



Woodside Primary Academy Progression Map



Subject: Art

Intent: At Woodside Primary Academy, we believe that Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world and enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

| Autumn | EYFS | Key Stage 1 | | Key Stage 2 | | | |
|---------------------------------|--|--|--|--|--|---|---|
| | Reception Autumn 1 Paint my world | Year 1 Autumn 1 Colour Splash | Year 2 Autumn 1 Life in Colour | Year 3 Autumn 1 Prehistoric painting | Year 4 Autumn 1 Light and dark | Year 5 Autumn 1 Portraits | Year 6 Autumn 1 Artist study |
| Generating Ideas | Exploring different ways to use paint and a range of materials according to their interests and ideas. | Exploring their own ideas using a range of media | Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. |
| Sketchbooks | N/A | Use sketchbooks to explore ideas in an open-ended way | Describe similarities and differences between practices in Art and design, e.g., between painting and sculpture, and link these to their own work. | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. | Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how artworks may have been made. | Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |
| Knowledge of artists | Enjoy looking at and talking about art. | Describe similarities and differences between practices in Art and design, e.g., between painting and sculpture, and link these to their own work. | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art | Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how artworks may have been made. | Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. | Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. |
| Evaluating and analysing | Talk about their artwork, stating what they feel they did well | Describe and compare features of their own and other's artwork. | Explain their ideas and opinions about their own and other's artwork, giving reasons. Begin to talk about how they could improve their own work. | Confidently explain their ideas and opinions about their own and other's artwork, giving reasons. Use sketchbooks as part of | Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and | Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative |

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| | | | | the problem-solving process and make changes to improve their work | process. | processes to try alternative solutions and make improvements to their work. | solutions and make improvements to their work. |
| Skills | Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome. | Experiment with paint, using a wide variety of tools (e.g., brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, e.g., shiny, soft. | Begin to develop some control when painting, applying knowledge of colour and how different media behave e.g., adding water to thin paint, using different tools to create texture. Create a range of secondary colours by using different amounts of each starting colour or adding water. Make choices about which materials to use for collage based on colour, texture, shape, and pattern. Experiment with overlapping and layering materials to create interesting effects | Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task e.g., choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Modify chosen collage materials in a range of ways e.g., by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas. | Explore the way paint can be used in different ways to create a variety of effects, e.g., creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, e.g., beginning to use tone by mixing tints and shades of colours to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. | Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g., making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Explore how collage can extend original ideas. Combine a wider range of media, e.g., photography and digital art effects. | Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe the elements of other artists' work, e.g., the effect of colour or composition. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus. Work collaboratively on a larger scale |
| Vocabulary | Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe | Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick | Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface | Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone | Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism | Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multimedia, Justify, Research, Evaluate, Represent, Atmosphere, Art medium | Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking |



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| Autumn 2/Spring 1 | EYFS | Key Stage 1 | | Key Stage 2 | | | |
|--------------------------------------|---|--|--|--|--|---|--|
| | Reception Autumn 2/Spring 1 Marvellous marks | Year 1 Autumn 2/Spring 1 Make your mark | Year 2 Autumn 2/Spring 1 Tell a story | Year 3 Autumn 2/Spring 1 Ancient Egyptian scrolls | Year 4 Autumn 2/Spring 1 Power prints | Year 5 Autumn 2/Spring 1 I need space | Year 6 Autumn 2/Spring 1 Make my voice heard |
| Drawing Y3 – Craft and Design | | | | | | | |
| Generating Ideas | Talk about their ideas and explore different ways to record them. | Explore their own ideas using a range of media. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. |
| Sketchbooks | Experiment with mark making in an exploratory way. | Use sketchbooks to explore ideas in an open-ended way. | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. | Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |
| Knowledge of artists | Enjoy looking at and talking about art | Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. | Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made | Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. | Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work |
| Evaluating and analysing | Talk about their artwork, stating what they | Describe and compare features of their | Explain their ideas and opinions about their own and other's | Use subject vocabulary to describe and | Build a more complex vocabulary when discussing their | Discuss the processes used by themselves and by other | Give reasoned evaluations of their own and others work |

