</li> <li>• Collages</li> <li>• Shape and colour</li> <li>• Animal</li> </ul> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p><b>Georgia O’Keeffe</b></p> <p><b>American, Female, abstract art</b></p> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Line</li> <li>• Painting</li> <li>• Pop Art</li> <li>• Food</li> <li>• colour</li> <li>• Art using technology</li> <li>• Sculpting – fimo- clay</li> <li>• Layering</li> </ul> <p>Develop their own ideas and then decide</p>	<p><b>Roy Lichtenstein</b></p> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Line</li> <li>• colour</li> <li>• Painting</li> <li>• Shading</li> <li>• Pop Art</li> <li>• Textiles</li> <li>• Responding to Music and</li> </ul>
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	<p>meaning to the marks they make.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<p>lines, and begin to use these shapes to represent objects.</p>	<p>Join different materials and explore different textures.</p>		<p>which materials to use to express them</p>	
	<ul style="list-style-type: none"> <li>· Explore colour and colour-mixing.</li> </ul>					
	<p><b>End Goal for End of Nursery:</b></p> <p>We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Nursey to explore different materials and develop their ideas about how to use them, what to make and which joining materials to use.</p> <p>They will use shapes to represent objects and draw to represent ideas like movement or loud noises, they will experiment with colour mixing and start to draw with increasing complexity and detail.</p>					

## Reception

<p>Expressive Art and Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p> <p>We want to expose children to different artists associated to whatever theme of interest.</p>	<p><b>Andy Goldsworthy</b></p> <p>Male, British</p> <p>Sculpture / land art</p> <ul style="list-style-type: none"> <li>· Natural</li> <li>· Colour</li> <li>· Pattern</li> <li>· Shape</li> <li>· Sculpture – sand</li> </ul> <p>– playdough – fimo</p> <ul style="list-style-type: none"> <li>· Environmental and contemporary art</li> <li>· Self portraits</li> <li>· Outline of faces</li> <li>· Cutting leaves</li> <li>· Forest school</li> <li>· Ourselves Songs and Rhymes and songs from around the world.</li> </ul> <p>Create collaboratively sharing ideas, resources and skills.</p>	<p><b>Jackson Pollock – Male, American Painter, abstract</b></p> <p><b>Bridget Riley – British, woman, Op art.</b></p> <ul style="list-style-type: none"> <li>· Abstract</li> <li>· Line and shape</li> <li>● Printing</li> <li>● Pattern</li> <li>● colour</li> <li>● Flicking</li> <li>● Dripping</li> <li>● Painting</li> <li>· Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<p><b>Pablo Picasso (Yr3) &amp; Frida Kahlo Mexican painter- portraits (Year 5)</b></p> <ul style="list-style-type: none"> <li>· Portraits</li> </ul> <p>Revisit Andy Goldsworthy environmental work</p> <ul style="list-style-type: none"> <li>● Drawing</li> <li>● Painting</li> <li>● colour</li> <li>● Oils</li> </ul>	<p><b>Henri Matisse</b></p> <p>French, Male, Abstract</p> <ul style="list-style-type: none"> <li>· Abstract Art</li> <li>· Collages</li> <li>· Shape and colour</li> <li>· Songs, instruments, dance and dances from around the world.</li> <li>· Animal Songs/noises, Instruments and Music</li> <li>· Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>	<p><b>Georgia O’Keeffe</b></p> <p>American, Female, abstract art (year 3)</p> <ul style="list-style-type: none"> <li>· Drawing</li> <li>· Line</li> <li>· Painting</li> <li>· Pop Art</li> <li>· Food</li> <li>· colour</li> <li>· Art using technology</li> <li>● Sculpting – fimo- clay</li> <li>● Layering</li> </ul>	<p><b>Roy Lichtenstein – American Pop art (year v4)</b></p> <ul style="list-style-type: none"> <li>· Drawing</li> <li>· Line</li> <li>· colour</li> <li>· Painting</li> <li>· Shading</li> <li>· Pop Art</li> <li>● Textiles</li> <li>● Responding to Music and Songs</li> </ul>
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## Continuous Objectives and Observation Checkpoints

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.

### **End Goal for End of Reception:**

We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Reception children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories. The children will invent, adapt and recount narratives and stories with peers and their teacher.

### **Year 1:**

Children in year 1 will develop the following knowledge and skills when in Year 1:

#### Drawing:

- Explore different textures
- Observe and draw landscapes
- Observe patterns
- Begin to explore the use of line, shape and colour

#### Painting and Printing:

- To be able to name colours.
- To be able to mix colours Primary and Secondary colours.
- Use a variety of tools and techniques including the use of different brush sizes and types
- Build a repeating pattern and recognise pattern in the environment



- Block printing using a range of tools

Textiles/Collage and 3D Form:

- Practise cutting, shaping and assembling a range of materials for specific purposes
- Discuss properties of materials
- Use recycled materials to construct forms

Vocabulary Expected to Learn:

Colour, primary, secondary, mix, shade, lighter, tone, darker, pattern, brush, stroke, observe, print, carving, size, scale, background, pastels, paint, cutting, weaving, basket weaving, borders, woven, opposite

Artists covered:

