Stratford Upon Avon Primary School
Art Progression Map

The national curriculum for art and design aims to ensure that all pupils:

♣ produce creative work, exploring their ideas and recording their experiences

♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques

♣ evaluate and analyse creative works using the language of art, craft and design

♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Subject content

Key stage 1

Pupils should be taught:

♣ to use a range of materials creatively to design and make products

♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

♣ 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 [for example, pencil, charcoal, paint, clay]

♣ about great artists, architects and designers in history.

Stratford Upon Avon Primary School
Art Progression Map

Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human form	Skill Use a variety of marks to represent the human form, from observation, imagination or memory. Knowledge A human face includes features such as eyes, mouth and nose. ELG: Fine motor skills Begin to show accuracy and care when drawing. Key vocabulary: Eyes Nose Ears Mouth All year	Skill Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features. Knowledge A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. Key vocabulary: Observation, observe, collage, painting, sculpture, facial feature, subject, portrait, self-portrait Summer – funny faces	Skill Represent the human form, including face and features, from observation, imagination or memory. Knowledge A drawing, painting or sculpture of a human face is called a portrait. Key vocabulary: Observation, observe, collage, painting, sculpture, facial feature, subject, portrait, self-portrait, facial expression, pose, clothing, object, background Autumn 1 – portraits and poses	Skill Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay. Knowledge Artists draw, paint or sculpt human forms in active poses. Key vocabulary: Human figures, figurative form, abstract form, photographs, anatomy, elongated, posed, subject Shakespeare week		Skill Explore and create expression in portraiture. Knowledge A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists. Key vocabulary: Natural form, perspective, subject, expression, personality Spring 2 - portraits	Skill Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing. Knowledge In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life. Key vocabulary: Subject matter, distortion, abstraction Summer 2 – distortion and abstraction
Creation	Skill Create art in different ways on a theme, to express their ideas and feelings Knowledge Ideas can be created through observation (looking closely) and imagination (creating pictures in the mind). ELG Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with	Skill Design and make art to express ideas. Knowledge Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). Key vocabulary: Observe, create, imagination What can I see?	Skill Select the best materials and techniques to develop an idea. Knowledge Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and	Skill Use and combine a range of visual elements in artwork. Knowledge Visual elements include colour, line, shape, form, pattern and tone. Key vocabulary: Line, colour, shape, form, pattern, tone What do I see? What do I like/dislike? What do I think the artist's intention was? Why did they do it like that?	Skill Develop techniques through experimentation to create different types of art. Knowledge Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. Key vocabulary:	Skill Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. Knowledge Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. Key vocabulary:	Skill Create innovative art that has personal, historic or conceptual meaning. Knowledge In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. Key vocabulary: What do I see? What do I like/dislike? What do I think the artist's intention was?

colour, design, texture, form and function. **ELG Fine motor skills** Use a range of small tools, including scissors, paint brushes and cutlery. Key vocabulary: I think… I have chosen… I can see.... All year	What do I like? How does it make me feel? What do I think the artist enjoyed about making this? Autumn 1 – Street View	thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting. Key vocabulary: Ink, paper, smooth, rough, absorb, shading, line, thick, thin, dark, light, hard, soft What can I see? What do I like? How does it make me feel? What do I think the artist enjoyed about making this? Autumn 1 – portraits and poses Summer - flowerhead	How does it make me feel? How might it inspire me? Autumn 1 – Contrast and complement Summer 1 - ammonites	Line, colour, shape, form, pattern, tone, combine What do I see? What do I like/dislike? What do I think the artist's intention was? Why did they do it like that? How does it make me feel? How might it inspire me? Spring – Vista Summer – Islamic art	What do I see? What do I like/dislike? What do I think the artist's intention was? Why did they do it like that? How does it make me feel? How might it inspire me? Who or what else might I look at to help feed my creativity? Summer 1 – expression Summer 2 – nature's art	Why did they do it like that? How does it make me feel? How might it inspire me? Who or what else might I look at to help feed my creativity? Autumn 2 – Emotive and persuasive Art of WW1
Generation of ideas	Skill Communicate their ideas as they are creating artwork. **ELG**: Creating with materials Share their creations, explaining the process they have used. Key vocabulary: I have used…because… Create Design All year	Skill Communicate their ideas simply before creating artwork. Knowledge Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. Key vocabulary: I have used…because… All year	Skill Make simple sketches to explore and develop ideas. Knowledge A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. Key vocabulary: I have used…because… All year	Skill Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. Knowledge Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. Key vocabulary: I have used…because… Autumn 2 – Prehistoric pots	Skill Create a series of sketches over time to develop ideas on a theme or mastery of a technique. Knowledge Artists use sketching to develop an idea over time. Key vocabulary: I have used…because… Spring - Vista	Skill Review and revisit ideas and sketches to improve and develop ideas. Knowledge Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece. Key vocabulary: I have used…because… All year	Skill Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. Knowledge A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. Key vocabulary: I have used…because… Summer 2 – distortion and abstraction

