**Wath Central Primary School**

**Progression Map – Based on Chris Quigley Essentials**

Subject Area: Art and Design

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|  |   | **Milestone 1****By the end of Key Stage 1 (Years 1 and 2), children will have been taught how to:** | **Milestone 2****By the end of Lower Key Stage 2 (Years 3 and 4), children will have been taught how to:** | **Milestone 3****By the end of Key Stage 2 (Years 5 and 6), children will have been taught how to:** |
| To develop ideas | Key Subject Specific Vocabulary | explore, develop, create, respond,  | explore, develop, adapt, collect, refine, comment, experiment, annotate | explore, develop, adapt, collect, extend, present, enhance, comment, annotate, edit, retrieve |
|  | • Respond to ideas and starting points.• Explore ideas and collect visual information.• Explore different methods and materials asideas develop.  | • Develop ideas from starting pointsthroughout the curriculum.• Collect information, sketches and resources.• Adapt and refine ideas as they progress.• Explore ideas in a variety of ways.• Comment on artworks using visual language. | • Develop and imaginatively extend ideas fromstarting points throughout the curriculum.• Collect information, sketches and resourcesand present ideas imaginatively in a sketchbook.• Use the qualities of materials to enhanceideas.• Spot the potential in unexpected results aswork progresses.• Comment on artworks with a fluent grasp ofvisual language. |
| To master techniques | Key Subject Specific Vocabulary | blend, tone, colour, mix, line, pattern, print, weave, tool, shape, malleable, sketch, mould, carve | colour, tone, tint, shade, light, shadow, texture, pattern, line, wash, mood, coil, montage, sketch, shade, weave, image, shape, carve, sculpture, solid | Sketch, shade, line, colour, tone, tint, palette, mood, texture, abstract, tactile, reflection, shadows, animation, perspective, composition, proportion, mosaic, realistic, impressionistic,  |
| Painting  | • Use thick and thin brushes.• Mix primary colours to make secondary.• Add white to colours to make tints and blackto colours to make tones.• Create colour wheels. | • Use a number of brush techniques using thickand thin brushes to produce shapes, textures,patterns and lines.• Mix colours effectively.• Use watercolour paint to produce washes forbackgrounds then add detail.• Experiment with creating mood with colour. | • Sketch (lightly) before painting to combineline and colour.• Create a colour palette based upon coloursobserved in the natural or built world.• Use the qualities of watercolour and acrylicpaints to create visually interesting pieces.• Combine colours, tones and tints to enhancethe mood of a piece.• Use brush techniques and the qualities ofpaint to create texture.• Develop a personal style of painting, drawingupon ideas from other artists. |
| Collage  | • Use a combination of materials that are cut,torn and glued.• Sort and arrange materials.• Mix materials to create texture. | • Select and arrange materials for a strikingeffect.• Ensure work is precise.• Use coiling, overlapping, tessellation, mosaicand montage. | • Mix textures (rough and smooth, plain andpatterned).• Combine visual and tactile qualities.• Use ceramic mosaic materials and techniques. |
| Sculpture  | • Use a combination of shapes.• Include lines and texture.• Use rolled up paper, straws, paper, card andclay as materials.• Use techniques such as rolling, cutting,moulding and carving. | • Create and combine shapes to createrecognisable forms (e.g. shapes made fromnets or solid materials).• Include texture that conveys feelings,expression or movement.• Use clay and other mouldable materials.• Add materials to provide interesting detail. | • Show life-like qualities and real-lifeproportions or, if more abstract, provokedifferent interpretations.• Use tools to carve and add shapes, textureand pattern.• Combine visual and tactile qualities.• Use frameworks (such as wire or moulds) toprovide stability and form. |
| Drawing  | • Draw lines of different sizes and thickness.• Colour (own work) neatly following the lines.• Show pattern and texture by adding dots and lines.• Show different tones by using coloured pencils. | • Use different hardnesses of pencils to show line, tone and texture.• Annotate sketches to explain and elaborate ideas.• Sketch lightly (no need to use a rubber to correct mistakes).• Use shading to show light and shadow.• Use hatching and cross hatching to show tone and texture. | • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).• Use a choice of techniques to depict movement, perspective, shadows and reflection.• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).• Use lines to represent movement. |
| Print  | • Use repeating or overlapping shapes.• Mimic print from the environment (e.g. wallpapers).• Use objects to create prints (e.g. fruit, vegetables or sponges).• Press, roll, rub and stamp to make prints. | • Use layers of two or more colours.• Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block).• Make precise repeating patterns. | • Build up layers of colours.• Create an accurate pattern, showing fine detail.• Use a range of visual elements to reflect the purpose of the work. |
| Textiles  | • Use weaving to create a pattern.• Join materials using glue and/or a stitch.• Use plaiting.• Use dip dye techniques. | • Shape and stitch materials.• Use basic cross stitch and back stitch.• Colour fabric.• Create weavings.• Quilt, pad and gather fabric. | • Show precision in techniques.• Choose from a range of stitching techniques.• Combine previously learned techniques to create pieces. |
| Digital media  | • Use a wide range of tools to create different textures, lines, tones, colours and shapes. | • Create images, video and sound recordings and explain why they were created. | • Enhance digital media by editing (including sound, video, animation, still images and installations). |
| To take inspiration from the greats (classic and modern) | Key Subject Specific Terminology | design, artist, abstract, modern, artwork, craftspeople, architects, | designer, original, artist, artisan, replicate, abstract, modern, craftspeople, architects, | designer, craftspeople, architects, original, artist, artisan, replicate, influence, society, style, abstract, realism, modern  |
|  | • Describe the work of notable artists,artisans and designers.• Use some of the ideas of artists studied tocreate pieces. | • Replicate some of the techniques used bynotable artists, artisans and designers.• Create original pieces that are influenced bystudies of others. | • Give details (including own sketches) aboutthe style of some notable artists, artisansand designers.• Show how the work of those studied wasinfluential in both society and to otherartists.• Create original pieces that show a range ofinfluences and styles. |

**Supporting Computing for those below Milestone 1**

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| P4 • Show some awareness of cause and effect in a creative process. • Explore materials systematically.• Show awareness of starting or stopping a process. • Make marks intentionally on a surface with fingers or tools.• Repeat an activity to make the same or similar effect.• Show an active interest in a range of tools and materials, taking part in familiar activities with some support. | P5 • Handle or use tools and materials purposefully. • Show preferences for activities and begin to carry out simple processes. • Choose tools and materials which are appropriate to the activity.• Create and apply familiar techniques to a task. | P6 • Show an intention to create. • Start to use tools, materials and simple actions to produce a piece of work. • Imitate the use of tools, materials and simple actions.• Practise new skills with less support, developing knowledge of the process of making. | P7 • Communicate ideas, events or experiences through the use of colour, form, line and tone. • Intentionally represent or symbolise an object or an emotion in either 2D or 3D work.• Purposefully choose colours or techniques.• Show confidence in using a variety of processes and make appropriate use of tools and materials. | P8 • Develop ideas and use materials and processes working in two and three dimensions. • Finish a piece of work following an established pattern of activity.• Know that paintings, sculptures and drawings have meaning.• Use a growing art vocabulary and begin to express meaning. | Early Years • Use simple tools and techniques competently and appropriately.• Explore what happens when colours are mixed.• Experiment to create different textures.• Understand that different media can be combined to create new effects.• Manipulate materials to achieve a planned effect.• Choose particular colours for a purpose.• Create simple representations of events, people and objects. |