

Chiltern Primary School ART Progression Map
Together, over time, we are proud to learn to make a difference, to ourselves and others.

Our curriculum vision:

- Our Chiltern community celebrates differences and diversity within a safe and nurturing environment.
- A curriculum, which engages and enriches.
- Has ambition for ALL moving all from novice to expert.

What does this look like within ART?

- *Diversity*: Explore and develop an understanding of artistic concepts using a range of skills, materials and techniques, recognising the importance of ART in their communities and in the wider world.
- *Enrichment*: Learning opportunities within a range of artistic contexts to inspire all children's *engagement and enrichment*.
- *Ambition*: Each child will know that their ART has meaning and will confidently create projects, demonstrating increasingly complex knowledge and skills.

ART Skills for ALL Children at Chiltern.

ALL children will leave Chiltern Primary School with *three main skills*:

Experimenting with design
Using ART techniques
Reflection and communication

What we want an artist at Chiltern to achieve:

We follow the National Curriculum by incorporating ART skills with areas of experience, for e.g. painting/colour.

We have a strong focus on the use of artistic vocabulary which will enable our children to communicate their opinions about their own work and work of others,

We are inspired by different artists and their work to create their own interpretation.

The National Curriculum Expectations:

KS1 National expectations:	KS2 National Expectations
<p>Pupils should be taught:</p> <ul style="list-style-type: none">• 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.	<p>Pupils should be taught:</p> <ul style="list-style-type: none">• 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;• 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.

The National Curriculum for art and design aims to ensure that all pupils by the end of year 6:

- 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.

Intent

We offer a high-quality **art and design** education because engages, inspires and challenges pupils, equipping children with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupil progress, the children should be able to think critically and develop a more rigorous understanding of art and design. They also reflect and shape our history, contributing to the culture, creativity of our nation.

Implementation

Each lesson consists of the revisiting of prior knowledge and vocabulary, direct teaching of skills and techniques to help embed what has been experimented or taught. In KS1, the focus is on developing skills and especially on experimenting with resources and how these can be used safely and purposefully. In KS2, lessons still focus on developing skills and on so much more: extending, comparing, modelling skills and different techniques and thinking critically to develop a rigorous understanding of ART.

Impact

Through systematic and progressive planning, we intend to encourage the children to express, explore and celebrate ideas, feelings, attitudes and values. We aim to foster originality and creativity using ART as a means of communication. Innovation and sensitivity to personal feelings and attitudes will permeate the school environment.

Throughout the curriculum children will be given opportunities:

- To develop knowledge, understanding and skills.
- To learn about materials and techniques used by artists.
- To learn about the world of ART, craft and design.
- To recognize achievement of artists, designers and craftspeople, from many different times and cultures.

We aim to increase the opportunities for the children to experience:

- Arts from different cultures
- Visits (at least virtually) to art galleries and exhibitions
- Using different materials and techniques
- Art within our community.