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|-------------------|--|--|--|--|--|---|---|
| | feel they did well. | own and other's artwork. | artwork, giving reasons. Begin to talk about how they could improve their own work. | compare creative works. Use their own experiences to explain how art works may have been made | own and others' art. Evaluate their work more regularly and independently during the planning and making process. | artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. |
| Skills | Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (e.g., playground, bark). Begin to develop observational skills by using mirrors to include the main features of faces in their drawings. | Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary | Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes. | Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used. | Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. | To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. | Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques. Push the boundaries of mark-making to explore new surfaces, e.g., drawing on clay, layering media and incorporating digital drawing techniques. |
| Vocabulary | Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, | Line, Vertical, Horizontal, Diagonal , Wavy, Straight, Crosshatch, Optical art, 2D shape, 3D shapes, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly , Texture, Shadow, Charcoal, Pastel, Chalk | Charcoal, Mark-making, Lines, Thick, Thin , Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina | Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform | Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print | Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop | Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience |

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| | Texture, Thick, Thin, Wavy, Wax crayons, Zigzag | | | | | | |
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| Spring 2/Summer 1 | EFYS | Key Stage 1 | | Key Stage 2 | | | |
|-----------------------------|---|--|---|---|--|---|---|
| | Reception Sculpture and 3D Creation station | Year 1 Craft and design Woven wonders | Year 2 Craft and design Map it out | Year 3 Drawing Growing artists | Year 4 Craft and design Fabric of nature | Year 5 Craft and design Architecture | Year 6 Sculpture Making memories |
| Generating Ideas | Explore and play with clay and playdough to make child-led creations. | Explore their own ideas using a range of media | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. |
| Sketchbooks | N/A | Use sketchbooks to explore ideas in an open-ended way | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. | Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |
| Knowledge of artists | Enjoy looking at and talking about art. | Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. | Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. | Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. | Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. |

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|---------------------------------|---|---|---|---|---|---|---|
| Evaluating and analysing | Talk about their artwork, stating what they feel they did well. | Describe and compare features of their own and other's art work. | Explain their ideas and opinions about their own and other's artwork, giving reasons. Begin to talk about how they could improve their own work. | Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. | Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work | Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. |
| Skills | Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g., using sticky tape to attach materials, making simple joins when modelling with playdough. | Able to select materials, colours and textures to suit ideas and purposes. Begin to develop skills such as measuring materials, cutting, knotting, plaiting, weaving and adding decoration. Apply knowledge of a new craft technique to make fibre art. | Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice | Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. | Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries. Follow a design process from mood-board inspiration to textile creation, planning how a pattern could be used in a real-world context. | Design and make art for different purposes and begin to consider how this works in creative industries e.g., in architecture, magazines, logos, digital media and interior design. Extend ideas for designs through sketchbook use and research, justifying choices made during the design process. | Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results. |
| Vocabulary | 3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet | Art, Artist, Craft, Knot, Plait , Thread, Threading, Weaving, Warp, Weft, Loom | Imaginary, Inspired, Landmarks , Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition , Mosaic, Stained glass , Overlap, Gallery, Curator, Design, Design brief, Evaluate | Geometric, Organic , Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form , Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder | Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat , Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry | Architecture , Composition, Design, Evaluate, Proportion, Perspective, Birds eye view , Monoprint, Architectural , Organic, Monument, Architect, Legacy, Elevation, Built environment , Observational drawing, Interpret , Form, Abstract, Pressure, Crop, Viewfinder, Design brief, Futuristic, External, Style, | Expression, Self, Identity, Attribute , Symbolic, Literal, Assemblage , sculpture, Manipulate, Relief , Composition, Juxtaposition, Embedded , Tradition, Pitfall, Representation , Originality, Collection |

