



# Art Progression Map

*“Art speaks where words are unable to explain”*

*Intent: To enjoy, explore, develop skills and evaluate art in and beyond the classroom. To develop an appreciation and love for a wide range of artists who have influenced the world in which we live in.*

	<b>Art Moss Hey Progression Map Year Group: Reception</b>	
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>PAINTING SCULPTURES</b>	<b>PRINTING TEXTILES</b>	<b>DRAWING COLLAGE</b>
<b>Jackson Pollock</b>	<b>George Seurat</b>	<b>Georgia O’Keefe</b>
Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
Explore, use and refine a variety of artistic effects to express their ideas and feelings	Explore, use and refine a variety of artistic effects to express their ideas and feelings	Explore, use and refine a variety of artistic effects to express their ideas and feelings
Return to and build on their previous learning, refining ideas and developing their ability to represent them	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Return to and build on their previous learning, refining ideas and developing their ability to represent them
Create collaboratively, sharing ideas, resources and skills	Create collaboratively, sharing ideas, resources and skills	Create collaboratively, sharing ideas, resources and skills
<b>EARLY LEARNING GOAL</b> 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. Use a range of small tools, including scissors, paint brushes and cutlery. Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Begin to show accuracy and care when drawing		



Art  
**Moss Hey Progression Map**  
**Year Group: 1**

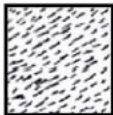


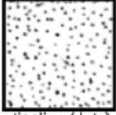


Evaluation Skills	Knowledge	Artists
<ul style="list-style-type: none"> <li>• Can they review what they and others have done and say what they think about it?</li> <li>• Can they identify what they might change about their current work?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explore the work of other artist's and describe similarities and differences in their work?</li> <li>• Can they ask sensible questions about a piece of art?</li> </ul>	<p><b>Painting:</b> Kandinsky  <b>3D Sculpture:</b> Clarice Cliff  <b>Collage:</b> Kurt Schwitters, Eric Carle, Henri Matisse, Eloise Renouf</p>
Painting	3D- Sculpture	Collage
<ul style="list-style-type: none"> <li>• Can they communicate something about their paintings?</li> <li>• Can they choose to use different brush sizes as appropriate?</li> <li>• Can they name primary and secondary colours?</li> <li>• Can they mix paint to create all the secondary colours?</li> <li>• Can they mix and match colours, predict outcomes?</li> <li>• Can they explore creating 'tints' by adding white to any colour?</li> <li>• Can they explore crating 'shades' by adding to any colour black?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use malleable media such as play dough, salt dough, plasticine and clay?</li> <li>• Can they manipulate malleable materials in a variety of ways including rolling, pinching and kneading?</li> <li>• Can they make different kinds of shapes?</li> <li>• Can they cut, roll and coil materials?</li> <li>• Can they make a clay pot?</li> <li>• Can they join two pieces together?</li> <li>• Can they add texture by using tools or apply simple decoration techniques e.g. impressed items.</li> <li>• Can they use tools and equipment safely?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they cut, tear, overlap and crumple paper and card for their collages?</li> <li>• Can they create individual and group collages?</li> <li>• Can they use different kinds of materials on their collage (paper, card, fabric, magazine, crepe paper) and explain why they have chosen them?</li> <li>• Can they use repeated patterns in their collage?</li> </ul>
Key Vocabulary		
primary colours    red        yellow        blue green            orange        purple        abstract secondary colours    shade        warm        cold colour mixing    thick        thin	Sculpture, natural, 3-D, flat, pressure, join, smooth, mould, roll, knead, texture, construct, bend, clay, pinch, poke, Squash, Stretch, Twist.	collage    mix- media    construct    materials tear    crumple    cut    overlap



