

Curriculum Progression Map

We aim to equip each child with the knowledge and skills to explore their own creativity and create their own works of art whilst developing their critical thinking and assessment skills. Through a considered sequence of lessons and experiences, our children will develop a wide range of art and design techniques, materials and their own musicality.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expressive Arts and Design – Exploring and Using Media and Materials Early Learning Goals Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Exceeding Children to develop their ideas through selecting and using materials and working on the processes that interest them.	Using materials Use a range of materials to design and make products know how to cut, roll and coil materials know how to use IT to create a picture Drawing Use drawing , painting and sculpture to develop and share their ideas, experience and imagination Know how to show how people feel in paintings and drawings. Know how to use pencils to create lines of different thickness in drawings.	Using materials Use a range of materials to design and make products know how to create a printed piece of art by pressing, rolling, rubbing and stamping know how to make a clay pot and know how to join two clay finger pots together know how to use different effects within an IT paint Drawing Use drawing , painting and sculpture to develop and share their ideas, experience and imagination choose and use three different grades of pencil when drawing know how to use charcoal, pencil and pastel to create art know how to use a viewfinder to focus on a specific part of an artefact before drawing it	Using materials Create sketch books to record their observations and use them to review and revisit ideas Know how to use sketches to produce a final piece of art Know how to use digital images and combine with other media Know how to use IT to create art which includes their own work and that of others Drawing painting and sculpture improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example,	Using materials Create sketch books to record their observations and use them to review and revisit ideas Know how to integrate digital images into artwork. Use sketchbooks to help create facial expressions Use sketchbooks to experiment with different texture Use photographs to help create reflections. Drawing painting and sculpture know how to show facial expressions and body language in sketches and paintings	Using materials Create sketch books to record their observations and use them to review and revisit ideas Experiment by using marks and lines to produce texture experiment with shading to create mood and feeling experiment with media to create emotion in art Know how to use images created, scanned and found; altering them where necessary to create art Drawing, painting and sculpture Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	Using materials Create sketch books to record their observations and use them to review and revisit ideas Explain why different tools have been used to create art Explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art Know how to use a range of e-resources to create art Drawing, painting and sculpture Improve their mastery of art and design techniques, including drawing, painting and sculpture with a

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Through their explorations, they find out and make decisions about how media and materials can be combined and changed.	Use of colour, pattern, texture, line, form, space and shape	Use of colour, pattern, texture, line, form, space and shape	pencil, charcoal, paint, clay]	Know how to use marks and lines to show texture in art.	(e.g. pencil, charcoal, paint, clay). Know how to use shading to create mood and feeling.	range of materials (for example, pencil, charcoal, paint, clay).
Expressive Arts and Design – Being Imaginative Early Learning Goals	Know how to create moods in artwork.	know how to mix paint to create all the secondary colours	Know how to show facial expressions in art.	Know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections	Know how to organise line, tone, shape and colour.	Know how to overprint to create different patterns.
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.	Know the names of the primary and secondary colours.	know how to create brown with paint	Know how to use different grades of pencil to shade and to show different tones and textures	Know how to print onto different materials using at least four colours.	To represent figures and forms in movement.	Know which media to use to create maximum impact
They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.	Know how to create a repeating pattern in print	know how to create tints with paint by adding white and know how to create tones with paint by adding black	Know how to create a background using a wash	Know how to sculpt clay and other mouldable materials.	Know how to express emotion in art.	Use a full range of pencils, charcoal or pastels when creating a piece of observational art
Exceeding	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Know how to use a range of brushes to create different effects in painting	Know how to create a background using a wash	Know how to create an accurate print design following given criteria.	Study of great artists Great artists, architects and designers in history.
Children to talk about the ideas and processes, which have led them to make music, designs, images or products.	Range of artists Study a range of artists, craft makers and designers.	Range of artists Study a range of artists, craft makers and designers.	Study of artists Great artists, architects and designers in history.	Study of great artists, architects and designers in history	Study of great artists Great artists, architects and designers in history.	Explain the style of art used and how it has been influenced by an artist.
	Describe what can be seen and give an opinion about the work of an artist	Suggest how artists have used colour, pattern and shape.	Know how to identify the techniques used by different artists.	Experiment with the styles used by other artists.	Research the work of an artist and use their work to replicate a style.	Understand what a specific artist is trying to achieve in any given situation.
	Ask questions about a piece of art.	Know how to create a piece of art in response to the work of another artist	Know how to compare the work of different artists.	Explain some of the features of art from historical periods.	Observational Drawing: Plants and Flowers Pencil sketches Pastel sketches	Understand why art can be very abstract and what message the artist is trying to convey.
	This is me Topic	Logo work Sewing fabric together – sewing two pieces of felt together to make the base of the superhero logo that they have designed themselves. Add line and shape to their work using extra felt to add the lettering to the top	Recognise when art is from different cultures.	Know how different artists developed their specific techniques		