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| | | | | | | Annotate, Individuality, Design intention, Symbolism, Literal, Commemorate | |
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| Summer 2 | EYFS | Key Stage 1 | | Key Stage 2 | | | |
|-------------------------|---|---|--|--|---|--|---|
| Painting | Reception Craft and Design Creation station | Year 1 Sculpture and 3D Paper play | Year 2 Craft and design Map it out | Year 3 Sculpture and 3D Abstract shape and space | Year 4 Craft and design Fabric of nature | Year 5 Sculpture and 3D Interactive installation | Year 6 Craft and design Photo opportunity |
| Generating Ideas | Explore and play with clay and playdough to make child-led creations. | Explore their own ideas using a range of media | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes |
| Sketchbooks | N/A | Use sketchbooks to explore ideas in an open-ended way | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome | Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks |

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| | | | | | | independently. | |
| Knowledge of artists | Enjoy looking at and talking about art. | Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art | Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. | Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. | Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. |
| Evaluating and analysing | Talk about their artwork, stating what they feel they did well. | Describe and compare features of their own and other's artwork. | Explain their ideas and opinions about their own and other's artwork, giving reasons. Begin to talk about how they could improve their own work. | Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. | Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process. | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. |
| Skills | Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g., using sticky tape to attach materials, making simple joins when modelling with playdough | Use their hands to manipulate a range of modelling materials, including paper and card. Explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen. | Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice | Able to plan and think through the making process to create 3D forms. Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). Explore how shapes can be used to create abstract artworks in 3D. | Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries. Follow a design process from mood-board inspiration to textile creation, planning how a pattern could be used in a real-world context | Investigate how scale, display location and interactive elements impact 3D art. Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. Persevere when constructions are challenging and work to problem solve more independently. | Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome. |

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| <p>Vocabulary</p> | <p>3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet</p> | <p>Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine</p> | <p>Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate</p> | <p>Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space</p> | <p>Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry</p> | <p>Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three-dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive</p> | <p>Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion</p> |
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Impact (End Points)

| EYFS | Key Stage 1 | | Key Stage 2 | | | |
|---|---|---|---|---|---|---|
| Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Drawing Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces.</p> | <p>Drawing Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.</p> | <p>Drawing Using storybook illustrations as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment using patterned surfaces to add texture and detail to drawings.</p> | <p>Drawing Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O’Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</p> | <p>Drawing Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.</p> | <p>Drawing Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the ‘Space race’ that began in the 1950s. They combine collage and printmaking to create a piece in their own style.</p> | <p>Drawing On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.</p> |
| <p>Painting and mixed media Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can be</p> | <p>Painting and mixed media Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in</p> | <p>Painting and mixed media Taking inspiration from the collage work of artist Romaeo, children consolidate their knowledge of colour mixing and create textures in painting using different tools. They</p> | <p>Painting and mixed media Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p> | <p>Painting and mixed media Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.</p> | <p>Painting and mixed media Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed media.</p> | <p>Painting and mixed media Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they</p> |

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| <p>abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures.</p> | <p>drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.</p> | <p>create their own painted paper in the style and use it in a collage, linked to a theme suited to their topic.</p> | | | | <p>have learnt about the artist.</p> |
| <p><u>Sculpture and 3D</u> Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors.</p> | <p><u>Sculpture and 3D</u> Creating simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and crunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.</p> | <p><u>Sculpture and 3D</u> Developing their ability to work with clay, children learn how to make a simple thumb pot, then explore the work of sculptor Rachel Whitersad and apply ideas in a final piece that uses techniques such as cutting, shaping, folding and impressing into clay.</p> | <p><u>Sculpture and 3D</u> Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa..</p> | <p><u>Sculpture and 3D</u> Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures</p> | <p><u>Sculpture and 3D</u> Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.</p> | <p><u>Sculpture and 3D</u> Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.</p> |
| <p><u>Craft and design</u> Focussing on process over product, children develop their cutting, threading, manipulation and joining skills in this unit which culminates with designing a flower for a class flower garden</p> | <p><u>Craft and design</u> Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.</p> | <p><u>Craft and design</u> Responding to a design brief, children create a piece of art that represents their local area using a map as a stimulus. They learn three techniques for working creatively with materials at the end of the project, evaluate their design ideas, choosing the best to meet the brief.</p> | <p><u>Craft and design</u> Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'</p> | <p><u>Craft and design</u> Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric</p> | <p><u>Craft and design</u> Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid and creating their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design</p> | <p><u>Craft and design</u> Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief</p> |