



St James the Great ART and DESIGN Progression Map



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> Use a variety of tools, inc. pencils, crayons, pastels, felt tips. Experiment with mark making: lines and texture. Use a sketchbook to make observational drawings (portraits, natural objects, flowers) and to try out ideas. Draw in colour using soft pastels. 	<ul style="list-style-type: none"> Use a variety of tools, inc. pencils, crayons, pastels, felt tips. Experiment with visual elements; line, texture, tone, shape, pattern. Draw for a sustained period of time from real objects, including single and grouped objects. Use a sketchbook to make observational drawings and to try out ideas. Draw in colour using soft pastels, mixing to extend the range 	<ul style="list-style-type: none"> Experiment with visual elements; line, texture, tone, shape, pattern. Try different grades of pencil - use appropriate vocabulary to talk about their work Draw for a sustained period of time at their own level. Plan, refine and alter their drawings as necessary. Use sketchbook to collect and record visual information from different sources and try out ideas. Use tone and texture in sketches. Draw in colour using soft pastels, mixing to extend the range 	<ul style="list-style-type: none"> Continue to experiment with visual elements; line, texture, tone, shape, pattern, using a variety of media including pen and ink. Draw both positive and negative shapes. Look at scale and proportion when drawing from life. Develop awareness of composition; fore/middle and backgrounds. Use sketchbook to collect and record visual information from different sources and try out ideas. Introduce use of oil pastels for drawing in colour. 	<ul style="list-style-type: none"> Work in a sustained and independent way from observation, experience and imagination. Manipulate and experiment with the elements of art using a variety of media. Make informed choices in drawing inc. paper and media. Produce increasingly accurate drawings of people/objects, landscapes. Use angled lines to give a sense of depth. Use sketchbook to develop ideas. 	<p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media including wax resist.</p> <p>Work on the use of perspective in their drawing.</p> <p>Explore the effect light from different directions has on objects.</p> <p>Develop ideas in sketchbooks using different or mixed media.</p>
Painting	<ul style="list-style-type: none"> Use different brush sizes and types appropriately (hog and nylon) Mix secondary colours and add white to make tints, using paint in double primary colours (ready-mix or colour-blocks) 	<ul style="list-style-type: none"> Use different brush sizes and types appropriately (hog and nylon) Look at and understand a colour wheel and know which colours to mix to get secondary colours. Mix secondary 	<ul style="list-style-type: none"> Use different brush sizes and types appropriately (hog and squirrel) Mix a variety of colours, tints and shades and use a developed colour vocabulary. Make displays of colour 	<ul style="list-style-type: none"> Introduce working with watercolour paint. Mix shades using black paint. Make and match colours with increasing accuracy. Match a partner's colour or the colour of an object. 	<ul style="list-style-type: none"> Choose paints and implements appropriately. Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on tones using 	<ul style="list-style-type: none"> Choose appropriate paint, paper and implements to adapt and extend work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched



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	<ul style="list-style-type: none"> • Know the names of primary and secondary colours. • Work on different sizes of rectangle/square paper to suit subject. 	<p>colours. Add white to make tints, and Prussian blue to make darker shades.</p> <ul style="list-style-type: none"> • Work on different sizes of rectangle/square paper to suit subject. • Experiment with adding water to make washes. 	<p>mixing/coloured objects.</p> <ul style="list-style-type: none"> • Experiment with different effects and textures using different thicknesses of paint and using a paintbrush in different ways • Work confidently on a range of scales e.g. thin brush on small paper, large brush on large paper. 	<ul style="list-style-type: none"> • Use more specific colour language. • Show an awareness of composition in paintings. • Show increasing independence and creativity with the painting process. 	<p>black and white paint.</p> <ul style="list-style-type: none"> • Create imaginative work from a variety of sources. • Produce increasingly accurate paintings of people, objects. 	<p>independently.</p> <ul style="list-style-type: none"> • Plan and create different effects and textures with paint according to what they need for the task.
<p>Sculpture/ 3D work</p>	<ul style="list-style-type: none"> • Use found natural materials to make reliefs. • Using paper, card, straws, explore cutting shapes, rolling and folding to make sculptures. • Make simple forms with modelling putty. 	<ul style="list-style-type: none"> • Develop awareness of the difference between natural and man made forms. • Experiment with different arrangements of form using recycled materials to compose finished piece. • Develop skills in joining techniques: glue, tape. 	<ul style="list-style-type: none"> • Develop hand modelling techniques using clay. • Use tools to add relief to flat clay tiles. 	<ul style="list-style-type: none"> • Develop skills in cutting and joining wire. • Add modroc and/or wire mesh to create sculptures. 	<ul style="list-style-type: none"> • Make coil pots. • Learn how to join and blend the coils. • Use tools to engrave decorations on surface. 	