Art progression

Drawing						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Begin to use and control a variety of media.</p> <p>2. Start to produce lines of different thickness using a pencil.</p> <p>3. Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>1. Experiment with a variety of media.</p> <p>2. Begin to control the types of marks made with the range of media.</p> <p>3. Develop a range of tone using a pencil and use a variety of drawing techniques.</p> <p>4. Draw lines of different shapes and thickness, using 2 different grades of pencil.</p> <p>5. Investigate textures by describing, naming, rubbing and copying.</p> <p>6. Communicate something about</p>	<p>1. Control the types of marks made with a variety of media.</p> <p>2. Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</p> <p>4. Use three different grades of pencil (4B, 8B, HB).</p> <p>5. Continue to investigate textures and produce an expanding range of patterns.</p> <p>6. Use a viewfinder to focus on a specific part of an artefact before drawing it.</p>	<p>1. Develop intricate patterns and marks with a variety of media.</p> <p>2. Use different grades of pencil shade to show different tones.</p> <p>3. Create textures and patterns with a wide range of drawing implements.</p> <p>4. Begin to show an awareness of objects having a third dimension and perspective.</p> <p>6. Use their sketch books to produce a final piece of work.</p> <p>7. Write an explanation</p>	<p>1. Develop techniques to create intricate patterns, marks and lines using a growing range of media.</p> <p>2. Use these techniques to develop texture and tone.</p> <p>3. Organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>4. Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>5. Show reflections.</p> <p>6. Show facial expressions and body</p>	<p>1. Use learnt techniques to work in a sustained and independent way.</p> <p>2. Develop a key element of their work: line, tone, pattern and texture.</p> <p>3. Use these different techniques to create mood and feeling.</p> <p>4. Develop further simple perspective by using a focal point and horizon.</p> <p>5. Use drawing techniques to work from a variety of sources: observation, photographs and digital images.</p> <p>6. Explain why they have chosen specific materials</p>	<p>1. Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>2. Use different techniques for different purposes.</p> <p>3. Ensure sketches communicate emotions and a sense of self with accuracy and imagination.</p> <p>4. Have opportunities to develop further simple perspective.</p> <p>5. Develop an awareness of composition, scale and proportion.</p> <p>6. Explain why they have</p>

	themselves.		of their sketch in notes.	language in their sketches.	to draw with.	combined different tools to create their drawings.
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Painting						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Enjoy using a variety of tools including different size brushes and tools.</p> <p>2. Explore what happens when they mix colours.</p> <p>3. Use particular colours for a purpose.</p>	<p>1. Explore with a variety of media: different brush sizes and tools.</p> <p>2. Choose to use thick and thin brushes as appropriate.</p> <p>3. Begin to control the types of marks made with the range of media.</p> <p>4. Start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>5. Name the primary and secondary colours.</p> <p>6. Explore lightening and darkening paint without the use of black or white.</p>	<p>1. Continue to control the types of marks made with a range of painting techniques: layering, mixing and adding texture.</p> <p>2. Mix paint to create all the secondary colours and predict the outcomes.</p> <p>3. Continue to experiment in lightening and darkening without the use of black or white.</p> <p>4. Begin to mix colour tints and shades.</p> <p>5. Store information on colour mixing, the colour wheel and colour spectrums.</p>	<p>1. Demonstrate increasing control with the types of marks made.</p> <p>2. Experiment with different effects and textures: blocking in colour, washes, thickened paint and textural effects.</p> <p>3. Use a range of brushes to create different effects.</p> <p>4. Use light and dark within painting and begin to explore complimentary colours.</p> <p>4. Mix colour, tints and shades with increasing confidence.</p> <p>5. Know where each of</p>	<p>1. Confidently control types of marks made.</p> <p>2. Experiment with different effects and textures, including those learnt previously.</p> <p>3. Begin to choose appropriate media to work with.</p> <p>4. Use light and dark within painting and show understanding of complimentary colours.</p> <p>5. Create all the colours they need through mixing.</p> <p>6. Mix colour, tints and shades with increasing confidence.</p> <p>7. Start to look at working in the style of a</p>	<p>1. Confidently control the types of marks made.</p> <p>2. Experiment with different effects and textures.</p> <p>3. Be able to identify primary secondary, complementary and contrasting colours.</p> <p>4. Mix and match colours to create atmosphere and light effects.</p> <p>5. Mix colour, tints and shades with confidence.</p> <p>6. Start to develop a painting from a drawing.</p> <p>7. Recognise the art of key artists and begin to place them in key movements or historical events.</p>	<p>1. Purposely control the types of marks made.</p> <p>2. Experiment with different effects and textures.</p> <p>3. Mix colour, tints and shades with confidence, building on previous knowledge.</p> <p>4. Work in a sustained and independent way to develop their own style of painting.</p> <p>5. Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>6. Explain why they have chosen specific painting techniques.</p>