**Art**  
**Moss Hey Progression Map**  
**Year Group: 2**



Sketch Books	Knowledge and Evaluation	Artists
<ul style="list-style-type: none"> <li>• Can they begin to demonstrate their ideas through photographs and in their sketch books?</li> <li>• Can they set out their ideas, using ‘annotation’ in their sketch books?</li> <li>• Do they keep notes in their sketch books as to how they have changed their work?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explore the work of a range of artists, craft makers and designers, describing how they have used colour, texture and shape?</li> <li>• Can they create a piece of work in response to another artist’s work?</li> <li>• Can they discuss own work and others work, expressing thoughts and feelings?</li> <li>• Can they identify changes they might make or how their work could be developed further?</li> </ul>	<p><b>Textiles:</b> Anni Albers  <b>Drawing:</b> LS Lowry  <b>Printing:</b> Orla Kiely</p>
Drawing	Textiles	Printing
<ul style="list-style-type: none"> <li>• Can they communicate about their drawing?</li> <li>• Can they draw using pencil, felt tips and crayons and begin to control their marks?</li> <li>• Can they draw <b>lines</b> of different thickness, using three different grades of pencil? (8H, HB and 8B)</li> <li>• Can they show <b>textures</b> in their drawing using scribbles, short dashes, stippling, hatching and blending to create dark areas? (see below)</li> <li>• Can they begin to use charcoal?</li> </ul> <div data-bbox="174 1098 692 1233" style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;"> <small>short dashes</small></div> <div style="text-align: center;"> <small>scribbles</small></div> <div style="text-align: center;"> <small>hatching</small></div> <div style="text-align: center;"> <small>stippling (dots)</small></div> </div>	<ul style="list-style-type: none"> <li>• Can they weave with fabric and thread?</li> <li>• Can they join fabric using glue?</li> <li>• Can they explain how to thread a needle?</li> <li>• Can they sew fabrics together?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explore printing pictures with a range of hard and soft materials e.g. sponges, vegetables and fruit?</li> <li>• Can they print onto paper and textile?</li> <li>• Can they create a repeating pattern?</li> <li>• Can they create a print using pressing, rolling, rubbing and stamping?</li> <li>• Take simple prints i.e. mono -printing.</li> </ul>
Key Vocabulary		
Tone, sketch, surface, observation, shape, shade, texture, lines	Designer, weave, loom, up and over, horizontal, vertical, needle, thread, cotton, wool	Printing, Impressed printing, mono printing, repeated patterns, pressing, rolling, rubbing, stamping



**Art**  
**Moss Hey Progression Map**  
**Year Group: 3**



**Sketch Books**

- Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?
- Can they make notes in their sketch books about techniques used by artists?
- Can they suggest improvements to their work by keeping notes in their sketch books?

**Knowledge and Evaluation Skills**

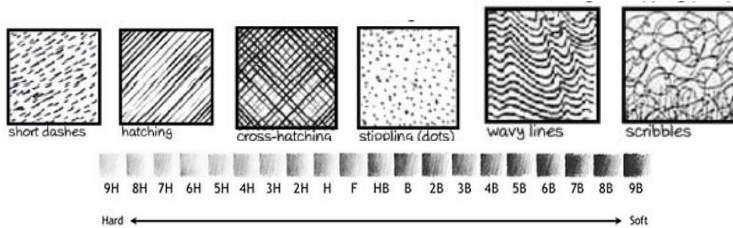
- Can they explore the work of a range of artists?
- Can they explore work from other cultures? Can they explore work from other periods of time?
- Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?

**Artists**

**Drawing:**  
**Collage:** Andy Goldsworthy and Maria Rivans  
**3D Sculpture:** Andy Goldsworthy and Robert Sweeny

**Drawing**

- Can they draw simple objects, using different grades of pencil (see below) and a range of marks and **lines** to produce **tones** and **textures**? (Do all the below)
- Can they produce a final piece?
- Can they write an explanation about their sketch in notes?
- Can they begin to show facial expression and body language in their sketches?
- Can they use **line, tone, shape and colour** to represent figures and forms in movement?



**3D**

Clay/ malleable materials-

- Can they begin to sculpt clay or other mouldable materials?
- Can they produce more intricate surface patterns/ textures?
- Can they make a slip to join to pieces of clay?
- Can they use techniques such as pinching, coiling and making slabs?

3D-

- Can they create pop-ups?
- Do they experiment with and combine materials and processes to design and make 3D form?

**Collage**

- Can they cut very accurately?
- Can they overlap materials?
- Can they experiment using different colours?
- Can they use montage?
- Can they combine visual and tactile qualities?

