

Pegswood Primary School

Progression Map

Art



The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for art.

The most relevant statements for art are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

Art		
Three and Four-Year-Olds	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.
Reception	Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.

	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Generating Ideas		<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences.</p>		<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>Lower KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p>		<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>Upper KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p>	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Sketchbooks	To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.	Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.	Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.
Creating Original Art	Explore and create ideas for purposes and intentions.	Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world	Create personal artwork using the artwork of others to stimulate them.	Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.	Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.	Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.	

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Making Skills	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KS1 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p>		<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>Lower KS2 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p>		<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>Upper KS2 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p>	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Drawing	Explore mark making, experiment with drawing lines and use 2D shapes to draw.	Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Painting	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p>KS1 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p>		<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>Lower KS2 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p>		<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p>Upper KS2 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p>	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Develop skill and control when painting. Paint with expression	Further improve skill and control when painting. Paint with creativity and expression.	Increase skill and control when painting. Apply greater expression and creativity to own paintings.	Develop skill and control when painting. Paint with expression. Analyse painting by artists.	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.	Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – collage.</p> <p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – textiles.</p> <p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – printing.</p> <p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination.</p>	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>Lower KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p>Lower KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p>Lower KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children still have the opportunity to use a variety of materials for sculpting. Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>Lower KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.</p>	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p>Upper KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p>Upper KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>Upper KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>Upper KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collage, Textiles & Printing	Learn a range of materials and techniques such as clay etching, printing and collage.	Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay	Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.	Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.	Create mixed media art using found and reclaimed materials. Select materials for a purpose.	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2		
Formal Elements	Formal elements of art (Shape, line and colour) Using shape, line and colour to create abstract forms, developing mark-making techniques and mixing primary and secondary paint colours		Lower KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.		Upper KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Colour	Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.	Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.	Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.	Analyse and describe colour and painting techniques in artists' work. Manipulate colour for print.	Select and mix more complex colours to depict thoughts and feelings	Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.
	Form	Learn about form and space through making sculptures and developing language	Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.	Further develop their ability to describe 3D form in a range of materials, including drawing.	Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.	Further extend their ability to describe and model form in 3D using a range of materials.	Express and articulate a personal message through sculpture. Analyse and study artists' use of form.
Line	Use, express and experiment with line for purpose, then use appropriate language to describe lines.	Draw lines with increased skill and confidence. Use line for expression when drawing portraits.	Express and describe organic and geometric forms through different types of line.	Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.	Extend and develop a greater understanding of applying expression when using line	Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.	

	Pattern	Understand patterns in nature, design and make patterns in a range of materials.	Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and man-made patterns. Create patterns of their own.	Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.	Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.	Construct patterns through various methods to develop their understanding.	Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern
	Shape	Identify, describe and use shape for purpose.	Compose geometric designs by adapting the work of other artists to suit their own ideas.	Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.	Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.	Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.	Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.
	Texture	Use materials to create textures	Identify and describe different textures. Select and use appropriate materials to create textures.	Analyse and describe texture within artists' work.	Use a range of materials to express complex textures.	Develop understanding of texture through practical making activities.	Understand how artists manipulate materials to create texture.
	Tone	Understand what tone is and how to apply this to their own work.	Experiment with pencils to create tone. Use tone to create form when drawing	Develop skill and control when using tone. Learn and use simple shading rules	Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.	Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.	Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.

