



Art and Design Progression Map

Painting			
	Aims 1, ideas	Aims 2, Skills	Aims 3, Knowledge
Nursery	<ul style="list-style-type: none"> Enjoys and responds to playing with colour in variety of ways e.g. combining colours (R4) Continues to explore colour and how it can be changed (R5) 	<ul style="list-style-type: none"> Capture experiences and responses with paint (R) Paint with wrist action, making dots (LPL) 	<ul style="list-style-type: none"> Look at paintings by famous artists and begin to point out things they see.
Reception	<ul style="list-style-type: none"> Chooses particular colours for their own imaginative purpose (R6) 	<ul style="list-style-type: none"> Develops their own ideas through experimentation e.g. how to make different marks using brushes and other painting implements, and investigate the kinds of marks that can be made or using different types of paints watercolours and powder paints (R6) Safely use and explore a variety of tools and techniques experimenting with colour (ELG) 	<ul style="list-style-type: none"> Use their increased Knowledge and understanding of paint tools to explore their interests and develop their thinking Respond to works of art imaginatively using paints (R6) Express and communicate working theories, feelings and understandings using visual arts (R6) Share their creations explaining the process (ELG)
Year 1	<ul style="list-style-type: none"> Explore and respond to colour through collecting, sorting and matching 	<ul style="list-style-type: none"> know more about simple colour-mixing, and start to develop an appropriate vocabulary to describe colours and how they can be used. investigate and experiment with the possibilities of paint and painting implements on different scales; mix primary colours, discover how secondary colours are made, alter the lightness and darkness of colours, and match from observation of natural forms. 	<ul style="list-style-type: none"> Recognise and describe differences in artists' paintings and express opinions using appropriate vocabulary.

Year 2	<ul style="list-style-type: none"> Freely explore ideas, working from first-hand experience, memory and imagination. 	<ul style="list-style-type: none"> experiment with different approaches to using and applying paint; develop increasing confidence in colour mixing and mark making, working with a wider range of paints and painting tools. 	<ul style="list-style-type: none"> Compare and contrast works of art from different times and places; Adapt and refine their own work, sharing ideas with others; Talk about colour and composition in their own and in artists' paintings, expressing opinions with appropriate vocabulary.
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Printing			
	Aims 1: ideas	Aims 2: Skills	Aims 3: Knowledge
Nursery	<ul style="list-style-type: none"> Use a variety of 3D and 2D structures to explore printing by investigating how different objects can be used to make patterns and shapes (R4) 	<ul style="list-style-type: none"> Create their own spatial patterns showing some organisation or regularity e.g. Uses tools for purpose e.g. Show control using objects to create marks. Shapes and patterns (R5) 	<ul style="list-style-type: none"> Use printing as a form of expression and develop an interest in exploring textures and different objects (R5)
Reception	<ul style="list-style-type: none"> Experience the process of printing, experimenting with a range of objects, shapes and patterns (R4) 	<ul style="list-style-type: none"> Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit repeat e.g. Begin to make repeated patterns, using different tools, materials and objects (R6 M) 	<ul style="list-style-type: none"> Spots patterns in the environment, beginning to identify the pattern "rule" e.g. Develop an awareness of print, pattern and texture in our environment and use this in their work (R6 M)
Year 1	<ul style="list-style-type: none"> Create their own designs from a stimulus, making choices about colour, subject matter, shape and composition. 	<ul style="list-style-type: none"> Start to make ordered or repeated patterns, and recognise and experiment with the effect of different variables, such as shape, pressure or colour. 	<ul style="list-style-type: none"> Develop and use appropriate and relevant vocabulary and make choices as to how they can develop or modify their own printing; Develop an awareness of print, pattern and texture in our environment and culture and in other cultures,

			countries and periods of history.
Year 2	<ul style="list-style-type: none"> Experiment more widely with different variables, such as shape, pressure, method, tools, materials or colour, and begin to think more creatively about the application of techniques, setting themselves standards and visual goals; use planning and predicting skills, and make choices as to how they can develop or modify their own printing. 	<ul style="list-style-type: none"> Increase their motor skills in controlling pressure, amount of paint and positioning of block, and build on their prediction skills when planning a print; Learn alternative ways of applying colour to the block, and expand the range of tools and materials they can use. 	<ul style="list-style-type: none"> Make comparisons between their own prints and examples from other times and cultures; Recognise that many different prints can be made with one block, and develop ways of solving problems they may encounter when printing.

