



# Highfield Primary School Progression Map 2024 - 2025

## Subject: Art and Design

### Intent

At Highfield Primary School we believe that a high-quality Art and Design curriculum will develop creativity, sets challenges, engage and inspire our children and equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Through the delivery of our curriculum we aim to give all children the confidence to express themselves through a range of chosen mediums. It will provide them with an opportunity to experience all art forms: drawing, painting, 3D designs and print making and they will be encouraged to experiment with a range of different materials and techniques to bring their ideas to life. Our children will also be taught how Art and Design has contributed to our culture, our history and that of the wider world.

### Implementation

#### Progression of Knowledge

	EYFS		KS1		KS2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery children will be taught to/about:	In addition to knowledge taught in the Nursery, Reception children will be taught to/about:	In addition to EYFS knowledge, Year 1 children will be taught to/about:	In addition to EYFS and Year 1 knowledge, Year 2 children will be taught to/about:	In addition to KS1 knowledge, Year 3 children will be taught to/about:	In addition to KS1 and Year 3 knowledge, Year 4 children will be taught to/about:	In addition to KS1 and Lower KS2 knowledge, Year 5 children will be taught to/about:	In addition to KS1, Lower KS2 and Year 5 knowledge, Year 6 children will be taught to/about:
<b>Drawing</b> (Line, Shape)	begin to use lines to enclose a space, and then begin to use these shapes to represent objects	hold a pencil effectively  create closed shapes and continuous lines, and begin to use these shapes to represent objects  draw with increasing	begin to explore the use of line, shape and colour  use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk and other dry media	experiment with the visual elements: line, shape, pattern and colour  layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint	use different media to achieve variations in line, texture, tone, colour, shape and pattern  experiment with different grades of pencil and other implements	explore relationships between line and tone, pattern and shape, line and texture  make informed choices in drawing, including paper and media	explore the properties of the visual elements, line, tone, pattern, texture, colour and shape  demonstrate a wide variety of ways to make different marks	manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape  develop ideas using different or mixed

		<p>complexity and detail, such as representing a face with a circle and including details</p> <p>begin to show accuracy and care when drawing</p>		<p>draw from the figure and real objects, including single and grouped objects</p>		<p>use research to inspire drawings from memory and imagination</p>	<p>with dry and wet media</p> <p>use a variety of source material for their work</p>	<p>media</p>
<p><b>Painting</b> (Colour, Space)</p>	<p>begin to use paint brushes competently</p> <p>explore colour and investigate how colour can be changed</p>	<p>use a range of small tools including paint brushes competently, safely and confidently</p> <p>explore colour and colour mixing</p> <p>show different emotions in their drawings and paintings, such as happiness, sadness, fear etc.</p>	<p>use a variety of tools and techniques, including different brush sizes</p> <p>explore mixing using primary and secondary colours, including shades</p>	<p>explore mixing a range of secondary colours, shades and tones, and begin to predict the result</p> <p>mix and match colours using artefacts and objects</p> <p>use and name different types of paint</p>	<p>mix a variety of colours and know which primary colours make secondary colours</p> <p>experiment with different effects and textures including blocking in colour, washes, thickened paint etc.</p>	<p>make and match colours with increasing accuracy</p> <p>use more specific colour language, e.g. tint, tone, shade, hue</p> <p>plan and use different effects and textures with paint, according to what they need for the task</p>	<p>demonstrate a secure knowledge about primary and secondary, warm and cold, complimentary and contrasting colours</p> <p>work on preliminary studies to test media and materials</p> <p>create imaginative work from a variety of sources</p>	<p>create shades and tints using black and white</p> <p>carry out preliminary studies, test media and materials and mix appropriate colours</p> <p>choose appropriate paint, paper and implements to adapt and extend their work</p> <p>show an awareness of how paintings are created</p>