		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p>KS1 Art and Design National Curriculum To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		<p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>Lower KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history.</p>		<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p>Upper KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history.</p>	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge of Artists Artists, Craftspeople & Designers		Beatrice Milhazes (Abstract) Formal Elements: Lesson 1: Abstract Compositions Bridget Riley (Drawing) Formal Elements: Lesson 2: Exploring Line David Hockney and Vija Celmins (Drawing) Formal Elements: Lesson 3: Making Waves Vincent Van Gogh (Texture) Landscapes: Lesson 2: Beach Textures and Landscapes: Lesson 4: Painting Over Texture Jasper Johns (Painting) Formal Elements: Lesson 5: Painting with Colour Renoir, Sorolla, Kroyer (Landscape Landscapes: Lesson 1-5	Max Ernst (Frottage) Formal Elements: Lesson 3: Frottage Ed Ruscha (Shading, Tone) Formal Elements: Lesson 4: 3D Pencil Drawings Clarice Cliff (Design) Art & Design Skills: Lesson 4: Design: Clarice Cliff Plates Nancy McCrosky (Mural) Art & Design Skills: Lesson 2: Drawing: Shading Damien Hirst (Drawing) Human Form: Lesson 2: Skulls Julian Opie (Portraits) Human Form: Lesson 4: Opie Style Portraits Edwina Bridgeman Human Form: Lesson 5: Clothes Peg figures	Carl Giles (Drawing) Art & Design Skills: Learning About...Carl Giles Diego Velazquez (Tone) Art & Design Skills > Painting: Tints and Shades Puppets: Art & Design Skills: Craft & Design: Puppets (3 Lessons) Prehistoric Artists: Prehistoric Art: Lesson 1: Exploring Prehistoric Art and Prehistoric Art: Lesson 2: Charcoal Animals	Luz Perez Ojeda Formal Elements: Lesson 1: Optical Illusions Giuseppe Archimboldo Sculpture: Lesson 3: Arcimboldo Sokari Douglas Camp Sculpture: Lesson 4: Sokari Douglas Camp El Anatsui Sculpture: Lesson 5: El Anatsui Klimt (Teachers own unit Autumn Term) Seurat (Teachers own unit Autumn Term)	Hundertwasser Formal Elements: Lesson Three: Hundertwasser House Banksy Every Picture Tells a Story: Mural: Clacton Pigeon Mural-Banksy Andy Warhol Every Picture Tells a Story: Lesson 2: Inspired by Rorschach John Singer Sargent Every Picture Tells a Story: Painting: John Singer Sargent Magdalene Odundo Every Picture Tells a Story: Lesson 5: Magdalene Odundo	Claude Monet Art & Design Skills: Painting: Impressionism William Morris Art & Design Skills: Craft: Zentangle Printing Edward Hopper Art & Design Skills: Learning about the work of Edward Hopper Kathe Kollwitz Make My Voice Heard: Lesson 2: Kathe Kollwitz, Make My Voice Heard: Lesson 5: Clay Sculptures Pablo Picasso Make My Voice Heard: Lesson 3: Guernica 1 - Pablo Picasso, Make My Voice Heard: Lesson 4: Guernica 2 - Pablo Picasso

		<p>Louise Bourgeois (Sculpture) Sculptures & Collages: Lesson 4: Giant Spider Model Part 1 and Sculptures & Collages: Lesson 5: Giant Spider Model Part 2</p>				<p>Mark Wallinger Make My Voice Heard: Lesson 5: Clay Sculptures</p> <p>Paul Cezanne, Jaromir Funke, Ben Nicholson Still Life: Lesson 1: Still Life Composition and Still Life: Lesson 2: Charcoal Still Life</p>
--	--	---	--	--	--	---

		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Evaluating		<p>Pupils should be taught to:</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences.</p>		<p>Pupils should be taught:</p> <p>About great artists, architects and designers in history</p> <p>Lower KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p>		<p>Pupils should be taught:</p> <p>About great artists, architects and designers in history</p> <p>Upper KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p>	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Similarities & Differences	Recognise and describe key features of their own and other's work.	compare other's work, identifying similarities and differences.	Discuss own and other's work using an increasingly sophisticated use of art language (formal elements)	Build a more complex vocabulary when discussing your own and others' art	Develop a greater understanding of vocabulary when discussing their own and others' work.	Use the language of art with greater sophistication when discussing own and others art.
Reflecting	Describe what they feel about their work and the art of others	Describe choices and preferences using the language of art	Reflecting on their own work in order to make improvements.	Use their own and other's opinion of work to identify areas of improvement	Regularly analysing and reflecting on their intentions and choices.	Give reasoned evaluations of their own and others work which takes account of context and intention.	