Sculpture			
	Aims 1: ideas	Aims 2: Skills	Aims 3: Knowledge
Nursery	<ul style="list-style-type: none"> Make simple constructions e.g. Begin to construct, stacking blocks, boxes and planks vertically and horizontally, making enclosures and creating spaces. (R4 M) Uses 2D and 3D structures to explore materials and /or to express ideas (R4) 	<ul style="list-style-type: none"> Make balls and snakes with malleable materials (LLS) Uses various construction materials e.g. joining pieces, stacking vertically and horizontally (R5) Attempts to create arches and enclosures when building using trial and improvement to select blocks. (R5 M) Plays with a range of materials to learn cause and effect e.g makes a string puppet using dowels and string to suspend the puppet (R5) 	<ul style="list-style-type: none"> Capture experiences /representations using a range of different materials and use them to support their play. (R5) Uses tools for a purpose (R5)
Reception	<ul style="list-style-type: none"> Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquires and develop their thinking (R6) 	<ul style="list-style-type: none"> Safely use and explore a variety of tools and techniques, experimenting with colour, design, texture, form and function (R6) Share their creations, explaining the process they have used (ELG) 	<ul style="list-style-type: none"> Develop their own ideas through experimentation with diverse materials with loose parts to express and communicate their discoveries and understanding (R6)

Year 1	<ul style="list-style-type: none"> Explore ideas by using first hand observations and experiences to create different structures and models 	<ul style="list-style-type: none"> Investigate the nature and qualities of different materials and processes, exercising some control over those they use in their work. 	<ul style="list-style-type: none"> Evaluate their sculptures during the making process and suggest ways in which to solve problems and improve their own work; Study sculpture from other cultures in order to develop knowledge and understanding of materials and approaches
Year 2	<ul style="list-style-type: none"> Explore and create by collecting and selecting visual research from first hand observation and other sources to develop ideas for their work. 	<ul style="list-style-type: none"> Investigate and use the qualities of materials and processes to develop practical skills of modelling and construction, extending their control of tools and processes and evaluating their suitability for different tasks. 	<ul style="list-style-type: none"> Review their sculpture during the making process, critically evaluating their own and others' work; Examine traditional and modern sculpture from other cultures, places and times to develop knowledge and understanding of materials, processes and approaches. Develop critical skills by adapting and refining their own work in line with the limitations and possibilities of materials and processes;

Collage and Textiles			
	Aims 1: ideas	Aims 2: Skills	Aims 3: Knowledge
Nursery	<ul style="list-style-type: none"> Explore a range of materials both manmade and natural (R5) 	<ul style="list-style-type: none"> Manipulate a range of tools and equipment in one hand e.g. cut with scissors LLS) 	<ul style="list-style-type: none"> Begin to be interested in and describe textures
Reception	<ul style="list-style-type: none"> Develop their own ideas through experimentation with diverse materials e.g. Experiment freely with a wide range of different materials for collage and textile work (R6) 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function e.g. sewing needles, scissors, hole punch, stapler etc. (ELG) 	<ul style="list-style-type: none"> Share their creations explaining the process they have used (ELG)

Year 1	<ul style="list-style-type: none"> Experiment freely with a wide range of different materials for collage and textile work; Record ideas and use a sketchbook. 	<ul style="list-style-type: none"> explore and develop simple weaving techniques and skills; Learn to understand and use a range of different materials for diverse purposes. 	<ul style="list-style-type: none"> Investigate how artists have used collage and find out more about the use of textiles in other cultures.
Year 2	<ul style="list-style-type: none"> Explore a range of textiles and papers in more depth, investigating ways of classifying, matching and recording them using a sketchbook; Stretch their imagination by using a range of starting points, and begin to combine them into new images. 	<ul style="list-style-type: none"> Learn techniques for weaving, decorating, colouring and embellishing fabrics through experimentation with fabrics, dyes, threads, papers, and wool; Work individually and collaboratively and consider ways of improving their own work. 	<ul style="list-style-type: none"> Investigate woven fabrics and materials and understand the importance they have in our lives and in other cultures; Use language to describe the visual and tactile qualities of textiles and be exposed to as wide a range of first-hand experiences as possible.

