



Art and Design Progression Map

Subject Leader: Mrs McDonald and Miss Minihan

	Nursery	Reception	Year 1	Year 2
Drawing	<ul style="list-style-type: none"> -make large movements -use a variety of drawing tools; pencils, chalk, pencil crayons, wax crayons, felt tip pens -draw a circle and a line -create recognisable drawings of people 	<ul style="list-style-type: none"> -create recognisable drawings of people with a separate head and body -be able to name features of drawings -investigate and create different lines e.g. zig zag, wavy 	<ul style="list-style-type: none"> -create recognisable drawings of people with facial feature details and limbs -sketch to make quick records, then improve in next draft -investigate tone in sketches; making sketches lighter or darker using hatching -use a sketchbook to plan ideas 	<ul style="list-style-type: none"> -create recognisable drawings of people and animals in different poses -sketching houses and different parts of houses -draw what they see, not what they think something looks like -be able to change the tone in sketching from dark to light and use shading techniques
Colour	<ul style="list-style-type: none"> -know the primary colours and which colours are created when they are mixed -be able to name all common colours 	<ul style="list-style-type: none"> -use a range of tools to make coloured marks and talk about what happens when they are mixed - mix powder paint independently -identify primary and secondary colours 	<ul style="list-style-type: none"> -know how to alter colours using black or white -be able to make secondary colours independently by mixing other colours - know which colours are warm and which are cold 	<ul style="list-style-type: none"> -know and understand the colour wheel -be able to make different shades of the same colour e.g. dark green and light green and apply this skill to different media -know how to mix colours to create different tones of the same colour
Painting	<ul style="list-style-type: none"> -experiment using a range of sizes of paintbrushes -use a variety of tools to make marks with paint 	<ul style="list-style-type: none"> -know how to control a paintbrush to fill in large shapes and to make smaller lines and shapes 	<ul style="list-style-type: none"> -use different sized brushes for different purposes and explain why -compare their own work to a range of artists, designers and crafts people saying what is different and what is similar -start using watercolour paints to create an effect 	<ul style="list-style-type: none"> -independently choose the correct tools for the correct purposes -express thoughts and feelings about other artists work
Texture	<ul style="list-style-type: none"> -begin to describe the texture of materials -manipulate and use textures in art work 	<ul style="list-style-type: none"> -construct with a purpose in mind using recycled materials -combine different textures and media independently 	<ul style="list-style-type: none"> -talk about why they have chosen particular textures and combinations -sort according to properties 	<ul style="list-style-type: none"> -choose different materials to represent objects and evaluate their effectiveness

			-combining textures to create different prints	
3D	-experiment with a variety of joining techniques -experiment with malleable materials -talk about what they have produced using 3D materials	-experiment with joining natural materials and manmade materials -talk about what they have produced using 3D materials -use clay to create models	-pinch and roll coils and slabs using clay -begin to evaluate their 3D structures and creations; saying why they have used particular materials/techniques	-name a range of joining techniques -join clay together using crosshatching, scoring and slipping -evaluate the effectiveness of their 3D creations and adapt them once reflected upon
Pattern	-be able to make patterns in materials e.g. cutters in dough/clay, printing using vegetables/sponges -create patterns with a variety of self-chosen materials	-continue to make their own patterns in art both 3D and 2D -use self-chosen resources to make different patterns and effects and comment upon the pattern made	-begin to notice patterns in the environment and of animals and use these in their own work -draw patterns we can see in the environment e.g. a fossil, coral	-make their own patterns using a range of media and comment on why they have developed that particular pattern -notice and use pattern from the environment e.g. animal scales, tree bark
Artists	Kandinsky Monet Vik Muniz Matisse Yayoi Kusama	Lorna Simpson Alberto Giacometti Andy Goldsworthy Georgia O'Keefe Vincent Van Gogh	Alma Thomas Mile Hipolyte Andy Warhol Alex T Smith Robert Bradford	Stephen Wiltshire David Hockney Frida Kahlo Wayne Thiebaud Vincent Van Gogh