<p><b>Texture</b> (textiles, clay, sand, plaster, stone)</p>	<p>begin to be interested in and describe the texture of objects</p>	<p>join different materials and explore different textures</p> <p>explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<p>investigate using a wide variety of media, including card, fabric, plastic, tissue, magazines and crepe paper</p> <p>use a variety of techniques e.g. weaving, fabric crayons, sewing</p>	<p>explore texture using a variety of media</p> <p>use a variety of techniques e.g. tie-dyeing, wax or oil resist, mosaic</p>	<p>experiment with a range of media e.g. overlapping, layering etc.</p> <p>use a variety of techniques e.g. quilting, weaving, embroidery, appliqué and develop skills in stitching, cutting and joining</p>	<p>experiment with paste resist</p> <p>match the correct tool to the material</p> <p>choose collage or textiles as a means of extending work already achieved</p>	<p>join fabrics in different ways, including stitching</p> <p>use a range of media to create collage</p>	<p>show awareness of the potential of the uses of materials</p> <p>use different techniques, colours and textures when designing and making pieces of work</p>
<p><b>Form</b> (3D work, clay, dough, boxes, wire, paper, sculpture)</p>	<p>begin to use a range of small tools including scissors competently, safely and confidently</p> <p>begin to share ideas about their work</p> <p>begin to explore different materials freely, in order to develop their ideas on how to use them and what to make</p>	<p>use a range of small tools including scissors competently, safely and confidently</p> <p>create collaboratively, sharing ideas, resources and skills</p> <p>explore different materials freely, in order to develop their ideas on how to use them and what to make</p>	<p>explore sculpture with a range of malleable media e.g. clay</p> <p>manipulate clay in a variety of ways e.g. rolling, kneading and shaping</p>	<p>experiment with, construct and join recycled, natural and man-made materials more confidently</p> <p>manipulate clay for a variety of purposes e.g. thumb pots, simple coil pots and models</p>	<p>research, plan, design and make models</p> <p>work with a degree of independence</p> <p>construct a simple clay base for extending and modelling other shapes</p> <p>make a simple papier mâché object</p>	<p>through observation, talk about their own and others' work, understanding that it has been sculpted, modelled or constructed</p> <p>show an understanding of shape, space and form</p> <p>plan, design, make and adapt models using a variety of materials</p> <p>talk about their work, understanding that it has been sculpted, modelled or constructed</p>	<p>use recycled, natural and man-made materials to create sculpture</p> <p>plan a sculpture through drawing and other preparatory work</p>	<p>explore further the use of clay e.g. slabs, coils, slips, etc</p> <p>create sculpture and constructions with increasing independence</p>

<p><b>Printing</b> (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<p>begin to develop their own ideas and then decide which materials to use to express them</p> <p>begin to talk about and identify patterns around them</p>	<p>develop their own ideas and then decide which materials to use to express them</p> <p>talk about and identify patterns around them</p>	<p>make marks in print with a variety of objects, including natural and made objects</p>	<p>investigate and design patterns of increasing complexity and repetition</p> <p>use a variety of techniques e.g. fabric printing, rubbings</p> <p>print using a variety of materials, objects and techniques</p>	<p>explore pattern and shape, creating designs for printing</p> <p>observe and discuss the processes used to produce a simple print</p> <p>print using a variety of materials, objects and techniques including layering</p>	<p>research, create and refine a print using a variety of techniques</p> <p>explore resist printing including marbling and silkscreen</p> <p>select broadly the kinds of material to print with in order to achieve the desired effect</p>	<p>become familiar with new techniques e.g. the use of poly-blocks, relief, mono and resist printing</p> <p>choose the printing method appropriate to task</p> <p>build up layers and colours/textures</p> <p>organise their work in terms of pattern, repetition, symmetry or random printing styles</p>	<p>describe varied techniques</p> <p>show confidence in printing on paper and fabric</p>
<p><b>Ideas</b> (generating, responding, changing, observing, exploring, compare, investigate and artist studies)</p>	<p>begin to express their ideas and feelings when looking at art work produced by artists</p>	<p>return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>express their ideas and feelings when looking at art work produced by artists</p>	<p>respond to ideas</p> <p>make changes to their own work</p> <p>show interest in and describe what they think about the work of others</p> <p>recognise and describe some simple characteristics of different kinds of art, craft and design</p>	<p>explore ideas</p> <p>observe and comment on differences in their own and others' work</p> <p>observe the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and make links to their own work</p>	<p>plan, refine and alter their work as necessary</p> <p>design and create images and artefacts in response to their personal ideas</p> <p>know about and describe the work of some artists, craftspeople, architects and designers</p>	<p>design and create images and artefacts for clearly defined purposes</p> <p>know about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts people, architects and designers that they have studied</p>	<p>compare and comment on ideas, methods and approaches used in their own and others' work, beginning to relate these to intention, in order to adapt and improve outcomes</p> <p>design and create images and artefacts in response to personal ideas and for clearly defined purposes by selecting and developing techniques and using a range of materials</p>	<p>investigate, explore and record information about famous artists showing appreciation of aesthetic qualities</p> <p>analyse and comment on ideas and methods</p>

