



Art and Design Progression Map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Developing Ideas	<ul style="list-style-type: none"> I can think of my own ideas for how to use materials and what to make. 	<ul style="list-style-type: none"> I can work together with others to develop and realise creative ideas. I can talk about my creations and how I made them 	<ul style="list-style-type: none"> I can ask questions about a piece of art. I can use a range of materials creatively to design and make products. 	<ul style="list-style-type: none"> I can use a viewfinder to focus on a specific part of an artefact before drawing it. 	<ul style="list-style-type: none"> I can use my sketchbook to experiment. I can use sketches to produce a final piece of art. 	<ul style="list-style-type: none"> I can create record my observations and use them to review ideas in my sketch book.
Drawing	<ul style="list-style-type: none"> I can draw enclosed shapes with continuous lines and begin to represent objects in my drawings. I can show different emotions in my drawings and painting I can draw to represent movement and loud noises. I can draw with increasing complexity and details 	<ul style="list-style-type: none"> I can begin to show accuracy and care when drawing. I can begin to draw humans and animals 	<ul style="list-style-type: none"> I can create moods in artwork. I can show how people feel in paintings and drawings. 	<ul style="list-style-type: none"> I can use charcoal, pencil and pastel to create art. I can use correct pressure. 	<ul style="list-style-type: none"> I can show facial expressions in my art. I can draw from direct observation. 	<ul style="list-style-type: none"> I can show facial expressions and body language within drawing.
Painting	<ul style="list-style-type: none"> I can explore colour and colour mixing I can show different emotions in my drawings and painting 	<ul style="list-style-type: none"> I can use different tools carefully and safely I can mix colours. 	<ul style="list-style-type: none"> I can name the primary and secondary colours. I can use a range of brushes to create different effects in painting. 	<ul style="list-style-type: none"> I can mix paint to create all the secondary colours. I can choose the correct type of brush for effect. I can create a background using a wash. 	<ul style="list-style-type: none"> I can create tints with paint by adding white. I can create tones with paint by adding grey and shades by adding black. I can justify the type of paint I'm using. 	<ul style="list-style-type: none"> I can use watercolours to create shades and tones. I can use different techniques when using a paint brush.

Empowering Young Minds to Become Great Minds



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					<ul style="list-style-type: none"> I can use brushes for different purposes. 	
3D Art (sculpture)	<ul style="list-style-type: none"> I can join different materials together 	<ul style="list-style-type: none"> I can freely explore different materials and use them when creating I can begin to use different techniques for joining materials, such as tape and different sorts of glue. I can use a range of materials and tools and teach children to use them with care and precision. 	<ul style="list-style-type: none"> I can cut, roll and coil materials. 	<ul style="list-style-type: none"> I can make a clay model. I can create a collage using natural materials. 	<ul style="list-style-type: none"> I can create a 3D design combining different materials. I can use different materials to create 3D shapes. 	<ul style="list-style-type: none"> I can sculpt clay and other mouldable materials. I can use tools to create sculptures in a variety of media.
Printmaking	<ul style="list-style-type: none"> I can explore how to use objects to make prints. 	<ul style="list-style-type: none"> I can use materials to create simple printing designs. 	<ul style="list-style-type: none"> I can create a repeating pattern in print. 	<ul style="list-style-type: none"> I can create a printed piece of art by pressing, rolling, rubbing and stamping. 	<ul style="list-style-type: none"> I can print by making patterns in Styrofoam. 	<ul style="list-style-type: none"> I can print onto different materials using at least four colours.
Texture, Pattern, Colour, Line, Shape, Form and Space (See Art elements, vocabulary booklet for support and to ensure children are secure in	<ul style="list-style-type: none"> I can explore the texture of different materials I can begin to use materials and tools safely. I can begin to use vocabulary relating to line, colour, shape and texture. 	<ul style="list-style-type: none"> I can safely use and explore a variety of materials, tools and techniques. 	<ul style="list-style-type: none"> I can use pencils to create lines of different thickness in drawings. I can use the correct vocabulary relating to line. (diagonal, bold, vertical, horizontal, cross-hatching) I can use the correct vocabulary 	<ul style="list-style-type: none"> I can choose and use different grades of pencil when drawing for purpose. I can use the correct vocabulary relating to line. (diagonal, bold, vertical, horizontal, cross-hatching) I can use the correct vocabulary 	<ul style="list-style-type: none"> I can use different grades of pencil to shade and to show different tones and textures. I can weave using textiles. I can use the correct vocabulary relating to line. (undulating, continuous, solid, 	<ul style="list-style-type: none"> I can use marks and lines to show texture in my art. I can use graded pencils to show highlights and tones. I can use the correct vocabulary relating to line. (undulating, continuous, solid,



