



Colliers Green Art Progression Map

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Drawing | <p>Communicate something about themselves in their drawing.</p> <p>Create different moods in their drawings.</p> <p>Draw using pencil and crayons.</p> <p>Draw lines of different shapes and thickness, using 2 different grades of pencil.</p> | <p>Use three different grades of pencil in their drawing (4B, 8B, HB).</p> <p>Use charcoal, pencil and pastels.</p> <p>Create different tones using light and dark.</p> <p>Show patterns and texture in their drawings.</p> <p>Use a viewfinder to focus on a specific part of an artefact before drawing it.</p> | <p>Show facial expressions in their drawings.</p> <p>Use their sketches to produce a final piece of work.</p> <p>Write an explanation of their sketch in notes.</p> <p>Use different grades of pencil shade, to show different tones and texture.</p> | <p>Begin to show facial expressions and body language in their sketches.</p> <p>Identify and draw simple objects, and use marks and lines to produce texture.</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Show reflections.</p> <p>Explain why they have chosen specific materials to draw with.</p> | <p>Identify and draw simple objects, and use marks and lines to produce texture.</p> <p>Successfully use shading to create mood and feeling.</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Show reflections.</p> <p>Explain why they have chosen specific materials to draw with.</p> | <p>Sketches communicate emotions and a sense of self with accuracy and imagination.</p> <p>Explain why they have combined different tools to create their drawings.</p> <p>Explain why they have chosen specific drawing techniques.</p> |
| Painting | <p>Develop skill and control when painting. Paint with expression.</p> | <p>Mix paints to create all the secondary colours and brown.</p> <p>Create tints and tones with paint by adding white or black.</p> | <p>Increase skill and control when painting. Apply greater expression and creativity to own paintings.</p> <p>Know where each of the primary and secondary colours sits on the colour wheel.</p> <p>Create a background using a wash.</p> | <p>Develop skill and control when painting. Paint with expression. Analyse painting by artists.</p> <p>Create mood in their paintings and successfully use shading to create mood and feeling.</p> | <p>Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.</p> <p>Create a range of moods in their paintings.</p> <p>Express their emotions accurately</p> | <p>Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</p> |

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| | | | Use a range of brushes to create different effects in painting. | | through their painting and sketches. | |
| Printing | <p>Print with sponges, vegetables and fruit.</p> <p>Print onto paper and a textile.</p> <p>Design their own printing block.</p> <p>Create a repeating pattern.</p> | <p>Create a print using pressing, rolling, rubbing and stamping.</p> <p>Create a print like a designer.</p> | <p>Make a printing block.</p> <p>Make a 2 colour print.</p> | <p>Print using at least four colours.</p> <p>Create an accurate print design.</p> <p>Print onto different materials.</p> | <p>Print using a number of colours.</p> <p>Create an accurate print design that meets a given criteria.</p> <p>Print onto different materials.</p> | <p>Overprint using different colours.</p> <p>Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods.</p> |
| Textiles | <p>Sort threads and fabrics.</p> <p>Group fabrics and threads by colour and texture.</p> <p>Weave with fabric and thread.</p> | <p>Join fabric using glue.</p> <p>Sew fabrics together with a simple running stitch.</p> | <p>Use more than one type of stitch.</p> <p>Join pieces of fabric together.</p> <p>Use sewing to add detail to a piece of work.</p> | <p>Use early textile and sewing skills as part of a project.</p> | <p>Use textile and sewing skills as part of a project, e.g. hanging, textile book, etc. This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</p> | <p>Create work which is open to interpretation by the audience.</p> <p>Include both visual and tactile elements in their work.</p> |
| Collage | <p>Cut and tear paper and card for their collages.</p> <p>Gather and sort the materials they will need.</p> | <p>Create individual and group collages.</p> <p>Use different kinds of materials on their collage and explain why they have chosen them.</p> <p>Use repeated patterns in their collage.</p> | <p>Cut very accurately.</p> <p>Overlap materials.</p> <p>Experiment using different colours.</p> <p>Use mosaic techniques.</p> | <p>Combine visual and tactile qualities.</p> | <p>Combine visual and tactile qualities to express mood and emotion.</p> | <p>Justify the materials they have chosen.</p> <p>Combine pattern, tone and shape.</p> |
| 3D | <p>Learn about form and space through making</p> | <p>Make a clay pot.</p> | <p>Further develop their ability to describe 3D</p> | <p>Experiment with and combine materials</p> | <p>Further extend their ability to describe and</p> | <p>Create models on a range of scales.</p> |

