



**Art Progression map, Skills map, Support map and Challenge map**

<b>Key Stage 1</b>	<b>Key Stage 2</b>
<ul style="list-style-type: none"> <li>• Use experiences and ideas as the inspiration for artwork.</li> <li>• Share ideas using drawing, painting and sculpture.</li> <li>• Explore a variety of techniques.</li> <li>• Learn about the work of a range of artists, artisans and designers.</li> </ul>	<p>Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.</p> <ul style="list-style-type: none"> <li>• Develop and share ideas in a sketchbook and in finished products.</li> <li>• Improve mastery of techniques.</li> <li>• Learn about the great artists, architects and designers in history.</li> </ul>

		<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>
To develop ideas		<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul>

To master techniques	Painting	<ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>
	Collage	<ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul>
	Sculpture	<ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Include lines and</li> </ul>	<ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more</li> </ul>

	<p>texture.</p> <ul style="list-style-type: none"> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	<p>shapes made from nets or solid materials).</p> <ul style="list-style-type: none"> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul>	<p>abstract, provoke different interpretations.</p> <ul style="list-style-type: none"> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>
Drawing	<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul>

Print	<ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul>	<ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul>
Textiles	<ul style="list-style-type: none"> <li>• Use weaving to create a pattern.</li> <li>• Join materials using glue and/or a stitch.</li> <li>• Use plaiting.</li> <li>• Use dip dye techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> <li>• Colour fabric.</li> <li>• Create weavings.</li> <li>• Quilt, pad and gather fabric.</li> </ul>	<ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> </ul>
Digital media	<ul style="list-style-type: none"> <li>• Use a wide range of tools to create</li> </ul>	<ul style="list-style-type: none"> <li>• Create images, video and sound recordings and</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound,</li> </ul>

		different textures, lines, tones, colours and shapes.	explain why they were created.	video, animation, still images and installations).
To take inspiration from the greats (classic and modern)		<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>

- The ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations,

convey insights and accentuate their individuality.

- The ability to communicate fluently in visual and tactile form.

- The ability to draw confidently and adventurously from observation, memory and imagination.

- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.

- An impressive knowledge and understanding of other artists, craftmakers and designers.

- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

## Support

### Generic art skills

P4	P5	P6	P7	P8	Early Years
<ul style="list-style-type: none"> <li>• Show some awareness of cause and effect in a creative process.</li> <li>• Explore materials systematically.</li> <li>• Show awareness of starting or stopping a process.</li> </ul>	<ul style="list-style-type: none"> <li>• Handle or use tools and materials purposefully.</li> <li>• Show preferences for activities and begin to carry out simple processes.</li> <li>• Choose tools and materials which</li> </ul>	<ul style="list-style-type: none"> <li>• Show an intention to create.</li> <li>• Start to use tools, materials and simple actions to produce a piece of work.</li> <li>• Imitate the use of tools, materials and simple actions.</li> <li>• Practise new skills with less support, developing knowledge of the process of making.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas, events or experiences through the use of colour, form, line and tone.</li> <li>• Intentionally represent or symbolise an object or an emotion in</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas and use materials and processes working in two and three dimensions.</li> <li>• Finish a piece of work following an established pattern of activity.</li> <li>• Know that paintings, sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple tools and techniques competently and appropriately.</li> <li>• Explore what happens when colours are mixed.</li> </ul>

<ul style="list-style-type: none"> <li>• Make marks intentionally on a surface with fingers or tools.</li> <li>• Repeat an activity to make the same or similar effect.</li> <li>• Show an active interest in a range of tools and materials, taking part in familiar activities with some support.</li> </ul>	<p>are appropriate to the activity.</p> <ul style="list-style-type: none"> <li>• Create and apply familiar techniques to a task.</li> </ul>		<p>either 2D or 3D work.</p> <ul style="list-style-type: none"> <li>• Purposefully choose colours or techniques.</li> <li>• Show confidence in using a variety of processes and make appropriate use of tools and materials.</li> </ul>	<p>es and drawings have meaning.</p> <ul style="list-style-type: none"> <li>• Use a growing art vocabulary and begin to express meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment to create different textures.</li> <li>• Understand that different media can be combined to create new effects.</li> <li>• Manipulate materials to achieve a planned effect.</li> <li>• Choose particular colours for a purpose.</li> <li>• Create simple representations of events, people and objects.</li> </ul>
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## Challenge

## Years 7, 8 and 9

<p><b>Art and design opportunities</b></p> <ul style="list-style-type: none"><li>• Use a range of drawing techniques to record observations and to generate ideas.</li><li>• Use a range of media including oils, watercolours, videos and installations.</li><li>• Study the history of art, craft and design, including major movements from ancient to modernist periods.</li></ul>	<p><b>Developing ideas</b></p> <ul style="list-style-type: none"><li>• Develop ideas and increase proficiency in their execution.</li><li>• Develop a critical understanding of artists, architects and designers, expressing reasoned judgments that can inform work.</li></ul>	<p><b>Mastering techniques</b></p> <ul style="list-style-type: none"><li>• Increase proficiency in drawing and in handling different materials.</li><li>• Analyse and evaluate work to strengthen the visual impact.</li></ul>	<p><b>Taking inspiration from the greats</b></p> <ul style="list-style-type: none"><li>• Apply knowledge and ideas from the great artists, architects and designers from ancient to modernist periods.</li></ul>
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