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<p>Children can talk about features of their own and others work, recognising the differences between them and the strengths of others.</p> <p>The Snail and the Whale by Julia Donaldson</p> <p>Henri Matisse - The Snail linked to poetry 2D shapes - Mondrian</p> <p>Composition with large red plane, yellow, black gray and blue Concentric circles - Kandinsky</p>	<p>Portraits - in different styles and methods Pointillism portrait Collage portrait Warhol Portrait - mixed media colour in photo Drawing Hobby portrait</p> <p>Cheltenham Shape reduction to abstraction Draw Cheltenham skyline Collage Eagle tower ICT- Cheltenham skyline/ landmark 2d shapes on computer Mondrian inspired by Cheltenham skyline. Eagle tower 3d modelling using blocks, Lego, junk, bricks Wishing-clock sketch Jack and the Beanstalk 3D, Sketching and printing 3D shapes Forest School clay animals Sketching plants</p>	<p>layer of their logo - join fabric together using glue</p> <p>'Fire of London' and 'History of Toys' unit links</p> <p>Fire based artwork using a range of techniques and media.</p> <p>Sketch based work on visit to Bourton on the Water. Pastel pictures of landscapes using charcoal to show light and shadow.</p> <p>Computing Artwork based on Patrick Caulfield, using block colour and paint (software).</p> <p>The Sahara Deserts' geography unit links</p> <p>Clay modelling - making a Moroccan Tagine pot (starting from 2 finger pots and adapting to make the base and the lid of the tagine)</p> <p>African printing using polystyrene squares to create a repeated pattern and to be able to scale up the image. African fabric printing. Using method above on a pillowcase (sent in from home).</p>	<p>Recognise when art is from different historical periods.</p> <p>Know how to use sketches to produce a final piece of art.</p> <p>Know how to use digital images and combine with other media.</p> <p>Know how to use IT to create art, which includes their own work and that of others.</p> <p>Stone Age Cave Paintings - Pastels and Charcoal finished pieces.</p> <p>Perspective study Pencil drawings investigating Lowry street scenes.</p> <p>Forest school session on Stone Age Jewellery.</p> <p>Ancient Egyptians Clay Cartouche - exploring mark making in Egyptian times. Collage of Egyptian Gods Egyptian Sunset (wash) pictures.</p>	<p>Sketching Roman soldiers. Paul Signac - pointillism.</p> <p>Children to explore the pointillism and create their own images using this style. Children to start with felt tips and then moving onto paint.</p> <p>WW2 Art London Blitz scene. Drawing London landmarks.</p> <p>Saxon Houses Starting with observational drawing of Saxon Houses, moving onto children creating their own Saxon house out of clay. To include the glazing and firing process.</p> <p>Viking / Saxon jewellery - children to design and make 3D jewellery.</p> <p>Insect / Bug investigation</p>	<p>Form - paper sculptures of flowers</p> <p>Express Yourself Looking at the work of various artists to show how they portray emotion (Example: Picasso). Children to create collage portraits Focus on how colour is used to portray emotion.</p> <p>Tudor art and portraits Children to create their own Tudor inspired portrait. Firstly using pencil and then moving onto colour.</p> <p>Impressionist Landscapes Cezanne, Seurat and Monet - Painting and colour theory process</p> <p>Rainforest Artist Study: Beatriz Milhazes An artist inspired by the carnivals and nature near her home in Brazil.</p>	<p>Mountains - landscape How artists use perspective and investigate ways of recreating images accurately, Sketching and charcoal; Vocabulary focus. Comparing ideas and approaches of a variety of artists - Albert Bierstadt Creating images accurately Landscape art on a larger scale</p> <p>Infinite Lives of Maisie Day (guided reading text) inspired collaborative collage work for communal display.</p> <p>Science: Watercolours - recording first hand observations of plants in our environment, with links to plant classification.</p> <p>Surrealism Frida Kahlo, Salvador Dali and Rene Magritte.</p>

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	William Morris wall paper Printing flowers raised cardboard to create repeated pattern		Colour theory. Landscape Landscape Drawings (Window) – The World around me. Compare and contrast to landscape artist from across the world – Take One Book day. Colour wash and tissue silhouette pictures. Sculpture – Wire and Modroc in the style of Giacommetti ICT – to follow up sculpture making. Photographing the children's sculptures and then playing with animation or dioramas.	Observational drawings of insects moving onto watercolour paintings of butterflies. River investigation Finished piece created using collage (paper and plastic).	Collage – children to make their own, inspired by her work. Focus on colour, patterns and shape. Mixed media: collage including printing.	<ul style="list-style-type: none"> - Identifying and understanding the unique style of surrealism - Exploring scale - Expressing emotion through art Cityscapes Hundertwasser / James Rizzi <ul style="list-style-type: none"> - look at different cityscapes - exploration of the work of Architects Hundertwasser and Rizzi - sketchbooks - create digital buildings using paint software – IT - design their own cityscapes influenced by Hundertwasser and Rizzi - explore collage - create their own cityscape using cut out collage shapes

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						Pop Art Replicate photos using different mediums Reflections using watercolours Ink drawings

By the time the children leave Warden Hill in year 6:

- Our children will use a range of different media throughout school which will include, pencils, chalks, charcoal, pastels, inks, paints both watercolour and acrylic paint.
- Our children will have explored a range of different art skills through drawing, printmaking, sculpture, painting, collage, pattern and observational drawing.
- Our children will be introduced to both local, national and international artists of key significance and be able to explore their works, techniques and style.
- Our children will have experience of mark making and different drawing styles and techniques.
- Our children will understand how IT plays an exciting part in art and music in the modern era.
- Our children will understand how to create art and music using technology.
- Our children will have experience of painting and different painting styles and techniques.
- Our children will use the vehicle of a sketchbook to record, explore, investigate and plan ideas.
- Our children will use their sketchbooks to assess and evaluate their work.
- Our children will be able to explain how and why they have made choices in all aspects of their art.
- Our children will develop the ability to discuss and critique their work and the works of others using the correct terminology.