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Art Progression Map

Evaluation	**Skill** Children can discuss their art and how it makes them feel. **ELG Creating with materials** Share their creations, explaining the process they have used. **Key vocabulary:** This makes me feel… I have placed this here because… Evaluate I would improve this by…	**Skill** Say what they like about their own or others' work using simple artistic vocabulary. **Knowledge** Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. **Key vocabulary:** I would improve this by…	**Skill** Analyse and evaluate their own and others' work using artistic vocabulary. **Knowledge** Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. **Key vocabulary:** I would improve this by…	**Skill** Make suggestions for ways to adapt and improve a piece of artwork. **Knowledge** Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. **Key vocabulary:** I would improve this by…	**Skill** Give constructive feedback to others about ways to improve a piece of artwork. **Knowledge** Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. **Key vocabulary:** I would improve this by…	**Skill** Compare and comment on the ideas, methods and approaches in their own and others' work. **Knowledge** Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art. **Key vocabulary:** I would improve this by…	**Skill** Adapt and refine artwork in light of constructive feedback and reflection. **Knowledge** Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. **Key vocabulary:** I would improve this by…
Malleable materials	**Skill** Children use malleable materials such as clay, plasticine and salt dough. They can manipulate malleable materials by squeezing, rolling and pressing. **Knowledge** Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. **ELG: Creating with materials** - Safely use and explore a variety of materials, tools and techniques, experimenting with	**Skill** Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. **Knowledge** Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. **Key vocabulary:** squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing, smoothing, hard, soft, rigid, flexible	**Skill** Press objects into a malleable material to make textures, patterns and imprints. **Knowledge** Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap. **Key vocabulary:** Form, line, pattern, sculpture, shape, visual element, assemble, construct, model, fold,	**Skill** Create a 3-D form using malleable or rigid materials, or a combination of materials. **Knowledge** Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. **Key vocabulary:**	**Skill** Use clay to create a detailed or experimental 3-D form. **Knowledge** Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms. **Key vocabulary:** Form, line, pattern, sculpture, shape, visual element, assemble, construct, model, fold,		**Skill** Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. **Knowledge** A 3-D form is a sculpture made by carving, modelling, casting or constructing. **Key vocabulary:** Form, line, pattern, sculpture, shape, visual element, assemble, construct, model, fold, bend, clay, impress, curve, clay, tiles, carving, modelling, casting, construction

	colour, design, texture, form and function. **ELG: Fine motor skills** - Use a range of small tools, including scissors, paint brushes and cutlery. Key vocabulary: 3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet Spring – 2D and 3D art	Spring – Rain and Sunrays	bend, clay, impress, curve, clay Summer - Flowerhead	Form, line, pattern, sculpture, shape, visual element, assemble, construct, model, fold, bend, clay, impress, curve, clay, tiles, pinch, coils, slip, potter, score Autumn 2 – Prehistoric Pots Spring 1 – Mosaic Materials Spring Ammonites	bend, clay, impress, curve, clay, tiles, carving, scoring, construction, relief sculpture Summer – Islamic Art		Spring – Inuit Art
Paper and fabric	Skill Cut, tear, fold and stick a range of papers to create a collage. Knowledge Papers and fabrics can be used to create art, including tearing, cutting and sticking. ELG: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery.	Skill Use textural materials, including paper and fabric, to create a simple collage. Knowledge Collage is an art technique where different materials are layered and stuck down to create artwork. Key vocabulary: Collage, fabric, colour, pattern, shape, texture, glue, stick, scissors, contrast Spring – Rain and Sunrays Summer – Funny faces	Skill Create a range of textures using the properties of different types of paper. Knowledge Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the	Skill Weave natural materials on cardboard looms, making woven pictures or patterns. Knowledge Warp and weft are terms for the two basic components used in loom weaving. Key vocabulary: fabric, colour, pattern, shape, texture, glue, stick, scissors, contrast, layers, combine, weave, warp, weft, loom Summer – Beautiful Botanicals	Skill Weave natural or man-made materials on cardboard looms, making woven pictures or patterns. Knowledge Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns. Key vocabulary: fabric, colour, pattern, shape, texture, glue, stick, scissors, contrast, layers, combine,		Skill Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. Knowledge Stitches include running stitch, cross stitch and blanket stitch. Use a range of stitches to add detail and texture to fabric or mixed-media collages. Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can