Wassily Kandinsky

Vince Van Gogh

Gunta Stolzl

We understand there are other aspects of the curriculum such as Communication and Language and Physical Development that link with Art but these are the specific Art links.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	<p>Explore different textures</p> <p>Observe and draw landscapes</p> <p>Observe patterns</p> <p>Begin to explore the use of line, shape and colour</p>	<p>Draw a way of recording experiences and feelings</p> <p>Discuss use of shadows, use of light and dark</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Understand the basic use of a sketchbooks and work out ideas for drawings</p>	<p>Experiment with the potential of various pencils</p> <p>Close observation</p> <p>Accurate drawings of people - particularly faces</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern</p> <p>Use sketchbooks to collect and record observations, and to develop their own ideas.</p>	<p>Identify and draw the effect of light</p> <p>Scale and proportion</p> <p>Work on a variety of scales</p> <p>After and refine drawings and describe changes using Art vocabulary</p> <p>Use research to inspire drawings from memory and imagination</p> <p>Use sketchbooks to collect and record observations, and to develop their own ideas.</p>	<p>Use a variety of source material for their work</p> <p>Work in a sustained and independent way from observation, experience and imagination</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape</p> <p>Use a sketchbook to develop ideas</p>	<p>Concept of perspective</p> <p>Identify artists who have worked in a similar way to their own work</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</p>

Painting/Printing	To be able to name colours.	Using colour on a large scale	Introduce different types of brushes for specific purposes.	Experiment with different effects and textures (e.g. blocking in colour, washes, thickened paint)	Confidently work from direct observation.	Choose appropriate paint, paper and implements to adapt and extend their work.
	To be able to mix colours Primary and Secondary colours.	Design patterns of increasing complexity and repetition	Mix colours effectively, knowing which primary colours make secondary.	Choose paints and implements appropriately	Confidently use language appropriate to skill and technique.	Carry out preliminary studies, text media and materials and mix appropriate colours.
	Use a variety of tools and techniques including the use of different brush sizes and types	Print using a variety of materials, objects and techniques	Experiment with different effects and textures	Block printing and print rubbings using different printed effects.	Colour mixing and matching; tint, tone, shade .	Work from a variety of sources including those researched independently.
	Build a repeating pattern and recognise pattern in the environment	Repeat and rotate printing using a simple motif			Create imaginative work from a variety of sources.	Create own block printing Explore the use of press print Printing of multi media surfaces
	Block printing using a range of tools					



<p>Textiles/collage/3D form</p>	<p>Practise cutting, shaping and assembling a range of materials for specific purposes</p> <p>Discuss properties of materials</p> <p>Use recycled materials to construct forms</p>	<p>Cutting &amp; assembling - using mixed media</p> <p>Construct free standing sculptures using a range of materials</p> <p>Consider the suitability of the materials.</p>	<p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Apply ways of fixing and changing shapes to fit needs</p>	<p>Select suitable collage materials to develop 2D and 3D imagery.</p> <p>Explain reasons behind their choices.</p> <p>Develop 3D forms with different materials.</p> <p>Consider different ways of fixing and shaping.</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Recognise the work of other artists and designers</p> <p>Produce intricate patterns and textures</p>	<p>Use a range of materials and understand what is most suitable</p> <p>Combine materials for different effects</p> <p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p>
	<p>Vocabulary Progression</p>					

<p> colour  primary  secondary  mix  shade  lighter  tone  darker  pattern  brush  stroke  observe  print  carving  size  scale  background  pastels  paint  cutting  weaving  basket weaving  borders  woven  opposite </p>	<p> portrait  self portrait  sketching  tone  evaluate  colour  light  dark  discuss  evaluate  similarities  differences  mood  expression  structure  junk modelling  architecture  cutting  assembling  joining  primary  secondary  Mondrian  digital art  abstract  collage </p>	<p> portraits  cubist portraits  collage  drawing  spacing  proportion  colourful  shape  colours  evaluate  construct  model  mould  structure  carve  shape  patterns  fix  join  paint  vibrant </p>	<p> printing  colour  similarities  differences  compare  patterns  repetition  carving  perspective  layers  shades  styrofoam  paint  pop art  block printing  materials  recycled  sculpture  fixing  distance  natural  water colour  shaping  constructing  joining  assembling  designing  evaluating  landscape  comparison  critique  earthy  tones  manipulating  wire </p>	<p> pottery  mould  shape  intricate  carve  pattern  fix  texture  design  evaluate  sketching  tone  shading  hatching  outline  grid drawing  still life  proportion  perspective  improvements  lightest  refine  highlight  critique  shade  light source  observe  technique  pastels  colour  darkest </p>	<p> critique  recreate  observation  adapt  refine  improve  evaluate  colour  construct  layers  sketching  shape  textures  comparison  opinion  justify  design  mould  fix  evaluation  sculpture  mod roc  3D  floristry wire  lamabanana  printing  graffiti  transform  stencil  satirical  ink  roller </p>
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Artists studied:	Wassily Kandinsky Vince Van Gogh Gunta Stolz	Picasso Mondrian	Kehinde Wiley Georgia O'Keefe John Dyer	Andy Warhol Alberto Giacometti Kyffin Williams	Frida Khalo Paul Cézanne	Tyree Guyton Banksy Helen Zhugaib Taro Cheizo
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