## Impact (End points)

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>By end of the Summer Term</b>	<p>Children in Nursery will be able to:</p> <ul style="list-style-type: none"> <li>&gt; choose the right resources to carry out their own plan</li> <li>&gt; use one-handed tools and equipment, for example, making snips in paper with scissors</li> <li>&gt; use a comfortable grip with good control when holding pens and pencils</li> <li>&gt; explore different materials freely, in order to develop their ideas about how to use them and what to make</li> <li>&gt; develop their own ideas and then decide which materials to use to express them</li> <li>&gt; join different materials and explore different textures</li> <li>&gt; create closed shapes with continuous lines,</li> </ul>	<p>Children in Reception will be able to:</p> <ul style="list-style-type: none"> <li>&gt; develop their small motor skills so that they can use a range of tools competently, safely and confidently</li> <li>&gt; explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>&gt; return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>&gt; create collaboratively, sharing ideas, resources and skills</li> </ul> <p>E.L.G.s</p> <ul style="list-style-type: none"> <li>&gt; hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> </ul>	<p>Children in Year 1 will be able to:</p> <ul style="list-style-type: none"> <li>&gt; show how people feel in paintings and drawings</li> <li>&gt; create moods in art work</li> <li>&gt; use pencils to create lines of different thickness in drawings</li> <li>&gt; name the primary and secondary colours</li> <li>&gt; create a repeating pattern in print</li> <li>&gt; cut, roll and coil materials</li> <li>&gt; use IT to create a picture</li> <li>&gt; describe what I can see and give an opinion about the work of an artist</li> <li>&gt; ask questions about a piece of art</li> </ul>	<p>Children in Year 2 will be able to:</p> <ul style="list-style-type: none"> <li>&gt; choose and use three different grades of pencil when drawing</li> <li>&gt; use charcoal, pencil and pastel to create art</li> <li>&gt; mix paint to create all the secondary colours</li> <li>&gt; create brown with paint</li> <li>&gt; create tints with paint by adding white</li> <li>&gt; create tones with paint by adding black</li> <li>&gt; create a printed piece of art by pressing, rolling, rubbing and stamping</li> <li>&gt; use different effects within an IT paint package</li> </ul>	<p>Children in Year 3 will be able to:</p> <ul style="list-style-type: none"> <li>&gt; show facial expressions in their art</li> <li>&gt; use sketches to produce a final piece of art</li> <li>&gt; use different grades of pencil to shade and to show different tones and textures</li> <li>&gt; create a background using a wash</li> <li>&gt; use a range of brushes to create different effects in painting</li> <li>&gt; identify the techniques used by different artists</li> <li>&gt; use digital images and combine with other media in their art</li> <li>&gt; use IT to create art, which include their</li> </ul>	<p>Children in Year 4 will be able to:</p> <ul style="list-style-type: none"> <li>&gt; how facial expressions and body language in sketches and paintings</li> <li>&gt; use marks and lines to show texture in their art</li> <li>&gt; use line, tone, shape and colour to represent figure and forms in movement</li> <li>&gt; show reflections in their art</li> <li>&gt; print onto different materials using at least four colours</li> <li>&gt; sculpt clay and other mouldable materials</li> <li>&gt; integrate their digital images into their art</li> <li>&gt; experiment with the styles used by other artists</li> </ul>	<p>Children in Year 5 will be able to:</p> <ul style="list-style-type: none"> <li>&gt; identify and draw objects and use marks and lines to produce texture</li> <li>&gt; successfully use shading to create mood and feeling</li> <li>&gt; organise line, tone, shape and colour to represent figures and forms in movement</li> <li>&gt; use shading to create mood and feeling</li> <li>&gt; express emotion in their art</li> <li>&gt; create an accurate print design following criteria</li> <li>&gt; use images which they have created, scanned and found; altering them where necessary to create art</li> <li>&gt; research the work of an artist and use</li> </ul>	<p>Children in Year 6 will be able to:</p> <ul style="list-style-type: none"> <li>&gt; explain why they have used different tools to create art</li> <li>&gt; explain why they have chosen specific techniques to create their art</li> <li>&gt; explain the style of their work and how it has been influenced by a famous artist</li> <li>&gt; over print to create different patterns</li> <li>&gt; use feedback to make amendments and improvement to their art</li> <li>&gt; use a range of e-resources to create art</li> </ul>

	<p>and begin to use these shapes to represent objects</p> <ul style="list-style-type: none"> <li>&gt; draw with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>&gt; use drawing to represent ideas like movement or loud noises</li> <li>&gt; show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>&gt; explore colour and colour mixing</li> </ul>	<ul style="list-style-type: none"> <li>&gt; use a range of small tools, including scissors, paintbrushes and cutlery</li> <li>&gt; begin to show accuracy and care when drawing</li> <li>&gt; safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>&gt; share their creations, explaining the process they have used</li> </ul>		<ul style="list-style-type: none"> <li>&gt; suggest how artists have used colour, pattern and shape</li> <li>&gt; create a piece of art in response to the work of another artist</li> </ul>	<p>own work and that of others</p> <ul style="list-style-type: none"> <li>&gt; compare the work of different artists</li> <li>&gt; recognise when art is from different cultures</li> <li>&gt; recognise when art is from different historical periods</li> </ul>	<ul style="list-style-type: none"> <li>&gt; explain some of the features of art from historical periods</li> </ul>	<p>their work to replicate a style</p>	
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