



Middleforth C of E Primary School  
Art and Design Progression Map: EYFS-KS2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested artists
Painting	<ul style="list-style-type: none"> <li>Experimenting with and using primary colours</li> <li>Naming, mixing (not formal)</li> <li>Learn the names of different tools that bring colour</li> <li>Use a range of tools to make coloured marks on paper</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>Mix and match colours to artefacts and objects.</li> <li>Work on different scales.</li> <li>Mix secondary colours and shades using different types of paint.</li> <li>Create different textures e.g. use of sawdust.</li> </ul>	<ul style="list-style-type: none"> <li>Mix a range of secondary colours, shades and tones.</li> <li>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>Name different types of paint and their properties.</li> <li>Work on a range of scales e.g. large brush on large paper etc.</li> <li>Mix and match colours using artefacts and objects.</li> </ul>	<ul style="list-style-type: none"> <li>Mix a variety of colours and know which primary colours make secondary colours.</li> <li>Use a developed colour vocabulary.</li> <li>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li> <li>Work confidently on a range of scales e.g. thin brush on small page</li> </ul>	<ul style="list-style-type: none"> <li>Identify and draw the effect of light</li> <li>Make and match colours with increasing accuracy.</li> <li>Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>Choose paints and implements appropriately.</li> <li>Plan and create different effects and textures with paint according to what they need for the task.</li> <li>Show increasing independence and creativity with the painting process.</li> <li>Computer generate drawings</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>Work on preliminary studies to test media and materials.</li> <li>Create imaginative work from a variety of sources.</li> <li>Explore the use of texture in colour</li> <li>Colour for purposes</li> </ul>	<ul style="list-style-type: none"> <li>Create shades and tints using black and white.</li> <li>Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>Carry out preliminary studies, test media and materials and mix appropriate colours.</li> <li>Work from a variety of sources, including those researched independently.</li> <li>Show an awareness of how paintings are created (composition).</li> </ul>	<p>Ben Moseley, Van Gogh, Kandinsky, Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rambrant, Lowry, Matisse, Margritte.</p>
Drawing	<ul style="list-style-type: none"> <li>Begin to use a variety of drawing tools</li> <li>Use drawings to tell a story Investigate different lines</li> <li>Explore different textures</li> <li>Encourage accurate drawings of people</li> </ul>	<ul style="list-style-type: none"> <li>Extend the variety of drawings tools</li> <li>Explore different textures</li> <li>Observe and draw landscapes</li> <li>Observe patterns</li> <li>Observe anatomy (faces, limbs)</li> <li>Investigate textures by describing, naming, rubbing, copying.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with tools and surfaces</li> <li>Draw a way of recording experiences and feelings</li> <li>Discuss use of shadows, use of light and dark</li> <li>Sketch to make quick records</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with the potential of various pencils</li> <li>Close observation of drawings</li> <li>Draw both the positive and negative shapes</li> <li>Produce initial sketches as a preparation for painting</li> <li>Accurate drawings of people – particularly faces</li> </ul>	<ul style="list-style-type: none"> <li>Identify and draw the effect of light</li> <li>Scale and proportion</li> <li>Accurate drawings of whole people including proportion and placement</li> <li>Work on a variety of scales</li> <li>Computer generated drawing</li> </ul>	<ul style="list-style-type: none"> <li>Look at the effect of light on objects and people from different directions Interpret the texture of a surface</li> <li>Produce increasingly accurate drawings of people</li> <li>Have a concept of perspective</li> </ul>	<ul style="list-style-type: none"> <li>Look at the effect of light on objects and people from different directions Interpret the texture of a surface</li> <li>Produce increasingly accurate drawings of people</li> <li>Have a concept of perspective</li> </ul>	<p>Leonardo Da Vinci, Vincent Van Gogh, Poonac, L.S Lowry, Hector Gonzales, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Holbein, Moore, Rossetti, Klee, Calder, Cassat</p>
Texture	<ul style="list-style-type: none"> <li>Handling, manipulating and enjoying using materials</li> <li>Sensory experience</li> <li>Simple collages</li> <li>simple weaving</li> </ul>	<ul style="list-style-type: none"> <li>Weaving</li> <li>Collage</li> <li>Sort according to specific qualities</li> <li>Know textiles create things</li> <li>Use appropriate language to describe colours, media, equipment and textures.</li> </ul>	<ul style="list-style-type: none"> <li>Overlapping and overlaying to create effects</li> <li>Use large eyed needles Running stitches</li> <li>Simple appliqué work</li> <li>Start to explore other simple stitches</li> <li>Collage</li> </ul>	<ul style="list-style-type: none"> <li>Use smaller eyed needles and finer threads</li> <li>Weaving</li> <li>Tie dying, batik</li> <li>Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider variety of stitches</li> <li>Observation and design of textural art</li> <li>Experiment with creating mood, feeling, movement</li> <li>Compare different fabrics</li> </ul>	<ul style="list-style-type: none"> <li>Use stories, music, poems as stimuli</li> <li>Select and use materials</li> <li>Embellish work</li> <li>Fabric making</li> <li>Look at artists using textiles</li> </ul>	<ul style="list-style-type: none"> <li>Develops experience in embellishing</li> <li>Applies knowledge of different techniques to express feelings</li> <li>Work collaboratively on a larger scale</li> </ul>	<p>Linda Caverley, Molly Williams, William Morris, Gustav Klimt Ashley, Fassett, African/Indian, Adire</p>