Drawing			
	Aims 1: ideas	Aims 2: Skills	Aims 3: Knowledge
Nursery	<ul style="list-style-type: none"> Creates lines and circles pivoting from the shoulder and elbow (R5) Experiment with marks horizontally, vertically and using circular motions (LLS) 	<ul style="list-style-type: none"> Holds pencil using a conventional grip (LLS) Draws a person on request with a head and face, usually no body (LLS) Draws freely (LLS) 	<ul style="list-style-type: none"> Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience (R5)
Reception	<ul style="list-style-type: none"> Create representations of both imaginary and real life ideas, events, people and objects 	<ul style="list-style-type: none"> Draw a person with, head, body and legs (LLS) Talk about their drawings (R6) 	<ul style="list-style-type: none"> Express and communicate their feelings and understanding using drawing. (R6)
Year 1	<ul style="list-style-type: none"> Collect and share ideas and explore and experiment with materials. 	<ul style="list-style-type: none"> Develop the confidence to use a range of marks to draw things they see, know and remember; develop control over a variety of drawing tools and materials, using them selectively and purposefully. 	<ul style="list-style-type: none"> Look at drawings and talk about them to become aware of the elements within drawings and try to interpret them.

Year 2	<ul style="list-style-type: none"> Collect and share ideas, and explore and experiment with materials. 	<ul style="list-style-type: none"> Develop the confidence to use a range of marks and to draw things they see, know and remember; Develop control over a variety of drawing tools and materials, using them selectively and purposefully Develop skills using a wide range of marks with varied angle, speed, pressure and sharpness to show line, tone, shape, pattern and texture. 	<ul style="list-style-type: none"> Understand that marks can have meanings; Look at and talk about drawings, and try to interpret them.
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Digital Media			
	Aims 1: ideas	Aims 2: Skills	Aims 3: Knowledge
Nursery	<ul style="list-style-type: none"> Explore taking pictures using camera and I pads (R5) 	<ul style="list-style-type: none"> Be able to choose an object/place/person and take a photo of it (R5 T) 	<ul style="list-style-type: none"> Understands they can use digital device to create photos and images (R5 T)
Reception	<ul style="list-style-type: none"> Experiment with digital media to express and communicate their discoveries and understanding (R6) 	<ul style="list-style-type: none"> Can create content such as; video recording , stories and /or draw a picture on screen (R6) 	<ul style="list-style-type: none"> Express and communicate working theories, feelings and understandings using digital art forms. (R6)
Year 1	<ul style="list-style-type: none"> explore and experiment with digital tools and processes, and use them creatively. 	<ul style="list-style-type: none"> Learn how to use the internet to look at the work of artists; Combine digital images with traditional materials. 	<ul style="list-style-type: none"> Develop a language for talking about digital media.
Year 2	<ul style="list-style-type: none"> Explore and experiment with digital tools and processes, and use them creatively 	<ul style="list-style-type: none"> Develop practical skills to create an expressive portrait with traditional and digital media; Combine artwork using traditional media with digital processes. 	<ul style="list-style-type: none"> Learn how to use the internet to look at the work of artists; Develop appropriate language for talking about digital media.

Design and Technology			
	Aims 1: ideas	Aims 2: Skills	Aims 3: Knowledge

Nursery	<ul style="list-style-type: none"> • Uses tools for a purpose • Uses various construction materials to create with. (R5) 	<ul style="list-style-type: none"> • Manipulate a range of tools and equipment in one hand e.g. spoon, fork, knife and scissors etc. (R5) • Can wash and dry hands effectively and understand why this important e.g when handling foods (R5) 	<ul style="list-style-type: none"> • Willing to try a range of different textures and tastes and express a preference
Reception	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (R6) 	<ul style="list-style-type: none"> • handle equipment and tools effectively, including kitchen utensils (R6) 	<ul style="list-style-type: none"> • Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through design and technology(ELG)
Year 1	<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • explain how their products will look and work through talking and simple annotated drawings; <p>Food technology</p> <ul style="list-style-type: none"> • with support, follow a simple plan or recipe; • begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; 	<ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing • Build structures, exploring how they can be made stronger, stiffer and more stable • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Design models using simple computing software; • plan and test ideas using templates and mock-ups; 	<ul style="list-style-type: none"> • Use their knowledge of existing products and their own experience to help generate their ideas; • Understand where food comes from • use the basic principles of a healthy and varied diet to prepare dishes

		<ul style="list-style-type: none"> Learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures; 	
Year 2	<ul style="list-style-type: none"> Design Purposeful, functional and appealing products Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Food technology</p> <ul style="list-style-type: none"> with support, follow a simple plan or recipe; begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; select from and use a wide range of materials and components, including ingredients, according to their characteristics. 	<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing explore and use mechanisms e.g. levers, sliders, wheels and axles, in their products. select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Design models using simple computing software plan and test ideas using templates and mock-ups Learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures 	<ul style="list-style-type: none"> Evaluate existing products and their own, describing how it can be improved e.g. made stronger, more attractive or appealing Understand where food comes from use the basic principles of a healthy and varied diet to prepare dishes