



## Subject: Progression Map planning Art and DT

Term: Autumn 1	Nursery	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Knowledge and skills are ongoing within EYFS stage e.g. mark making colour and form etc. below are some examples							
Topic:	Continuous provision	Self-portrait Continuous Provision (CP)	<p><b>Rainbow fish</b></p> <p>Medium: Mixed : painting collage drawing</p> <p>Outcome Whole class art Produce their own collage of a rainbowfish</p>	<p><b>Autumn</b></p> <p>Medium : Painting Printing</p> <p>Element : Colour Shape</p> <p>Outcome Autumn leaves pictures Mono print of some leaf shapes</p>	<p>God's creation (sea)</p> <p><b>Medium:</b> Paint, oil pastels,</p> <p><b>Element:</b> drawing and collage</p> <p><b>Outcome:</b> Seascape, underwater pictures be drawing/ painting from observation as well as mixing and matching colours to create seascapes</p>	<p><b>Henri Rousseau</b> Tiger in the storm</p> <p><b>Medium:</b> Mixed Media</p> <p><b>Element :</b> colour and shape</p> <p><b>Outcome :</b> own Mixed media version of the painting Tiger in the tropical storm</p>	<p><b>Amazon Rain forest</b></p> <p><b>Medium:</b> Collage</p> <p>Element: Shape and form</p> <p><b>Outcome</b> Painting of a bird or rain forest animal</p>	<p><b>My Dog Sighs</b></p> <p>Medium: Pencil/ paint /</p> <p>Element : Line/ shape / colour</p> <p>Outcome : To create an eye painting on a tin can working in the style of local artist</p>



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<p>Knowledge</p>	<p>To know how to use different drawing / painting / printing equipment to make marks</p>	<p>Mark-making and drawing I know how to use a variety of drawing tools and</p>	<p>Know the class rules for whole class art lessons in year 1 To know the story of the angel fish Know how to hold scissors correctly to cut Know what a collage is</p>	<p>To know the primary, secondary and tertiary colours Know how to make brown Know the work of Giuseppe Arcimboldo Know there are different ways to print (look at some examples)</p>	<p>Knowledge The creation stories Know what a tint is. To know warm and cool colours (revisit)</p>	<p>Know about the work of the artist Henri Rousseau Know how to make secondary and tertiary colour</p>	<p>Knowledge know about the work of John James Audubon</p>	<p>Know about the work of a local contemporary artist Know to use right brush for purpose. Know what superrealism is Colour theory knowledge</p>
<p>Skills</p>	<p>Hold a pencil , brush , crayon . Apply pressure to make different marks and colours Explore making different movements</p>	<p>Manipulate and mark make with a variety of different materials. Know how to hold a brush Change water and to paint with a brush</p>	<p>Cutting skill Drawing Sticking</p>	<p>Colour mixing Secondary / tertiary and brown Mix 3 different Greens and oranges Draw from observation Make a rubbing to gather textures</p>	<p>To make a range of tints Mix and match colours Draw from observations Arrange art design images</p>	<p>To mix and match colours within different mediums Experiment and draw own shapes</p>	<p>Drawing feathers Mixing and matching colours Use of sketch book to observe, investigate and Design Cutting and folding paper Layering and joining</p>	<p>Drawing skill use of detail using line pattern and tone to draw an eye. Apply colour theory knowledge Colour mixing using Acrylic paint</p>



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	and shapes with drawing or art material			Get a simple leaf print Make a leaf impression and design polystyrene tiles Set up printing station. Cover printing tile with an even coverage of ink .			Mask making	
Vocabulary	Colours , press pencil brush, crayon, Stick , paint Etc		Collage Evenly Share Spatula	Primary Secondary Hue Tertiary Colour wheel Giuseppe Arcimboldo Print Polystyrene Tile	Tint Seascape Warm colours Primary secondary and tertiary Gradients	Henri Rousseau Imagination Layer Blend Hue	Template Aviary Vane Quill point	Pupil , iris , eyelid, eyelashes Superrealism Detail