Middleforth C of E Primary School  
Art and Design Progression Map: EYFS-KS2

<b>Form</b>	<ul style="list-style-type: none"> <li>• Handling, feeling, enjoying and manipulating materials</li> <li>• Constructing</li> <li>• Building and destroying</li> <li>• Shape and model</li> </ul>	<ul style="list-style-type: none"> <li>• Construct</li> <li>• Use materials to make known objects for a purpose</li> <li>• Carve</li> <li>• Pinch and roll coils and slabs using a modelling media</li> <li>• Make simple joins</li> </ul>	<ul style="list-style-type: none"> <li>• Have an awareness of natural and man-made forms</li> <li>• Express personal experiences and idea</li> <li>• Shape and form from direct observation (malleable and rigid materials)</li> <li>• Use decorative techniques</li> <li>• Replicate patterns and textures in a 3-D form</li> <li>• work and that of other sculptors</li> </ul>	<ul style="list-style-type: none"> <li>• Shape, form, model and construct (malleable and rigid materials)</li> <li>• Plan and develop</li> <li>• Understand different adhesives and methods of construction</li> <li>• Construct a simple base for extending and modelling other shapes.</li> <li>• Use language appropriate to skill and technique</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and develop models</li> <li>• Experience surface patterns / textures</li> <li>• Discuss own work and work of other sculptors</li> <li>• Analyse and interpret natural and manmade forms of construction</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and develop ideas</li> <li>• Use shape, form, model and join</li> <li>• Use observation or imagination to form</li> <li>• Know properties of media</li> <li>• Discuss and evaluate own work and that of other sculptures</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and develop ideas Use shape, form, model and join</li> <li>• Use observation or imagination to form</li> <li>• Know properties of media</li> <li>• Discuss and evaluate own work and that of other sculptures</li> </ul>	Henry Moore, Barbara Hepworth, Andy Goldsworthy Moore, African, Native American, Hepworth, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre.
<b>Pattern</b>	<ul style="list-style-type: none"> <li>• Repeating patterns</li> <li>• Irregular painting patterns</li> <li>• Simple symmetry</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness and discussion of patterns</li> <li>• To look at and produce repeating patterns</li> <li>• Include symmetry</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</li> <li>• Look at natural and manmade patterns</li> <li>• Discuss regular and irregular patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Look at pattern in the environment</li> <li>• Design from scratch</li> <li>• Use ICT programmes to make patterns</li> <li>• Make patterns on a range of surfaces</li> <li>• Use symmetry</li> </ul>	<ul style="list-style-type: none"> <li>• Explore environmental and manmade patterns</li> <li>• Look at tessellation</li> </ul>	<ul style="list-style-type: none"> <li>• Create own abstract pattern to reflect personal experiences and expression</li> <li>• Create pattern for purposes</li> <li>• Use sketchbooks to collect record, planning, trying</li> </ul>	<ul style="list-style-type: none"> <li>• Create own abstract pattern to reflect personal experiences and expression</li> <li>• Create pattern for purposes</li> </ul>	Joan Miro, Bridget Riley, Escher, Paul Klee,
<b>Printing</b>	<ul style="list-style-type: none"> <li>• Rubbings</li> <li>• Print with variety of objects</li> <li>• Print with block colours</li> <li>• Enjoy using stencils to create a picture</li> </ul>	<ul style="list-style-type: none"> <li>• Create patterns</li> <li>• Develop impressed images</li> <li>• Relief printing</li> <li>• Explore printing in relief: Sting and card. Begin to identify forms of printing: Books, posters pictures, fabrics</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different forms printing takes</li> <li>• Demonstrate experience at impressed printing: drawing into ink, printing from objects.</li> <li>• Use equipment and media correctly and be able to produce a clean printed image</li> <li>• Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Relief and impressed printing</li> <li>• Record textures/patterns</li> <li>• Colour mixing through overlapping colour prints</li> <li>• Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase awareness of mono and relief printing. Demonstrate experience in fabric printing.</li> <li>• Use sketchbook for recording textures/patterns</li> <li>• Interpret environmental and manmade patterns</li> <li>• Modify and adapt print</li> </ul>	<ul style="list-style-type: none"> <li>• Use tools in a safe way Continue to gain experience in overlaying colours.</li> <li>• Start to overlay prints with other media.</li> <li>• Use print as a starting point to embroidery.</li> <li>• Show experience in a range of mono print techniques.</li> <li>• Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas from a range of sources.</li> <li>• Demonstrate experience in a range of printmaking techniques.</li> <li>• Describe techniques and processes.</li> <li>• Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Annotate work in sketchbook.</li> <li>• Develop their own style using tonal contrast and mixed media.</li> </ul>	Picasso, Dan Mather Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden

Throughout all of these areas children should be given the opportunity to Discuss and review their own and others work. They should develop the ability to express thoughts and feelings about artworks and explore a range of great artists, craft makers, architects and designers both current and through history.