Key vocabulary: Cut, bend, fold, stick, tear, join, pinch, pattern, fix, glue, tape Summer – collage		rubbing technique, frottage, can be used to create a range of effects on different papers. **Key vocabulary:** Collage, fabric, colour, pattern, shape, texture, glue, stick, scissors, contrast, layers, combine Summer - Flowerhead		weave, warp, weft, loom, braid, dye, synthetic, yarn Autumn 1 – Textiles through time Autumn 2 – Clothing through time		be used to add texture to a piece of artwork. **Key vocabulary:** Texture, running stitch, cross stitch, blanket stitch, rough, smooth, hard, soft, heavy, light, opaque, transparent, fragile, robust Autumn 2 – Textiles make do and mend Summer 2 – Graffiti art

Paint						
Skill Use primary and other coloured paint and a range of methods of application. **Knowledge** The primary colours are red, yellow and blue. **ELG: Creating with materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Key vocabulary:** Primary, red, yellow, blue, paint, dab, brush, colour, marks Autumn 1 – art inspired by nature	**Skill** Identify and use paints in the primary colours. **Knowledge** The primary colours are red, yellow and blue. The secondary colours are green, purple and orange. Some artists use just primary colours. Some artists use both primary and secondary colours in their artwork. **Key vocabulary:** Primary, secondary, red, yellow, blue, green, purple, orange Autumn 2 – Mix it	**Skill** Identify and mix secondary colours. **Knowledge** The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. **Key vocabulary:** Primary, secondary, red, yellow, blue, green, purple, orange, mix Autumn 2 – Mix it	**Skill** Identify, mix and use contrasting coloured paints. **Knowledge** Examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel. **Key vocabulary:** Primary, secondary, red, yellow, blue, green, purple, orange, tertiary, contrast, complement, colour wheel Autumn 1 – Contrast and complement Spring – Prehistoric pots	**Skill** Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. **Knowledge** Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture. **Key vocabulary:** Warm, cool, mix, Primary, secondary, red, yellow, blue, green, purple, orange, tertiary, contrast,	**Skill** Mix and use tints and shades of colours using a range of different materials, including paint. **Knowledge** A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. Expressionist artists use intense, non-naturalistic colours. **Key vocabulary:** Primary, secondary, red, yellow, blue, green, purple, orange, tertiary, contrast, complement, colour wheel, tint, shade, natural, non-naturalistic, light, dark Autumn 2 – Tints, tones and shades	**Skill** Use colour palettes and characteristics of an artistic movement or artist in artwork. **Knowledge** Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours. **Key vocabulary:** Colour palettes, intense, realistic, bold, non-naturalistic, bright, contrast, primary, secondary, red, yellow, blue, green, purple, orange, tertiary Summer – Day of the dead masks

					complement, colour wheel, fade, blur Autumn 1 – Textiles through time Spring - Vista		Distortion and abstraction