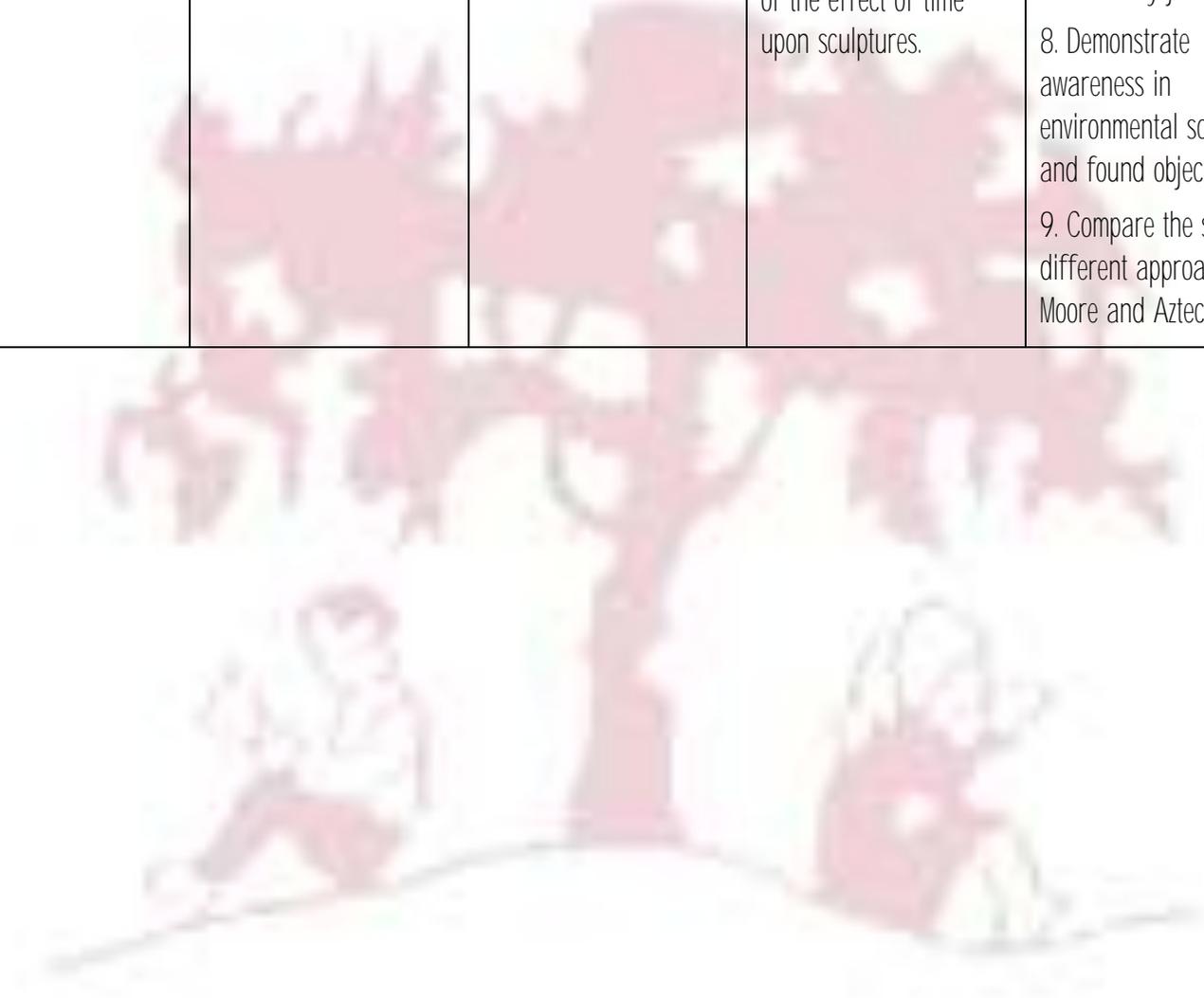
			the primary and secondary colours sits on the colour wheel.	selected artist.		
Printing						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Enjoy taking leaf rubbings e.g. leaf, brick and coin.</p> <p>2. Create simple pictures by printing from objects.</p> <p>3. Develop simple patterns by using objects.</p>	<p>1. Explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge.</p> <p>2. Design their own printing block.</p> <p>3. Explore printing in relief. Use string and card.</p> <p>4. Explore impressed printing. Drawing into ink, printing from objects.</p> <p>4. Create a simple repeating pattern and recognise pattern in the environment.</p> <p>5. Use equipment and media correctly and start to produce a clean</p>	<p>1. Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge, pen barrels.</p> <p>2. Explore mono printing. Make simple marks on rollers and printing palettes. Take simple prints.</p> <p>3. Demonstrate experience at impressed printing. Drawing into ink, printing from objects.</p> <p>4. Design patterns of increasing complexity and repetition.</p> <p>5. Use equipment and</p>	<p>1. Continue to explore relief printing and mono printing.</p> <p>2. Print simple pictures using different printing techniques.</p> <p>3. Begin to demonstrate experience in three colour printing.</p> <p>4. Experiment with overprinting motifs using two colours.</p> <p>5. Start to combine prints taken from different objects to produce an end piece.</p> <p>6. Explore the work of a range of artists, craft makers and designers, describing the</p>	<p>1. Increase awareness of relief printing and mono printing.</p> <p>2. Expand experience in three colour printing.</p> <p>3. Continue experimenting with overprinting motifs using three colours.</p> <p>4. Print onto different materials including fabric.</p> <p>5. Continue to experience combining prints taken from different objects to produce an end piece.</p> <p>6. Create an accurate print design.</p>	<p>1. Show experience in a range of mono print techniques.</p> <p>2. Continue to gain experience in overprinting colours.</p> <p>3. Start to overlay prints with other media.</p> <p>4. Print onto a range of different materials.</p> <p>5. Use a variety of tools in a safe way.</p> <p>6. Create an accurate print design that meets a given criteria.</p> <p>7. Collect and record visual information from different sources as well as planning and trying</p>	<p>1. Demonstrate experience in a range of printmaking techniques.</p> <p>2. Describe the techniques and processes they use.</p> <p>3. Overprint using different colours.</p> <p>4. Be confident in printing onto a range of different materials.</p> <p>5. Collect and record visual information from different sources as well as planning and collecting source material.</p> <p>6. Adapt their work according to their views and describe how they</p>