**Key Vocabulary**

Ancient, carved, sculpture, primary colours, lines, tones, textures, materials, grades, expression, wavy, scribbles, cross-hatching, hatching, dots, zig-zags, dashes, shape, colour, figures, charcoal, pastels, layering, transfer

roll, loop, curl, tabs, fringe, curled fringe, pleated fringe, pleats, cut on fold, spiral, cone, rectangular prism, triangular prism, slits and slots, score and fold, crimped, swirls, twists, zig zags, curved, jagged, pinching, coiling, slab

Visual, tactile, cut, rip, feel, sculpture, collage, nature, palette, texture, exploding, media, materials, portrait



Art  
**Moss Hey Progression Map**  
**Year Group: 4**

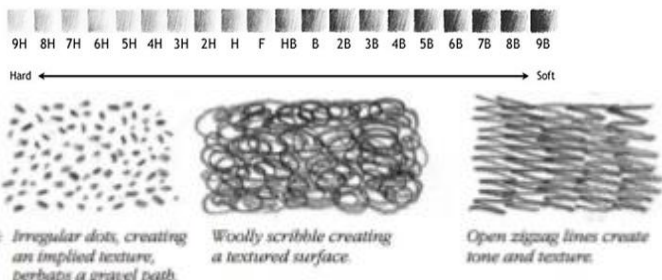


<b>Sketch Books</b>	<b>Knowledge and Evaluation Skills</b>	<b>Artists</b>
<ul style="list-style-type: none"> <li>• Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?</li> <li>• Do they use their sketch books to adapt and improve their original ideas?</li> <li>• Do they keep notes about the purpose of their work in their sketch books?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they experiment with different styles which artists have used?</li> <li>• Can they explain art from other periods of history?</li> </ul>	<p><b>Textiles:</b> Janet Bolton <b>Printing:</b> William Morris <b>Painting:</b> Vincent Van Gough</p>
<b>Painting</b>	<b>Textiles</b>	<b>Printing</b>
<ul style="list-style-type: none"> <li>• Can they mix colours, tints and shades with increasing confidence? (see Y2)</li> <li>• Do they know where each of the primary and secondary colours sits on the colour wheel?</li> <li>• Can they create a background using a wash?</li> <li>• Can they start to look at working in the style of a selected artist?</li> <li>• Can use a range of brushes to create different effects?</li> <li>• Can they create mood in their paintings by using different shades, colour and tints? (see Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name a range of different fabrics?</li> <li>• Can they practise using more than one type of stitch?</li> <li>• Can they use sewing to add detail to a piece of work e.g. applying decoration using beads, buttons, sequins, feathers etc.?</li> <li>• Can they use early textile and sewing skills as part of a project?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make a printing block?</li> <li>• Can they make a 2 colour print and then a four colour print?</li> <li>• Can they create an accurate print design?</li> <li>• Can they print onto different materials e.g. fabric?</li> <li>• Can they demonstrate experience in combining prints taken from different objects to produce an end piece?</li> </ul>
<b>Key Vocabulary</b>		
Tints, tones, surfaces, media, primary colours, secondary colours, colour wheel, colour spectrum, complementary colours, texture, colour washes	2D shapes, 3D shapes, sculpture, materials, equipment, construct, stitch, running stitch, over stitch, needle, thread, felt	Printing, impressed printing, mono-printing, poly print tile, symmetrical, repeat pattern, tessellation