Printing	Skill Children will explore objects that can create a print. Knowledge A print is a shape or image that has been made by transferring paint. ELG: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery. Key vocabulary: Print, shape, move Autumn 1 and 2 – Natural art	Skill Make simple prints and patterns using a range of liquids including ink and paint. Knowledge A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. Key vocabulary: Print, transfer, image, reverse, shapes, pressure Spring – Rain and sunrays	Skill Use the properties of various materials, such as clay or polystyrene, to develop a block print. Knowledge A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. Key vocabulary: Block print, carved, engraved, pressed, image, transfer, repeat, rotate Summer - Flowerhead	Skill Make a two-colour print. Knowledge A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern. A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again. Key vocabulary: Block print, carved, engraved, pressed,		Skill Add text or printed materials to a photographic background. Knowledge Some artists use text or printed images to add interest or meaning to a photograph. Key vocabulary: Overlay, text, photograph Summer 1 - Expression	Skill Use the work of a significant printmaker to influence artwork. Knowledge Printmakers create artwork by transferring paint, ink or other art materials from one surface to another. Key vocabulary: Stencil, ink, transfer, colour fade, colour merging, pressure Spring – Inuit Art

			image, transfer, repeat, rotate, repeated pattern Summer 1 – ammonites Summer 2 – Beautiful Botanicals				

Pencil, ink, charcoal and pen							
	Skill Children will experiment creating lighter and darker lines. They will be introduced to different types of lines such as wavy and curved. **Knowledge** Different types of line include thick, thin, straight, zigzag, curvy and dotty. **ELG: Creating with materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **ELG: Fine motor skills** Begin to show accuracy and care when drawing. **Key vocabulary:** Lines, wavy, straight, vertical, horizontal, thick, thin Autumn 1 and 2 – natural art	**Skill** Use soft and hard pencils to create different types of line and shape. **Knowledge** Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. **Key vocabulary:** Soft, hard, lines, darker, lighter, zigzag, wavy, curved Autumn 1 – Street view	**Skill** Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space. **Knowledge** Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged. **Key vocabulary:** Patterns, texture, lines, shape, form, space, rough, smooth, ridged, bumpy, thick thin, smudged, tones,	**Skill** Add tone to a drawing by using linear and cross-hatching, scumbling and stippling. **Knowledge** Hatching, cross-hatching and shading are techniques artists use to add texture and form. **Key vocabulary:** Linear, cross-hatching, scumbling, stippling, shade, texture, form Spring 1 – People and places Summer 1 - Ammonites	**Skill** Use the properties of pen, ink and charcoal to create a range of effects in drawing. **Knowledge** Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together. **Key vocabulary:** Hatching, cross-hatching, stippling, light, dark, tones, dots, lines Spring - Vistas	**Skill** Use pen and ink (ink wash) to add perspective, light and shade to a composition or model. **Knowledge** Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade. **Key vocabulary:** Perspective, light, dark, shade, tone Autumn 2 – Line, light and shadow	**Skill** Use line, tone or shape to draw observational detail or perspective. **Knowledge** Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above). **Key vocabulary:** Contour, 3D, shading, cross-hatching, tone,

			rubbed, broad, narrow, fine Spring – Still life Summer - Flowerhead				perspective, two-point perspective, three-point perspective, horizon All year
Natural art	**Skill** Use natural materials and loose parts to make 2-D and 3-D art. **Knowledge** Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. **ELG: Creating with materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Key vocabulary:** Sculpture, balance nature, colour, texture, design, 2D, 3D, flat, bumpy, smooth Spring	**Skill** Make transient art and pattern work using a range or combination of man-made and natural materials. **Knowledge** Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art. **Key vocabulary:** Man-made, natural, materials, transient, moveable, objects Autumn 2 – Outdoor learning Spring – Rain and Sunrays	**Skill** Draw, paint and sculpt natural forms from observation, imagination and memory. **Knowledge** Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. **Key vocabulary:** Natural forms, texture, colour, line, pattern, shape, visual element Spring – Still life Forest School	**Skill** Use nature and natural forms as a starting point for artwork. **Knowledge** Nature and natural forms can be used as a starting point for creating artwork. **Key vocabulary:** Botanical, botanist, illustration, observational drawing Summer 2 – Beautiful Botanicas	**Skill** Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins. **Knowledge** Natural patterns from weather, water or animals skins are often used as a subject matter. **Key vocabulary:** Patterns, motifs, nature Summer – Islamic Art	**Skill** Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software. **Knowledge** Various techniques can help children to take clear, interesting photographs, such as using auto mode, pausing and focusing before taking a picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual angles and a range of subjects. **Key vocabulary:** Focus, pause, position, elements, angles, subject, earthwork, free standing, high-relief, low-relief,	**Skill** Create art inspired by or giving an environmental message. **Knowledge** Environmental art addresses social and political issues relating to natural and urban environments. **Key vocabulary:** Environmental, emotive, nature, urban, environments Summer – Street Art