	printed image.	media correctly and be able to produce a clean printed image. 6. Experiment with overprinting motifs and colour.	differences and similarities between different practices and making links to their own work.		out ideas.	might develop it further.
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3D/Sculpture						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Enjoy a range of malleable media such as clay, papier-mâché and salt dough.</p> <p>2. Cut shapes using scissors and other modelling tools.</p> <p>3. Understand that different media can be combined to create new effects.</p> <p>4. Construct with a purpose in mind, using a variety of resources.</p> <p>5. Select tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>1. Experiment with a variety of malleable media such as clay, papier-mâché, salt dough and Modroc.</p> <p>2. Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>3. Shape and model materials for a purpose e.g. pots.</p> <p>4. Apply simple decoration techniques; impressed, painted and applied.</p> <p>5. Experiment with constructing and joining recycled, natural and manmade materials.</p> <p>6. Use tools and</p>	<p>1. Use equipment and media with increasing confidence.</p> <p>2. Use clay, Modroc or other malleable material to create an imaginary or realistic form e.g. a pot, structure or figure.</p> <p>3. Explore carving as a form of 3D art.</p> <p>4. Demonstrate experience in surface patterns and textures and use them when appropriate.</p> <p>5. Develop an increasing awareness to use tools and equipment safely and in the correct way.</p>	<p>1. Use equipment and media with confidence.</p> <p>2. Join two parts successfully.</p> <p>3. Construct a simple base for extending and modelling other shapes.</p> <p>4. Learn to secure work to continue at a later date.</p> <p>5. Continue to explore carving as a form of 3D art.</p> <p>6. Produce larger ware using pinch, slab and coil techniques.</p> <p>7. Produce more intricate surface patterns and textures and use them when appropriate.</p>	<p>1. Work in a safe, organised way, caring for equipment.</p> <p>2. Make a slip to join two pieces of clay.</p> <p>3. Secure work to continue at a later date.</p> <p>4. Decorate, coil and produce marquettes confidently.</p> <p>4. Gain more experience in carving as a form of 3D art.</p> <p>5. Use recycled, natural and man-made materials to create sculptures.</p> <p>6. Model over an armature (newspaper frame for Modroc).</p> <p>8. Continue to use</p>	<p>1. Continue to work in a safe, organised way, caring for equipment.</p> <p>2. Carry on securing work to continue at a later date.</p> <p>3. Show experience in combining pinch, slab and coil.</p> <p>4. Develop understanding of different ways of finishing work: glaze, paint and polish.</p> <p>5. Gain experience in modelling over an armature (newspaper frame for Modroc).</p> <p>6. Develop confidence in carving a simple form.</p> <p>7. Use recycled, natural</p>	<p>1. Work confidently in a safe, organised way, caring for equipment.</p> <p>2. Carry on securing work to continue at a later date.</p> <p>3. Model and develop work through a combination of pinch, slab and coil to produce end pieces.</p> <p>4. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint and polish.</p> <p>5. Work around armatures or over constructed foundations.</p> <p>6. Confidently carve a</p>