**Art**  
**Moss Hey Progression Map**  
**Year Group: 5**



Sketch Books	Knowledge and Evaluation Skills	Artists
<ul style="list-style-type: none"> <li>Do they keep notes in their sketch books as to how they might develop their work further?</li> <li>Do they use their sketch books to compare and discuss ideas with others?</li> </ul>	<ul style="list-style-type: none"> <li>Can they experiment with different styles which artists have used?</li> <li>Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</li> </ul>	<p><b>3D Sculpture:</b> Bruce Sherman and Alberto Gracommetti  <b>Drawing:</b> Picasso  <b>Collage:</b> Elizabeth St Hilaire</p>
Drawing	3D	Collage
<ul style="list-style-type: none"> <li>Can they draw for a sustained period of time over a number of sessions working on one piece using different grades of pencil and a range of marks and <b>lines</b> to produce <b>tones and textures</b>?</li> <li>Do they successfully use shading to create a mood and feeling?</li> <li>Can they show reflection?</li> <li>Do their sketches communicate emotions with accuracy and imagination?</li> <li>Can they explain why they have chosen specific drawing techniques?</li> </ul>  <p>This is only an example (see below for more)</p>	<p>Clay-</p> <ul style="list-style-type: none"> <li>Can they use their previous experience in combining pinch, slab and coil to produce an end piece?</li> <li>Can they develop understanding of different ways of finishing work: glaze, paint, polish</li> </ul> <p>3D- Sculpture</p> <ul style="list-style-type: none"> <li>Do they experiment with and combine materials and processes to design and make 3D form?</li> <li>Can they create models on a range of scales?</li> <li>Can they create work which is open to interpretation by the audience?</li> </ul>	<ul style="list-style-type: none"> <li>Can they use ceramic mosaic to produce a piece of art?</li> <li>Can they combine visual and tactile qualities to express mood and emotion?</li> <li>Can they justify the materials they have chosen?</li> <li>Can they combine pattern, tone and shape?</li> </ul>
Key Vocabulary		
Portrait, faces, yes, ears, ellipses, nose, nostrils, lips, philtrum, hairline, scale, dimensions, contrast, shading, shadow, contours, check bones, jawline, neckline, eye lashes, eye brows, pupil, iris, character, expressions, emotions, tones, textures	Clay, coiling, pinching, slip, texture, score, glaze, moulding, piercing, joining, sculpt, roll, squeeze, press, paining, polishing, shadow, shape, scale, emboss, slabs, dries, moisture, 2D, 3D	Border, ceramic, collage, combine, contemporary, decorate, dap, geocentric, gradients, intricate, mosaic, motif, pattern, pieces, position, pottery, primary, Romans, secondary, shades, tertiary, tesserae, tones



**Art**  
**Moss Hey Progression Map**  
**Year Group: 6**



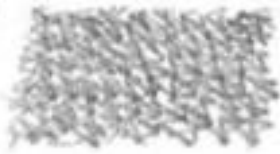
<b>Sketch Books</b>	<b>Knowledge and Evaluation Skills</b>	<b>Artists</b>
<ul style="list-style-type: none"> <li>Do their sketch books contain detailed notes, and quotes explaining about items?</li> <li>Do they compare their methods to those of others and keep notes in their sketch books?</li> <li>Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</li> <li>Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</li> </ul>	<ul style="list-style-type: none"> <li>Can they make a record about the styles and qualities in their work?</li> <li>Can they say what their work is influenced by?</li> <li>Can they include technical aspects in their work, e.g. architectural design?</li> </ul>	<p><b>Painting:</b> Paul Nash <b>Textiles:</b> Andy Warholl <b>Printing:</b> Nicky Parmenter</p>
<b>Painting</b>	<b>Printing</b>	<b>Textiles</b>
<ul style="list-style-type: none"> <li>Can they mix and match colours to create a mood?</li> <li>Can they mix colour, shades and tints with confidence?</li> <li>Can they express their emotion accurately through their painting?</li> <li>Can they explain what their own style is?</li> <li>Can they experiment with different effects and textures including blocking in colour, washes and thickened paint?</li> </ul>	<ul style="list-style-type: none"> <li>Can they gain experience in overlaying colours?</li> <li>Can they create an accurate print design that meets a given criteria?</li> <li>Can they print onto different materials?</li> <li>Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</li> <li>Have they developed their own style using tonal contrast and mixed media?</li> </ul>	<ul style="list-style-type: none"> <li>Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include a number of different stitches e.g. running stitch, cross stitch, backstitch, appliqué and/or embroidery.</li> <li>Can they include both visual and tactile elements in their work?</li> </ul>
<b>Key Vocabulary</b>		
<p>Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading</p> <ul style="list-style-type: none"> <li>Mixed media – art form that combines a variety of media in a single artwork.</li> <li>Tonal contrast- light and dark tones lie alongside each other e.g. monochrome images.</li> </ul>	<ul style="list-style-type: none"> <li>Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.</li> </ul>	<ul style="list-style-type: none"> <li>Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Detract, Practicality, Aesthetic, Applique, Measure</li> </ul>



**SOFT PENCIL MARKS**



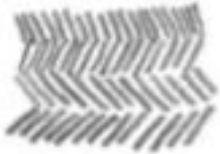
2B: Horizontal rows of scribbled shading.



Scribbled lines implying a knitted texture and shadow.



Vertical scribble, creating a soft texture and shading.



3B: Heavy herringbone texture.