Term: Autumn 2	Nursery	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Topic:	<b>Autumn</b> <b>Bonfire night</b>  Outcome: Develop children's handling of materials and independence in art Opportunities to follow their own creative ideas	Bonfire pictures lamp; Diva Lamps (Diwali); Medium: Paint /collage/ drawing / mark making clay	<b>Pattern</b>  <b>Medium:</b> printing  <b>Element:</b> Shape and colour <b>Outcome:</b> We will print a repeating pattern We will be designing and printing our own wrapping paper linked to shoebox appeal.	<b>Light and dark</b> ( Florence Nightingale  <b>Medium:</b> Pencil  <b>Element :</b> Tone ( gradient )  <b>Outcome :</b> a tonal picture of Florence Nightingale  Light Medium : Clay Element form Outcome: Diva pots of Christmas pot	<b>Stone age art</b> Link to history as a cross curricular  DT Christmas decoration  <b>Medium:</b> textiles  <b>Element:</b> shape  Outcome: Christmas decoration	<b>Textiles</b>  Medium: Binca and silk  Outcome: A square with stitches on to make a pattern	<b>Black History month</b> Frank Bowling , Lubana Himid  Medium: Paint  Element: Colour	<b>Figure drawing War artist</b> <b>Henry more</b>  Introduce figurative forms and compare to artist Alberto Giacometti to  Medium: Drawing materials and sculpture  Element: Form
Knowledge	To know how to cut and tear  Revisit past terms knowledge	Colour: I know about colours and how to mix colours I know about secondary and primary Colours	We will be investigating pattern in the environment. Know what a pattern is  Name the primary colours	To know how to use a sketching pencil To know there are different gradients of tone	Familiar with the Artist Cath Kidson  Why do we need to learn to sew	To know needles and thread come in different sizes Sewing is a lifelong skill and its uses Look at the work of	To know and celebrate the work of past and contemporary black artist	To know the work of Henry Moore and Alberto Giacometti.  Know the proportional measures of a figure



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		Clay I know how shape and model my diva lamp ☑ I know about different forms.	Know the name of an artist who uses pattern in their work e.g. Gustav Klimt.	Know the simple proportions of a human face  Draw from observation  Know the uses of clay. To know where clay is from and its uses		textile artist View some work from around the school. Know that textiles can be used as an art form rather than a function		
Skills	Cutting skills Holding a brush and making a mark Circular motion , lines , zig zag motions  Revisit part terms skills	Skills mix a new colour  Circular motion when mixing  Wash brush when changing colours  Clay Roll a worm roll a ball push and poke the clay	Identify patterns in their own environment Continue a repeating pattern Make up own repeating pattern with shape or colour  Simple object printing dip and print technique	Use different B sketching pencils and make a gradient scale dark to light  Show 3 different tonal gradients in their picture  To make a pinch-pot of an even thickness	Design a simple decoration Thread a needle  Tie a knot at the end  Join fabric using a simple stitch  Sew on a shape Sew on a button	Thread a needle Tie a Knot on to the binca to cast on and cast off. Running stich Cross stitch Extension: Chain stitch	Use Pattern colour shape in work Mix colours using primaries 4  Build layers to painting  Portrait work	Investigate using sketch books  Draw a figure showing the measures  Draw a figure In action  Make a 3D figure in motion ( foil and masking tape )