	equipment safely and in the correct way.		8. Use language appropriate to skill and technique.	language appropriate to skill and technique. 9. Show an awareness of the effect of time upon sculptures.	and manmade materials to create sculptures, confidently and successfully joining. 8. Demonstrate awareness in environmental sculpture and found object art. 9. Compare the style of different approaches e.g. Moore and Aztec.	simple form. 7. Demonstrate experience in relief and freestanding work using a range of media. 8. Recognise sculptural forms in the environment e.g. furniture and buildings.
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Textiles						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Enjoy playing with and using a variety of textiles and fabrics.</p> <p>2. Decorate a piece of fabric.</p> <p>3. Experiment with simple weaving e.g. paper, twigs.</p> <p>4. Experiment in fabric collage e.g. layering fabric.</p>	<p>1. Begin to identify different forms of textiles.</p> <p>2. Have experience in colouring textiles (printing and fabric crayons).</p> <p>3. Have some experience of weaving and understand the process and some techniques.</p> <p>4. Begin to identify different types and textures of fabric and materials for collage.</p> <p>5. Use one type of stitch.</p> <p>6. Explain how to thread a needle and have a go.</p>	<p>1. Continue identifying different forms of textiles.</p> <p>2. Gain experience in applying colour to textiles (dipping and fabric crayons).</p> <p>3. Continue to gain confidence in weaving, both 3D and flat e.g. grass through twigs.</p> <p>4. Stitch two pieces of fabric.</p> <p>5. Create and use dyes e.g. using onion skins, tea and coffee.</p> <p>6. Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>7. Change and modify</p>	<p>1. Show an awareness of and name a range of different fabrics.</p> <p>2. Use a variety of techniques e.g. dyeing, weaving and stitching to create different textural effects.</p> <p>3. Develop skills in stitching, cutting and joining.</p> <p>4. Show further experience in changing and modifying threads and fabrics (knotting, fraying, fringing, pulling threads, twisting, plaiting).</p> <p>5. Apply decoration using beads, buttons, feathers etc.</p>	<p>1. Plan a design and execute it.</p> <p>2. Become confident in applying colour with tie dye by creating and using own dyes.</p> <p>3. Change and modify threads and fabrics.</p> <p>4. Use a technique as a basis for stitch embroidery.</p> <p>5. Apply decoration using needle and thread e.g. buttons and sequins.</p> <p>6. Use resist paste and batik with the use of one colour.</p> <p>7. Use language appropriate to skill and technique.</p>	<p>1. Continue using a variety of techniques e.g. dyeing, weaving and stitching to create different textural effects.</p> <p>2. Demonstrate experience in combining techniques to produce an end piece e.g. embroidery over tie dye.</p> <p>3. Change and modify threads and fabrics as needed.</p> <p>4. Produce two colour tie dye.</p> <p>5. Experience 3D weaving.</p> <p>6. Continue to gain experience in batik. Experiment using more than one colour.</p>	<p>1. Use a number of different stitches creatively to produce different patterns and textures.</p> <p>2. Design, plan and decorate a fabric piece.</p> <p>3. Use different grades of threads and needles.</p> <p>4. Work in 2D and 3D as required.</p> <p>5. Recognise different forms of textiles and express opinions on them.</p> <p>6. Use language appropriate to skill and technique.</p>

