



Uffculme Primary School
Progression Map
Subject area: Art



Skill	KS1	LKS2	UKS2
Exploring & developing ideas	<p>To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> • respond positively to ideas and starting points; • explore ideas and collect information; • describe differences and similarities and make links to their own work; • try different materials and methods to improve; • use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. 	<p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use sketchbooks to record ideas; • explore ideas from first-hand observations; • question and make observations about starting points, and respond positively to suggestions; • adapt and refine ideas; • use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. 	<p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> • review and revisit ideas in their sketchbooks; • offer feedback using technical vocabulary; • think critically about their art and design work; • use digital technology as sources for developing ideas; • use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.
Drawing	<p>To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> • draw lines of varying thickness; • use dots and lines to demonstrate pattern and texture; • use different materials to draw, for example pastels, chalk, felt tips; • use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. 	<p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> • experiment with showing line, tone and texture with different hardness of pencils; • use shading to show light and shadow effects; • use different materials to draw, e.g. pastels, chalk, felt tips; • show an awareness of space when drawing; • use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. 	<p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; • depict movement and perspective in drawings; • use a variety of tools and select the most appropriate; • use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

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Painting	<p>To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades; use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. 	<p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. 	<p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
Sculpture	<p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching; use a variety of shapes, including lines and texture; use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. 	<p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail; use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. 	<p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture; use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
	KS1	LKS2	UKS2

Collage	<p>To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● use a combination of materials that have been cut, torn and glued; ● sort and arrange materials; ● add texture by mixing materials; ● use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. 	<p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● select colours and materials to create effect, giving reasons for their choices; ● refine work as they go to ensure precision; ● learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; ● use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. 	<p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● add collage to a painted or printed background; ● create and arrange accurate patterns; ● use a range of mixed media; ● plan and design a collage; ● use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
Textiles	<p>To become proficient in other art, craft and design techniques – textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● show pattern by weaving; ● use a dyeing technique to alter a textile's colour and pattern; ● decorate textiles with glue or stitching, to add colour and detail; ● use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. 	<p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● select appropriate materials, giving reasons; ● use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; ● develop skills in stitching, cutting and joining; ● use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. 	<p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● experiment with a range of media by overlapping and layering in order to create texture, effect and colour; ● add decoration to create effect; ● use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.
	KS1	LKS2	UKS2
Printing	<p>To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● copy an original print; 	<p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● use more than one colour to layer in a print; ● replicate patterns from observations; ● make printing blocks; 	<p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● design and create printing blocks/tiles; ● develop techniques in mono, block and relief printing; ● create and arrange accurate patterns;

	<ul style="list-style-type: none"> • use a variety of materials, e.g. sponges, fruit, blocks; • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. 	<ul style="list-style-type: none"> • make repeated patterns with precision; • use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. 	<ul style="list-style-type: none"> • use key vocabulary to demonstrate knowledge and understanding in this strand: Hammering, pattern, shape, tile, colour, arrange, collograph;
Work of other artists	<p>To understand 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> <p>Children can:</p> <ul style="list-style-type: none"> • describe the work of famous, notable artists and designers; • express an opinion on the work of famous, notable artists; • use inspiration from famous, notable artists to create their own work and compare; • use key vocabulary to demonstrate knowledge and understanding of some notable artists' techniques. 	<p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use inspiration from famous artists to replicate a piece of work; • reflect upon their work inspired by a famous notable artist and the development of their art skills; • express an opinion on the work of famous, notable artists and refer to techniques and effect; • use key vocabulary to demonstrate knowledge and understanding of some notable artists' techniques. Identifying some artists by their style. 	<p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> • give detailed observations about notable artists', artisans' and designers' work; • offer facts about notable artists', artisans' and designers' lives; • use key vocabulary to demonstrate knowledge and understanding of some notable artists' techniques. Identifying some artists by their style and palette choices.