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| | sculptures and developing language. | Join two finger pots together. Add line and shape to their work. | form in a range of materials, including drawing. Create pop-ups. Add texture to their work. | and processes to design and make 3D form. Sculpt clay and other mouldable materials. | model form in 3D using a range of materials. | Express and articulate a personal message through sculpture. Analyse and study artists' use of form. |
| Colour | Identify and name the primary and secondary colours. | 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. Analyse and describe colour and painting techniques in artist's work. Use aspects of colour such as tints and shades, for different purposes. | Analyse and describe colour and painting techniques in artist's 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. |
| Digital | Use a simple painting program to create a picture. | Use simple IT mark-making tools, e.g. brush and pen tools. Take different photographs of themselves displaying different moods. | Use the printed images they take with a digital camera and combine them with other media to produce art work. Use IT programs to create a piece of work that includes their own work and that of others (using web). | Present a collection of their work on a slide show. Create a piece of art work which includes the integration of digital images they have taken. Combine graphics and text based on their research. | Create a piece of art work which includes the integration of digital images they have taken. Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning. | Use software to create pieces of digital art to design. Create a piece of art which can be used as part of a wider presentation. |

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| | | | Use the web to research an artist or style of art. | | | |
| Sketch books | <p>Use sketchbooks through teacher modelling.</p> <p>Use sketchbooks to record thoughts and ideas and to experiment with materials.</p> | <p>Begin to demonstrate their ideas through photographs and in their sketch books.</p> <p>Set out their ideas, using 'annotation' in their sketch books.</p> <p>Keep notes in their sketch books as to how they have changed their work.</p> | <p>Use their sketch books to express feelings about a subject and to describe likes and dislikes.</p> <p>Make notes in their sketch books about techniques used by artists.</p> <p>Suggest improvements to their work by keeping notes in their sketch books.</p> | <p>Use their sketch books to express their feelings about various subjects and outline likes and dislikes.</p> <p>Produce a montage all about themselves.</p> <p>Use their sketch books to adapt and improve their original ideas.</p> <p>Keep notes about the purpose of their work in their sketch books.</p> | <p>Keeps notes in their sketch books as to how they might develop their work further.</p> <p>Use their sketch books to compare and discuss ideas with others.</p> | <p>Sketch books contain detailed notes, and quotes explaining about items.</p> <p>Compare their methods to those of others and keep notes in their sketch books.</p> <p>Combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</p> <p>Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.</p> |
| Exploring and developing ideas | <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for</p> | <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for</p> | <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> | <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> | <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> | <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> |

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| | <p>their work, and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> | <p>their work and the processes they have used. Develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> | <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> | <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> | <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> | <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> |
| Reflecting and Evaluating | <p>Describe what they feel about their work and the art of others.</p> <p>Identify what they might change in their current work or develop in their future work.</p> | <p>Describe choices and preferences.</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in their future work.</p> | <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> | <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> | <p>Regularly analysing and reflecting on their intentions and choices.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> | <p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> |
| Artists, crafts people and designers | <p>Beatrice Milhazes (Abstract)</p> <p>Bridget Riley (Drawing)</p> | <p>Max Ernst (Frottage)</p> <p>Ed Ruscha (Shading, Tone)</p> | <p>Carl Giles (Drawing)</p> <p>Diego Velazquez (Tone)</p> | <p>Luz Perez Ojeda (Formal Elements)</p> <p>Paul</p> | <p>Hundertwasser</p> <p>Banksy</p> <p>Andy Warhol</p> | <p>Claude Monet (Impressionism)</p> <p>William Morris (Print)</p> |

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| | <p>David Hockney and Vija Celmins (Drawing)</p> <p>Louis Wain (Movement)</p> <p>Kandinsky, Bernal, Bolotowsky (Shape and Colour)</p> <p>Vincent Van Gogh (Texture)</p> <p>Jasper Johns (Painting)</p> <p>Renoir, Sorolla, Kroyer (Landscape)</p> <p>Louise Bourgeois (Sculpture)</p> | <p>Clarice Cliff (Design)</p> <p>Nancy McCrosky (Mural)</p> <p>Damien Hirst (Drawing)</p> <p>Julian Opie (Portraits)</p> <p>Edwina Bridgeman (Human Form)</p> | | <p>Giorgio Morandi (Still Life)</p> <p>David Hockney</p> <p>Paula Rego</p> <p>Edward Hopper</p> <p>Pieter Brueghel</p> <p>Fiona Rae Every</p> <p>Giuseppe Archimboldo (Sculpture)</p> <p>Sokari Douglas Camp (Sculpture)</p> <p>El Anatsui (Sculpture)</p> <p>Barbara Hepworth</p> | <p>John Singer Sargent</p> <p>Magdalene Odundo</p> | <p>Edward Hopper</p> <p>Kathe Kollwitz (Clay)</p> <p>Pablo Picasso</p> <p>Mark Wallinger (Clay)</p> <p>Hannah Hoch, Peter Kennard, Jerry Uelsmann, Jenny Holzer, Edward Weston, Edvard Munch (Photography)</p> <p>Paul Cezanne, Jaromir Funke, Ben Nicholson (Still Life)</p> |
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