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Term: spring 1	Nursery	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Cut , colour , paint , press ,prepositional language	Shape join brush circular roll poke squeeze cut	Pattern / repeating pattern Symmetrical Shape, line, colour Print, ink	Tone Tonal value Gradient Sketch Light / dark  Role push squeeze clay kiln	Textiles Materials Fabric Sew Stitch Running stitch Needle Threat Felt Join	Textile Thread Knot Silk Running stitch Cross stitch Binca		Sculpture maquette sculpture figure proportion form
Topic:	Explore paint, using fingers and other parts of their bodies as well as Brushes and other tools.	Spring – Plant observational drawings & Veg printing (CP); Forest School – rubbings & Natural Art – Andy Goldsworthy	<b>DT</b> Levers and linkages  We are learning to create images from different types of paper to create a space Outcome DT: Pop-up space pictures	Animals ( linked to MeerKat Mail)  Medium: Collage  Element: texture and shape  Outcome: Collage 1 in the style of Matisse Collage 2 : animal collage	Iron man <b>Medium:</b> printing <b>Element</b> Pattern and texture (sketching- tonal gradient)  <b>Outcome:</b> Make a print of their own iron man using everyday objects	Angels <b>Medium:</b> Printing <b>Element:</b> Texture and shape <b>Outcome:</b> To make a block print and print of the shape of an Angel	Monet <b>Medium:</b> Painting and oil pastels <b>Element :</b> Colour  Outcome: Own impression of CM Japanese bridge	DT Sewing  Medium : textiles  Outcome: Use sewing skills to create a picture of their design
Knowledge			To know what a slider lever and linkage is	To know the collage work	Build on previous	To know the purpose of an Angel (from	To know about the art work of	Know basic skills in sewing



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	How to make a variety of marks using different tools.		To know that mechanisms help us to do things more easily.	of the artist Matisse Know what a collage is .	knowledge of printing Know that a print can be made in different ways	the Bible) To know that Angels have been portrayed in different ways. To know the work of painters and sculptors e,.g Angel of the North / Raphael Angels and other artworks of Angels Know how to set up printing station	Claude Monet and about the impressionists	e.g different yarns , needles threads and which size needle goes with which thread  Become familiar with some work by textile artist
Skills	Using different materials to mark make and draw with	Drawing from observation Making rubbings Collage from rubbings	Make a slider Make a lever Make a linkage	Cut shapes with scissors directly ( painting with scissors) Tear paper along the grain Arrange designs	Know what a tone/ gradient is Use a range of pencils to make a range of gradient tones  Make a print of an even thickness	Design and make block print To make a print of even consistency of ink . Review and evaluate work	Washes of colour Use of watercolours and acrylic paint Mixing / optical Brush strokes and different brush types	Back stitch Running stitch Thread different threads and different size needles Cast in and off Sew on buttons shapes etc



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				Stick flat and over lap	Create a clear impression of pattern			Plan and design Evaluate
Vocabulary		Texture Pattern Colours	Mechanism Lever Slider Pivot Fulcrum Middle Turn Up / down Side to side	Collage Tear Cut Painting with scissors Matisse Texture Overlap	Even coverage Texture Press Print technique	Block / relief / tile / raised / texture / shape / element / consistency		Thread / Yarn /silk/ cotton/ wool / felt /hessian

Term: spring 2	Nursery	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic:	Explore different materials, using all their senses to investigate them.	Mark-making and drawing  Weaving Fossil making	Seaside  Medium Mono print (background ) Drawing painting	Great fire of London  Medium : paint and collage Element : colour	Romans  Medium: Ceramics/ printing Element : shape /colour	Anglo Saxons Sutton Hoo helmet Material : Clay Element : Form / texture	Greeks Material: Clay  Element: Form / pattern	SATS Revision Continue with Textiles  Or Perspective



