**Wath Central Primary School**

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

Subject Area: Art and Design

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **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 as ideas develop. | • Develop ideas from starting points throughout 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 from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual 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 black to colours to make tones. • Create colour wheels. | • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. | • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon 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 striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. | • Mix textures (rough and smooth, plain and patterned). • 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 and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. | • Create and combine shapes to create recognisable forms (e.g. shapes made from nets 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-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide 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 to create pieces. | • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. | • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. |

**Supporting Computing for those below Milestone 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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. |