					natural form, temporary Summer 2 – Nature's Art	
Landscapes	Skill Draw or paint a place inspired by familiar places. Knowledge A painting of a place is called a landscape. ELG: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Fine motor skills Begin to show accuracy and care when drawing. Key vocabulary: Draw, paint, landscape, place, line, thick, thin Spring 2	Skill Draw or paint a place from memory, imagination or observation. Knowledge Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past). Key vocabulary: Observation, imagination, memory Autumn 1 – Street View			Skill Choose an interesting or unusual perspective or viewpoint for a landscape. Knowledge Art can display interesting or unusual perspectives and viewpoints. Key vocabulary: Viewpoint, landscape, horizon Spring - Vista	Skill Use a range of materials to create imaginative and fantasy landscapes. Knowledge Imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world. Key vocabulary: Imaginative, fantasy, landscapes, traditional Spring 1 – Tints, tones and shades	
Compare and contrast	Skill Discuss similarities and differences in their own and others' work, ELG: Creating with materials Share their creations, explaining the process they have used.	Skill Identify similarities and differences between two or more pieces of art. Knowledge Similarities and differences between two pieces of art include the materials used, the subject matter and the	Skill Describe similarities and differences between artwork on a common theme. Knowledge Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea,	Skill Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time. Knowledge Explorations of the	Skill Compare and contrast artwork from different times and cultures. Knowledge Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual	Skill Describe and discuss how different artists and cultures have used a range of visual elements in their work. Knowledge Visual elements include line, light, shape, colour, pattern, tone, space and form.	Skill Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art. Knowledge Perspective is the representation of 3-D objects on a 2-D surface. Abstraction

All year	use of colour, shape and line. **Key vocabulary:** Similarities, differences What is the same? What is different? Autumn 1 – Street View Summer – Funny faces	myths, legends, stories and historical events. **Key vocabulary:** Common theme, artwork What is the same? What is different? All year	similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed. **Key vocabulary:** Genre, subject matter, technique, concepts, ideas What is the same? What is different? What similar techniques have the artists used? What time period do you think the art is from? All year	satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone. **Key vocabulary:** What is the same? What is different? What similar techniques have the artists used? What time period do you think the art is from? How have the artists used _____ to create ____? Why did the artist use___? What do you think is the purpose of this art? Summer – Islamic Art	**Key vocabulary:** What is the same? What is different? What similar techniques have the artists used? What time period do you think the art is from? How have the artists used _____ to create ____? Why did the artist use___? What do you think is the purpose of this art? What different techniques have the artists used to create? Which do you think is the most effective? Why? Summer 1 - Expression	refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece. **Key vocabulary:** What is the same? What is different? What similar techniques have the artists used? What time period do you think the art is from? How have the artists used _____ to create ____? Why did the artist use___? What do you think is the purpose of this art? What different techniques have the artists used to create? Which do you think is the most effective? Why? Why is this piece of art significant? Summer 2 – Graffiti Distortion and Abstraction

Stratford Upon Avon Primary School
Art Progression Map

Significant people, artwork and movements						
Skill Explore artworks and discuss their likes and dislikes. All year	**Skill** Describe and explore the work of a significant artist. **Knowledge** Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists. All year	**Skill** Explain why a painting, piece of artwork, body of work or artist is important. **Knowledge** Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time. All year	**Skill** Work in the style of a significant artist, architect, culture or designer. **Knowledge** The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used. All year	**Skill** Explain the significance of art, architecture or design from history and create work inspired by it. **Knowledge** Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used. All year	**Skill** Investigate and develop artwork using the characteristics of an artistic movement. **Knowledge** Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract. All year	**Skill** Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks. **Knowledge** Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject. All year