

Art and Design Progression Map - 2024 to 25 - (detailing links to National Curriculum and Tier 3 Vocabulary)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All About Me	My Place in the World	Materials Matter	Habitats - Who lives where?	Farm to Fork	Once Upon a World....Long, Long ago
Development Matters	<p>Art: Children working @ 3-4 years:</p> <ul style="list-style-type: none"> - Explore different materials freely, 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. <p>Physical Development: Children working @ 3-4 years 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. • Show a preference for a dominant hand.</p>	<p>Art: Children working @ 3-4 years:</p> <ul style="list-style-type: none"> - 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. - Show different emotions in their drawings – happiness, sadness, fear, etc. <p>Physical Development: Children working @ 3-4 years 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. • Show a preference for a dominant hand.</p>	<p>Art: Children working @ reception:</p> <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. <p>Physical Development: Children working @ 3-4 years <i>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. • Show a preference for a dominant hand.</i></p>	<p>Art: Children working @ reception:</p> <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. <p>Physical Development: Children working @ reception: Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Personal, Social and Emotional Development</p>	<p>Art: Children working @ reception:</p> <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. <p>ELG: Expressive Arts and Design Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the processes they have used.</p> <p>Physical Development: fine motor skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>Art: Children working @ reception:</p> <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. <p>ELG: Expressive Arts and Design Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the processes they have used.</p> <p>Physical Development: fine motor skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p> <p>Personal, Social and Emotional Development Show resilience and perseverance in the face of challenge. Set and work towards simple goals. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Show sensitivity to their own and to others' needs.</p>
Tier 3 Vocabulary	<p>Paint: sponge, sculpt, play doh, explore, roll, range of colour names, mix, shade, light, dark,</p>	<p>Collage: Cut, rip, tear, arrange, stick, paper, tissue Print: press, rub Draw and paint: range of colour names, light, dark, mix, draw, line (thin, thick, wavy, straight),</p>	<p>Collage: foil, card, natural materials, fabric, pasta/rice Paint: hand, stick, roller, stamp,</p>	<p>Drawing: draw, line (thin, thick, wavy, straight), shape, pencils, felt-tips, chalk, oil pastels, wax crayons, Textiles: Wool, thread, join, fabric, decorate, weave, felt</p>	<p>Sculpture: cut, join, squeeze, press, stick, glue, rolling pin, tape</p>	<p>Sculpture: natural materials, create, willow, structure</p>

Year 1	Autumn 2 Draw and Paint (Weather - JMW Turner) from 2025 to 26	Spring 2 Collage and Print (Animals - In the Jungle - Henri Rousseau)	Summer 1 Sculpture (Flowers - quilling to sculpt)	Summer 2 Textiles (At the Seaside - weaving/ plaiting)
<p>National Curriculum</p> <p>Concepts: Mastering practical skills Develop ideas Take inspiration</p> <p>Mastering Practical Skills: Categories: Effects Techniques Colour Theory Media and Materials</p> <p>Develop Ideas: Emotions Process Visual Language</p> <p>Take inspiration: Artists and Artisans Styles and Periods</p>	<p>Pupils should be taught: to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</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>Pupils should be taught: to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</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>Pupils should be taught: to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</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>Pupils should be taught: to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</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>
Tier 2 and 3 Vocabulary	landscape (paper arrangement), soft, broad, narrow, fine, shape, smudge, blend, pallet, mix, tone, shade	create, variety, images, media, materials, crepe paper, tissue paper, magazine, sort, group, fold, crumple, overlap, press print, mono print.	sculpting, sculpture, manipulate, knead, connect, mould, carve, pinch, attach, impress, decorate	weave, plait, technique, twist, cotton thread, ribbon,

Year 2	Autumn 1 Draw (Portraits - Thomas Gainsborough from 2025 to 26)	Autumn 2 2024 to 25 Draw and Paint (Scenes of the sea - adding texture to a painting) 2025 to 26 Print and Collage (In the Dark of the Night - Artemisia Gentileschi)	Spring 1 Pointillism - 24/25 Sculpture (Love of Landscapes - John Constable as inspiration - 3D landscape)	Summer 1 Paint (Love of Landscapes - John Constable as inspiration - 3D landscape) (24/25) New 'Paint' unit 25/26
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Tier 2 and 3 Vocabulary	Self portrait, portrait, smudge, blend, line, oval, curvy, curved, natural,	primary colour names, secondary colour names, shade, tint, warm, cool, multi-coloured	landscapes, layers, foreground, middle ground, background, 3D,	landscapes, layers, foreground, middle ground, background, 3D, (also refer to Aut 2)

Year 3	Autumn 1 Draw and Paint (Stone Age Art - 24/25 Women in Art 25/26)	Spring 1 Print (Art Deco - Tamara de Lempicka (Art Deco architect - Stanley Park (25/26))	Spring 2 Draw and Paint Egyptian Portraits	Summer 1 Collage (Cityscapes - use collage techniques to create cityscapes)
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Tier 2 and 3 Vocabulary	pioneer, surrealism, composition, symbolism, controversial, escapism, texture, observational drawing.	overlay, relief, impressed, repeated pattern, deco style,	facial features, geometric shapes, side-view, silhouette, intricate, decorative	colour wash, foreground, middle ground, background, outline, precision.

Year 4	Autumn 1 Collage (Megan Coyle - creating collage using layers of magazine strips)	Spring 1 Print Abstract Art (24/25) - Wassily Kandinsky (25/26)	Summer 1 Draw and Paint (A Journey into Space - Lucien Rudaux)	Summer 2 Draw: Climate Change Impressionism?????
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Tier 2 and 3 Vocabulary	inspiration, still life, portrait, wildlife, layering, texture, grouping, montage,	Tone, contrast, shading, highlight, shadow, solid	astronomical, emerged, lunar, flourished, technical, compositional	sculpt, slab, coil, slip, recycled, natural, mad made, environmental sculpture, construct

Year 5	Autumn 1 Print and Collage (Piet Mondrian - Art and fashion)	Autumn 2 Draw (Ocean Art - 24/25) Collage 25/26 Collage Mosaic	Spring 1 Paint and Sculpture (Expressionism (24/25)- Henri Matisse (25/26)	Spring 2 Textiles (Combine sewing skills with collage - buttons)
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Tier 2 and 3 Vocabulary	optical, plane, neo-plasticism, arranged, eliminating, non-essentials	layers for depth, depth, process, tone, shading, express, oceanic art	mystical, Fauvism, determined, instinct, intellect, communal, prominent, elongating	stitch, back stitch, attach, secure,

Year 6	Autumn 2 Draw and Sculpture (African Art - Zulu and Xhosa tribes)	Spring 2 Draw and Paint LS Lowry	Summer 1 Draw and Photography (Capturing Conflict - Paul Nash)	Summer 2 Print and Collage using Digital Art (Pop Art - Andy Warhol)
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Tier 2 and 3 Vocabulary	representation, Zulu tribe, proportion, cultural identity, colour palette	industrial, initial, rough, restricted, opaque, earthy, tinting, charcoal, smear	macabre, iconic, brooding, disillusionment, enchanting, remnants, atrocities	distinguished, banal, mundane, portfolio, vivacious, tertiary colours, multiple, intrigued