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Textiles/ collage/ texture/ pattern		<ul style="list-style-type: none"> Learn simple ways of working with leather Deciding on finished shape and adding pattern by punching/cutting. (DT cross-over) 	<ul style="list-style-type: none"> Learn how to join two pieces of felt using a simple running stitch to make a bag. Appliqué felt shapes onto bag, deciding on design, shapes/ colour. (DT cross-over) 		<ul style="list-style-type: none"> Learn how to make simple embroidery stitches: running stitch, diagonal stitches, cross-stitch, using binka mat and embroidery thread. Choose types, arrangements and colours of stitches to make a pattern. 	<ul style="list-style-type: none"> Learn how to tie dye fabric using coldwater dye. Plan for colours and observe the shapes that result from the process.
Printing	<ul style="list-style-type: none"> Free printing using crumpled paper/ sponges. Learn to make simple prints using paint on leaves. 	<ul style="list-style-type: none"> Work on printmaking using a variety of objects, natural and man made. Create simple patterns 		<ul style="list-style-type: none"> Create mosaic pictures with small printing blocks and paint, Compose a piece considering colour, pattern and tessellating shapes in the design. Use specially designed blocks for more complex patterns and designs. 	<ul style="list-style-type: none"> Learn how to draw into a polystyrene tile and take a print using water based printing ink and rollers. Learn how to make a paper block for printing and using observational drawing as a starting point create lines, and textures by drawing into the paper. Take prints from the paper block using printing ink and rollers. 	
Artists/ sculptors	<ul style="list-style-type: none"> Andy Goldsworthy, Henri Rousseau Picasso Paul Klee Leonardo Da Vinci Klimt Matisse, Van Gogh Warhol 	<ul style="list-style-type: none"> Mondrian Rothko Klee Pollock Delauney Kandinsky 	<ul style="list-style-type: none"> Andy Warhol Picasso Steve McQueen 	<ul style="list-style-type: none"> Constable Turner Antony Gormley 	<ul style="list-style-type: none"> Pottery from ancient Greece Embroidery from different cultures 	<ul style="list-style-type: none"> Henry Moore David Hockney Stephen Wiltshire



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Looking at artist's work, painting, drawing	<ul style="list-style-type: none"> • What things can you see in the painting/drawing? • What colours can you see? • What shapes has the artist used? 	<ul style="list-style-type: none"> • What colours has the artist used most? • What other colours can you see? • How are the shapes arranged? • Does it represent something real or imaginary? 	<ul style="list-style-type: none"> • Did the artist work from observation, memory or imagination? 	<ul style="list-style-type: none"> • What kind of paint/drawing implement was used? • Can you see any brush strokes? • What is it painted/drawn on? 	<ul style="list-style-type: none"> • Was it painted/drawn quickly, or was it worked on using observations from sketches? 	<ul style="list-style-type: none"> • What sort of mood does the work evoke/ • How did the artist want us to feel when we view the work?
Exploring and developing ideas (ONGOING)	<ul style="list-style-type: none"> • Record and explore ideas from first hand observation, experience and imagination. • Explore the work of artists, craftspeople and designers in different times and cultures 	<ul style="list-style-type: none"> • Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. • Explore the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. • Explore differences and similarities within the work of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore differences and similarities within the work of artists, craftspeople and designers working in different times and cultures 	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work (ONGOING)	<ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it. 	<ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop in their future work. • Annotate work in sketchbook 	<ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop in their future work. • Annotate work in sketchbook. 	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Identify what they might change in their current work or develop in their future 	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might 	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might



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				work. <ul style="list-style-type: none">• Annotate work in sketchbook.	develop it further. <ul style="list-style-type: none">• Annotate work in sketchbook.	develop it further. <ul style="list-style-type: none">• Annotate work in sketchbook.
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