



Kewstoke Primary School- Art Progression Map



	Penguins- R and Y1	Dolphins- Y2 and Y3	Whales- Y4, Y5, Y6
Artists	See Art content information	See Art content information	See Art content information
Exploring and Developing Ideas	<ul style="list-style-type: none">• Learn primary and secondary colours then use them to create a repeating pattern.• Designing Christmas cards using pointillism technique.• Explain how they are making their sculpture.	<ul style="list-style-type: none">• Learn to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination• He/she can show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs.	<ul style="list-style-type: none">• To create sketch books to record their observations and use them to review and revisit ideas• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)• He/she can use a sketchbook to show how ideas have been improved.• Applying Ideas he/she can use a sketchbook to produce labelled diagrams for his/her 3D work. <p>•Upper KeyStage 2 Independent Artist He/she can make a clear plan for his/her working area and the equipment needed for a complete art project.</p> <p>•Art in Context/History He/she can explore the impact of well known artists' work on the society at the time.</p> <p>•Art in Context/History He/she can use observational skills to replicate images by well-known artists and explain how their work is similar/different.</p>

			Upper KeyStage 2 Developing/ Applying Ideas He/she can use a sketch -book to produce labelled diagrams for his/her 3D work.
Evaluate and Develop Work	<ul style="list-style-type: none"> Describe how his/her own work is similar and/or different to the work of well -known artists and designers. Describe what can be seen and give opinions. Ask questions about a piece of Art. 	<ul style="list-style-type: none"> he/she can describe how his/her own work is similar and/or different to the work of well-known artists and designers. he/she can describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers. 	Upper KeyStage 2 Painting <ul style="list-style-type: none"> He/she can create different effects e.g. wet paint to create a watercolour; texture by adding PVA or saw -dust; using brushes in different ways with thickened paint. Developing/ Applying Ideas <ul style="list-style-type: none"> He/she can use a sketchbook to show how ideas have been improved.
Drawing	<ul style="list-style-type: none"> He/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines and straight lines 	<ul style="list-style-type: none"> Sketch with lines of different thickness. Use pencils to create light and shadow in a sketch. 	<ul style="list-style-type: none"> Drawing with coloured pencil, he/she can layer colours to create depth of colour and tone. Drawing with pastel/charcoal, he/she can use the tip to create detail. He/she can use pens to record minute details.
Painting/Other Media (Exploring Colour)	<ul style="list-style-type: none"> Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). writing (reports, labelling, simple recount) ICT Describes objects, people and events. Write simple stories and recounts about the past. 	<ul style="list-style-type: none"> Use dates and terms with increasing accuracy Discuss different ways of presenting information for different purposes/ audiences Use dates and terms with increasing accuracy • Discuss different ways of presenting information for different purposes/ audiences 	<ul style="list-style-type: none"> Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Use dates and terms correctly. Discuss most appropriate way to present information, realising that it is for an audience. Use subject specific words Present structured and organised findings about the



	<ul style="list-style-type: none">• Draw labelled diagrams and writes about them to tell others about people, events and objects from the past.		<p>past using speaking, writing, maths, ICT, drama and drawing skills.</p> <ul style="list-style-type: none">• Use dates and terms accurately.• Choose most appropriate way to present information to an audience• Select and organise information to produce structured work, making appropriate use of dates and terms.• Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).• Make accurate use of specific dates and terms. Use extended writing
Sculpture/Craft	<ul style="list-style-type: none">• Make a model using natural and manmade materials to show a simple idea or using his/her imagination	<ul style="list-style-type: none">• he/she can decorate textiles using buttons, beads,sequins, braids & ribbons.	<ul style="list-style-type: none">• he/she can make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying Sculpture he/she can add detail to a clay sculpture using clay tools or to a 3D sculpture using different materials• Context/History he/she can use stylistic features of well known architects in their 3D work and explain how their work is similar/different