Smudged tone (with the finger) to create atmosphere.



Random mark making implying a rough texture.



4B: A pushed zigzag line using the side of the pencil.



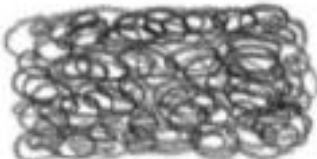
Rows of vertical scribble, progressing from dark to light.



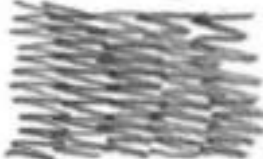
Regular dashes of tone.



5B: Irregular dots, creating an implied texture, perhaps a gravel path.



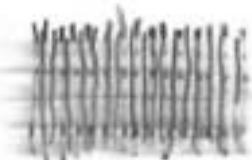
Woolly scribble creating a textured surface.



Open zigzag lines create tone and texture.



6B: Layer of graphite rubbed diagonally to create atmosphere.

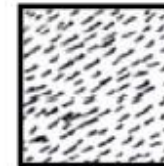
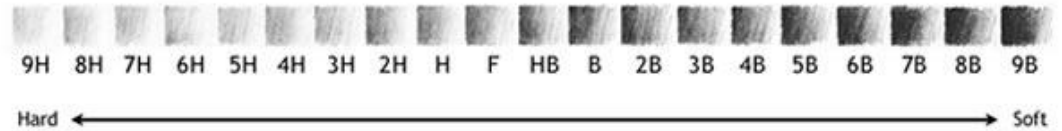


Vertical lines rubbed horizontally and then vertical lines drawn over the top to create a woven texture.

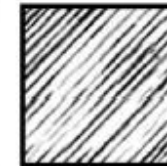


Tone rubbed vertically and then horizontally to create a woven texture.

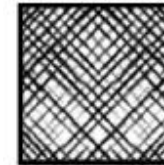
**Pencil Grades**



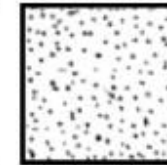
short dashes



hatching



cross-hatching



stippling (dots)



wavy lines



scribbles



## **LINE:**

Lines are used to:

- Delineate shapes
- Indicate volume
- Describe
- Make patterns
- Express emotions

They can be:

- Bold or sensitive
- Angled or curved
- Soft or hard

## **SHAPE:**

Shapes can be easily recognised and immediately understood.

They can form symbols.

They can be 2 or 3 dimensional.

## **FORM:**

Shapes 'form' an object whether this is done in modelling work or illusionary through drawing or painting.

It is possible to create form in 2D work but it is easier in 3D work.

## **COLOUR:**

Can be used to convey feelings, emotions, atmosphere, moods and ideas.

Children's ability to select, mix and apply colour helps them to communicate.

Whilst some media is suitable (paint, coloured pencils with sufficient range of colour) felt tips are not suitable for this purpose.

## **TONE:**

Tells us how much light and dark can be seen. Tone can help to suggest volume or depth.

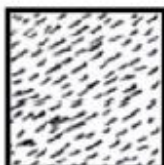
## **PATTERN:**

Can be seen in the natural and built world. It is related to mathematics, decoration, symbolism and cultural styles throughout history.

## **TEXTURE:**

Can be seen and felt. The illusion of texture can be created in 2D work but it is easiest to achieve this in 3D work.

# Line Drawing Techniques



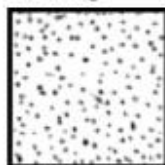
short dashes



hatching



cross-hatching



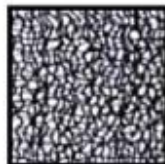
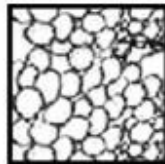
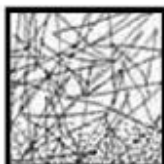
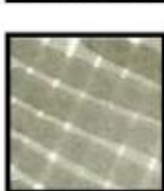
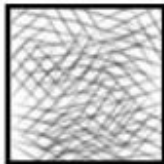
stippling (dots)



wavy lines



scribbles



1. Use a different line technique to fill each of the 12 small boxes. Invent your own techniques to fill the last 6 boxes.

2. Use these techniques to apply tone to the geometric objects drawn to the right. Select your own light source.

3. Connect the dots below with three straight lines: one very light, one mid-tone, and one very dark.