		threads and fabrics (knotting, fraying, fringing, twisting, pulling threads, plaiting).	6. Demonstrate experience in looking at fabrics from other countries.		7. Use language appropriate to skill and technique	
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Collage						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. Chooses particular colours for a purpose. 2. Experiment to create different textures. 3. Manipulate materials to achieve a planned effect. 4. Use simple tools and techniques and adapt work where necessary. 	<ol style="list-style-type: none"> 1. Create images from a variety of media e.g. tissue paper, crepe paper etc. 2. Collect and sort colours appropriate for an image. 3. Arrange and glue materials to different backgrounds. 4. Fold, crumple, tear and overlap papers. 5. Create and arrange shapes appropriately by cutting or tearing. 	<ol style="list-style-type: none"> 1. Create images from a variety of media e.g. fabric, magazines, newspaper etc. 2. Use different kinds of materials on their collage and explain why they have chosen them. 3. Sort and group different materials for different purposes e.g. colour, texture. 4. Use repeated patterns in their collage. 	<ol style="list-style-type: none"> 1. Experiment with a range of collage techniques such as tearing, overlapping and layering to create texture. 2. Cut materials and shapes with developing accuracy. 3. Experiment using different colours. 4. Begin creating and experimenting with mosaic. 	<ol style="list-style-type: none"> 1. Select and arrange materials to create a striking effect. 2. Use coiling and tessellation as new techniques. 3. Develop learnt mosaic skills and techniques through experimenting with ceramic mosaics. 4. Combine visual and tactile qualities. 	<ol style="list-style-type: none"> 1. Continue to use a range of media to create collages. 2. Use learnt techniques to add collage to a painted, printed or drawn background. 3. Use and mix a variety of textures (rough, smooth, plain, and patterned). 4. Use ceramic mosaic to produce a piece of art. 5. Combine visual and tactile qualities to express mood and emotion. 	<ol style="list-style-type: none"> 1. Use a range of materials and justify why they have chosen them. 2. Combine pattern, tone and shape to create a finished piece. 3. Use different techniques, colours and textures when designing and planning work. 4. Use collage as a means of extending work from initial ideas.

The use of IT should be weaved into the art curriculum and used throughout the year.

IT						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Use a simple painting program to create a picture.</p> <p>Use tools like full and brushes in a painting package?</p>	<p>Create a picture independently.</p> <p>Use simple IT mark-making tools e.g. brush and pen tools.</p> <p>Edit their own work.</p> <p>Take different photographs of themselves displaying different moods.</p> <p>Change their photographic images on a computer.</p>	<p>Use the printed images they take with a digital camera and combine them with other media to produce art work.</p> <p>Use IT programs to create a piece of work that includes their own work and that of others (using the internet).</p> <p>Use the internet to research an artist or style of art.</p>	<p>Present a collection of their work on a slide show.</p> <p>Create a piece of art work which includes the integration of digital images they have taken.</p> <p>Combine graphics and text based on their research.</p>	<p>Create a piece of art work which includes the integration of digital images they have taken.</p> <p>Combine graphics and text based on their research.</p> <p>Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning.</p> <p>Create digital images with animation, video and sound to communicate their ideas.</p>	<p>Use software packages to create pieces of digital art to design.</p> <p>Create a piece of art which can be used as part of a wider presentation.</p>