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<p>previously learned vocabulary)</p>	<ul style="list-style-type: none"> • I can experiment with colour, design, texture and form. • I can use the correct vocabulary relating to line. (straight, curved, long, short, wavy, thick, thin, scribble, zig-zag) • I can use the correct vocabulary relating to colour. (primary, secondary, bright, mixing) • I can use the correct vocabulary relating to texture. (rough, smooth, bumpy, soft, hard) • I can use the correct vocabulary relating to tone. (light, dark) • I can use the correct vocabulary relating to pattern. (repeating, spotted, striped) • I can use the correct vocabulary relating to shape and form. (2D, 3D, flat, curved) 	<p>relating to colour. (complementary, contrasting, cool, warm, shade)</p> <ul style="list-style-type: none"> • I can use the correct vocabulary relating to texture. (prickly, shiny, flat, furry, hairy) • I can use the correct vocabulary relating to tone. (strong, tint, shade, soft, harsh) • I can use the correct vocabulary relating to pattern. (criss-cross, symmetrical, simple, spaced, busy, complex) • I can use the correct vocabulary relating to shape and form. (symmetrical, regular, coiled, twisted, rounded, proportioned) 	<p>relating to colour. (complementary, contrasting, cool, warm, shade)</p> <ul style="list-style-type: none"> • I can use the correct vocabulary relating to texture. (prickly, shiny, flat, furry, hairy) • I can use the correct vocabulary relating to tone. (strong, tint, shade, soft, harsh) • I can use the correct vocabulary relating to pattern. (criss-cross, symmetrical, simple, spaced, busy, complex) • I can use the correct vocabulary relating to shape and form. (symmetrical, regular, coiled, twisted, rounded, proportioned) 	<p>parallel, swift, delicate, flowing)</p> <ul style="list-style-type: none"> • I can use the correct vocabulary relating to colour. (bold, vibrant, subtle, pale, earthy, translucent, opaque, neutral, sombre, pastel) • I can use the correct vocabulary relating to texture. (fine, uneven, raised, coarse, glossy, jagged, pitted, matt) • I can use the correct vocabulary relating to tone. (subtle, contrasting, dynamic, graduated, highlight, shadow, mid-tone, broken, varied) • I can use the correct vocabulary relating to pattern. (broken, chequered, ornate, well-balanced, tessellated, geometric, intricate, concentric) • I can use the correct vocabulary relating to shape and form. (angular, bulbous, asymmetrical, forked, geometric, irregular, tapering, 	<p>parallel, swift, delicate, flowing)</p> <ul style="list-style-type: none"> • I can use the correct vocabulary relating to colour. (bold, vibrant, subtle, pale, earthy, translucent, opaque, neutral, sombre, pastel) • I can use the correct vocabulary relating to texture. (fine, uneven, raised, coarse, glossy, jagged, pitted, matt) • I can use the correct vocabulary relating to tone. (subtle, contrasting, dynamic, graduated, highlight, shadow, mid-tone, broken, varied) • I can use the correct vocabulary relating to pattern. (broken, chequered, ornate, well-balanced, tessellated, geometric, intricate, concentric) • I can use the correct vocabulary relating to shape and form. (angular, bulbous, asymmetrical, forked, geometric, irregular, tapering,
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Art through Technology	<ul style="list-style-type: none"> I can begin to use a tablet or IWB to draw 	<ul style="list-style-type: none"> I can draw simple pictures using the iPad and IWB. 	<ul style="list-style-type: none"> I can use technology to create a picture. 	<ul style="list-style-type: none"> I can use different effects within a paint package. 	<ul style="list-style-type: none"> I can create computer animations through drawing. 	<ul style="list-style-type: none"> I can integrate digital images into my art. I can use technology to create art which includes my own work and that of others.
Responding to Art	<ul style="list-style-type: none"> I can share my creations with an adult. I can talk to my peers about my creations. 	<ul style="list-style-type: none"> I can talk about my creations and how I made them. I can say why I like a piece of art. 	<ul style="list-style-type: none"> I can describe what I can see and give an opinion about the work of an artist. I can begin to make links between artists and my work. 	<ul style="list-style-type: none"> I can suggest how artists have used colour, pattern and shape. I can create a piece of art in response to the work of another artist. 	<ul style="list-style-type: none"> I can identify the techniques used by different artists. I can compare the work of different artists. I can recognise when art is from different cultures. I can recognise when art is from different historical periods. 	<ul style="list-style-type: none"> I can experiment with the styles used by other artists I can explain some of the features of art from historical periods