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	Manipulate and play with different Materials.		Outcome: Under the water scene	Outcome : great fire of London Picture  DT: Design and make a boat to escape the fire	Outcome: make a mosaic tile / art work using tiles  Make a printed pattern in the form of a mosaic			
Knowledge	Know how to join to objects together	I know I can return to and build on their previous learning, refining ideas and developing their ability to represent them – ICT	Know what a print is. Know that there are different types of printing Know why we use printing	To know how to mix secondary colours. Know some warm colours and cold colours Label the mast. Hull and sail of a boat Dt Know which materials will float and sink	Know what mosaics were 1)used for 2)made of	Know clays use and how it has been using over time To know the properties of clay	To know how clay was used in Greek times and the different ways craft makers made pots To know the different styles and purposes of how the pots were decorated and the uses	To know what is meant by perspective
Skills	Cutting skills Tearing Using PVA glue Layering	Manipulating clay  Weaving skills  Drawing skills	Use an example of Austin’s butterfly on how to evaluate art	Colour mixing Brush work Cutting skills  DT	Skills: design and make own mosaic  Make a simple print picture	Plan, design and make models from a slab roll a slab/ cut shapes using	Pinch pot/ coil joining using : score/slip/ blend Use a fine brush to	



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	Joining Using tape Use hole punch Revisit past terms skills	Cutting skills	Drawing from observation  Making a monoprint for sea (pic up print from drawing in a flat tray)	predictions test Plan make and evaluate Join materials	with colour blocks  Use calculations to place squares on tile	templates / join clay / impress textures Join clay a	decorate in a Greek style	
Vocabulary	Join , cut Spread , Evenly	Weave Prepositional language	Mono print Mark make Roll ink Observation	Hull Mast Sail Materials Float sink Mass Surface	Mosaic Shapes Mortar Design Symmetry Repeating pattern Archaeologist	Slip, score /crosshatch blend. disc , slats leather hard Even thickness	Kiln/pinch pot. Coil / join/ score/slip/ blend Archaeologist	
Term: Summer 1	Nursery	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic:	Respond to what they have heard, expressing their thoughts and feelings.	Making fossils; Drawing - ICT (CP)	DT Make a vehicle to take teddy to the picnic Medium: DT (see science Summer 2 )	The day the crayons quit  Medium: oil pastels / wax crayons and paint.  Element: Texture and colour . Outcome:	DT Pulleys Mechanisms  Outcome: to make a simple Pulley	( May month of Mary Portrait skills )	DT : Make a cam mechanism to for year 1 (Victorian toys Cam Mechanism )	Frida Kahlo – the famous female Mexican artist  Medium: Monoprint and painting



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				A picture using wax resist				Element: line shape and colour
Knowledge	All of the above	I know I can return to and build on their previous learning, refining ideas and developing their ability to represent them –	What is an wheel , axle , Chassis	<p>Meaning of waterproof</p> <p>Become familiar with other art techniques and drawing materials.</p> <p>To know the wax resist work of Henry Moore</p> <p>DT : Can you make a catch game using the resources</p>	<p>To know what a machine is</p> <p>Know what a mechanism is</p> <p>To know what a pulley is and how it works</p>	<p>Know that May is the month of Mary</p> <p>Know why Mary is often pained wearing blue</p> <p>Know how early paints were made</p> <p>Know about different ways Mary has been depicted in art over the centuries</p>	<p>Know what a Mechanism</p> <p>To know that there are different types of cam mechanisms</p>	<p>Recognise the art of Frida Kahlo</p> <p>Know the proportions of a face</p>



