



Sledmere and Wetwang Federation

Whole School Progression Map – Art

At Sledmere and Wetwang Federation our **intent** for our Art and Design is to give children an Art and Design curriculum which engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Our **intent** is that all children:

- Achieve their potential.
- Experience high quality teaching and learning at all times.
- 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.

We **implement** our Art and Design curriculum through:

- In EYFS, we implement art through providing a wide range of media and materials in our environment. Children can choose ways to do things, and are given lots of opportunities to explore, for example, colour mixing and joining, supported by adult modelling and interaction.
- We explore a wide range of artist's work, supporting children to consider whether they like it or not.
- Our curriculum sequence of Assess, Teach and Re-assess.
- Visits and experiences focusing on art, artists and exhibitions.
- High quality modelling and scaffolding of art skills in order for all children to achieve excellence.
- Nurture and relationships allow adults to support children to experiment and challenge themselves.
- Learning journeys that reflect what is being taught.
- Learning that is high quality, showing a range of art and evidence the highest expectations.
- The use of sketch books to practise and develop art skills over time.
- Use of a range of high-quality resources and media.

The **impact** of our art approach is our children enjoy expressing themselves through a range of media and are proud of their creations.



Class 1 and Class 2

EYFS

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Make use of props and materials when role playing characters in narrative stories.

Y1

To use a range of materials creatively to design and make products.

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

To use sketch books to practise and develop processes and skills.

Explore and use primary and secondary colours.

Talk about drawings and paintings and say what they feel.

To say what they like about their own or others’ work using simple artistic vocabulary.

Y2

To learn 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.

To describe what they think or feel about their own and others’ work.

To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.

Reproduce from memory, observation or imagination.

Make a variety of lines, using different sizes and thicknesses.

Mix secondary colours to make a wide range of new colours.

Use shading to create different effects.

Y3

To improve their mastery of art and design techniques, including drawing and sculpture.

To learn about great designers and architects.

Make notes about artists, skills and techniques.

Annotate their sketch book work.

Mix and use tertiary colours.

Use watercolours to produce a wash.

Create texture by adding lots dots and lines.

Use pencils of different grades and at different angles to create effects.

Indicate movement using lines.



Class 3

Years 4,5 and 6

To improve their mastery of art and design techniques, including drawing and sculpture.

To learn about great designers, artists and architects and comment on their ideas, methods and approaches.

Use local, national and global art as a stimulus and experiment with styles.

Understand the importance of preparing materials before working.

To create sketchbooks to record their observations and use them to review and revisit ideas.

Make specific decisions about using different visual and tactile effects towards an end point.

Use a full range of design, experimentation and exploration alongside the work of others to develop their own work.

Show tone and texture using hatching and cross-hatching.

Combine a range of colours, tints, tones and shades.

Use photography to create mood and express feelings.

Show shadow or reflection by shading.

Use feedback from others to make improvements to work.

Refine their work, often with several adaptations, to move to an end point.

Begin to use perspective in both abstract and real life art.



Class 1 EYFS Y1		Class 2 Y2 Y3		Class 3 Y4 Y5 Y6		
darker lighter shade multicolour	bland bright primary secondary warm cool vibrant deep	colour line space shape	abstract natural bold delicate detailed colour descriptors watery intense strong opaque translucent tint background foreground	colour pattern line shape space	traditional representational imaginary modern abstract splattered dabbed scraped textured layered intense	line pose position gesture repetition sequence dynamic flowing motion rhythm proportion
soft hard colour pattern	print smudge image shapes surface pattern decoration clash	sculpture assemble attach statue form impress texture form space	uneven even shiny dull viewpoint detail decoration natural two-dimensional three-dimensional	pattern texture form	realistic proportion surface texture balance scale transform flexible pliable water-based oil-based etching engraving indentation calligraphy	aesthetic rotation reflection symmetrical repetition
stamp rubbing roll press spotty	thick thin shading tone fine line shape detail nature	hessian scraps wool yarn weave thread	frame position boundary label symbol practical impractical change improve	linear block manipulate continuous	stamp emblem motif ornamentation geometric stylised abstract	smocking ruching accentuate enhance
smooth rough	structure construct model fold bend stone clay	crunch delicate soft broad narrow comparison still-life	impression mould marbling absorb stencil negative image positive image	plan distance direction weight pressure portrait appearance character	viewpoint angle perspective modify bird's eye view interior exterior natural form panorama	still-life traditional modern imaginary inanimate composition arrangement complimentary tonal
spiral wave straight curved zigzag	cutting sticking crunch overlap bumpy	reverse repeat rotate two-tone print pressure	natural synthetic bunching treading stitching embroidery cross stitch running stitch stem stitch shrunk tease carding	stamp emblem motif ornamentation geometric stylised abstract		
stack balance stable secure flexible rigid	fabric sew weave media collage layers opinion	shading colour wash		manipulate attach assemble representational natural swirling stippled middle-ground horizon		