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<p>Skills</p>	<p>Make marks in response to sounds</p> <p>Revisit past term skills</p>	<p>Weaving</p> <p>Moulding clay</p> <p>Impressing textures</p> <p>Making mono prints</p>	<p>Design toy vehicle</p> <p>Make an chassis with an axel and wheels that move</p>	<p>Explore using mixed media e.g. WAX resist We will also investigate texture by taking rubbings and experiment with layering colour. How to colour wash with watercolour</p> <p>DT: Planning, design . sharing ideas evaluating</p>	<p>To make own pulley system using the resources</p> <p>Measure string and wood</p>	<p>Draw from observation</p> <p>Draw proportions of a face</p> <p>Use a sketching pencil</p> <p>Use brush for purpose</p>	<p>Design a simple toy mechanism</p> <p>To saw Dowling</p> <p>To join using a glue gun</p> <p>Adapt and change to make cam work</p>	<p>Mono-print using images of the artist</p> <p>Create and design own decorative back ground</p> <p>Mix a range of colours</p> <p>Apply collage to art work</p>
<p>Vocabulary</p>		<p>Mark-make, draw, lines, circles, colour, mix, primary, secondary, texture, form, sculpt, shape, print, art, techniques</p>	<p>Chassis</p> <p>Axel</p> <p>Wheel</p>	<p>Waterproof</p> <p>Wax resist</p> <p>Layer</p> <p>Wash of colour</p> <p>DT :</p>	<p>Pulley</p> <p>machine</p> <p>mechanism</p> <p>Fulcrum</p> <p>Forces</p> <p>Effort</p> <p>Load</p>	<p>Lapis lazuli</p> <p>Portrait</p> <p>proportion</p>	<p>Mechanism</p> <p>Rotate</p> <p>Contact</p> <p>Dowling</p> <p>Axel cam</p>	<p>Portrait /mono-print</p> <p>Foreground</p> <p>Background</p> <p>Proportions</p> <p>vibrant colors.</p>



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				Materials , join design, evaluate				
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Term: Summer 2	Nursery	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic:	Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.	Printing treasure maps (Pirates), Footprints (pets/dinosaurs)	Where the wild things are  Medium: painting	The Owl who was afraid of the dark  Mediums : Drawing Printing Clay  Elements Tone Pattern/ texture Form  Out come: Tonal picture of and owl	Surrealism DT : Picture frames  Outcome make their own picture frame with a surrealist art work in it	DT Viking Long boat How can you make a viking long boat using the materials? DT Outcome: Make a Viking boat design the head and flag and shields	Egyptians Medium: Collage  Element: shape colour and pattern  Outcome : Egyptian headdress collage	Clay Mayan sculpture  Medium : Clay  Element: Form  Outcome : use elongated pinch-pot or clay tile to create sculpture head of a creature



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				Printed picture of owl babies				
				Owl clay tile				
Knowledge		I know I can print with variety of objects and colours	Know the story and art of: 'where the wild things are' Maurice Sendac Know how to set up painting station Know which brush to use  Outcome : create our own wild thing for the story	know what is meant by tonal range or tonal gradient  printing : know how to make a basic print  know where clay is from and its uses	To know how to read a ruler and be safe using equipment  Know the purpose of the design stage  To know about surrealist art	To know where the Vikings are in a history time line .  To know how to measure accurately and use the equipment ( saw and Glue gun safely )	Know when the Egyptians are in a history timeline  To recognise features of Egyptian art  To know why headdresses were worn	know of the type of art forms that would have been created by the Ancient Mayan civilisation
Skills		To make an even print with fingers hands , feet and objects Mono prints	Draw from imagination  Use water colour paints with mixing tray / hold brush correctly / use	Use charcoal and chalk to show 3 tonal gradient  Use printing technique	Measure wood accurately to make a rectangle or square  Use the vice to cut straight	Follow instructions  Measure wood  Cut wood with a flat end	Use sketchbook to show plans and designs  Follow design	Make a pinch-pot Score , slip and join clay  Design Evaluate



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			brush correctly	with cotton buds and lids  Make a small clay tile using slats Cut shape in clay Score , slip and blend to join Impress texture	Join wood using the glue gun and corners to create a frame structure	Join wood using corner triangles and glue gun  Design features of the longboat e.g. head of the boat , sail and shields  Evaluate	Uses oil pastels as a colour block  Tear , cut and glue to follow the design	Apply clay skills of impression texture and detail
Vocabulary		Print Colour Even coverage of paint	Sketch / mix / wash of colour / background Outline	Tone Gradient Charcoal Print Texture Shape  Roll Disc Slats Impress Shape	Wood saw hacksaw vice Perspex Accurately Surrealism	Longboat Shield Mast sail Hull		Ancient Mayan Civilisation  Clay Kiln Air dry Score slip and blend