



Wath Central Primary School



Progression Map – Based on Chris Quigley Essentials

Subject Area: Art and Design

		Milestone 1 By the end of Key Stage 1 (Years 1 and 2), children will have been taught how to:	Milestone 2 By the end of Lower Key Stage 2 (Years 3 and 4), children will have been taught how to:	Milestone 3 By the end of Key Stage 2 (Years 5 and 6), children will have been taught how to:
To develop ideas	Key Subject Specific Vocabulary	explore, develop, create, respond,	explore, develop, adapt, collect, refine, comment, experiment, annotate	explore, develop, adapt, collect, extend, present, enhance, comment, annotate, edit, retrieve
		<ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. 	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.
To master techniques	Key Subject Specific Vocabulary	blend, tone, colour, mix, line, pattern, print, weave, tool, shape, malleable, sketch, mould, carve	colour, tone, tint, shade, light, shadow, texture, pattern, line, wash, mood, coil, montage, sketch, shade, weave, image, shape, carve, sculpture, solid	Sketch, shade, line, colour, tone, tint, palette, mood, texture, abstract, tactile, reflection, shadows, animation, perspective, composition, proportion, mosaic, realistic, impressionistic,
	Painting	<ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. 	<ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. 	<ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture.

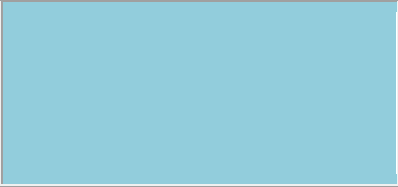
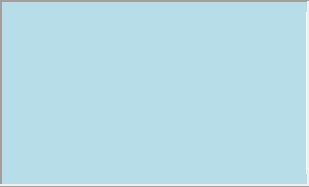
			<ul style="list-style-type: none"> • Develop a personal style of painting, drawing upon ideas from other artists.
Collage	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
Sculpture	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.
Drawing	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	<ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.
Print	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.

	Textiles	<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. 	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.
	Digital media	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).
To take inspiration from the greats (classic and modern)	Key Subject Specific Terminology	design, artist, abstract, modern, artwork, craftspeople, architects,	designer, original, artist, artisan, replicate, abstract, modern, craftspeople, architects,	designer, craftspeople, architects, original, artist, artisan, replicate, influence, society, style, abstract, realism, modern
		<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.

Supporting Computing for those below Milestone 1

P4	P5	P6	P7	P8	Early Years
<ul style="list-style-type: none"> • Show some awareness of cause and effect in a creative process. • Explore materials systematically. • Show awareness of starting or stopping a process. • Make marks intentionally on a surface with fingers or tools. • Repeat an activity to make the same or similar effect. 	<ul style="list-style-type: none"> • Handle or use tools and materials purposefully. • Show preferences for activities and begin to carry out simple processes. • Choose tools and materials which are appropriate to the activity. • Create and apply familiar techniques to a task. 	<ul style="list-style-type: none"> • Show an intention to create. • Start to use tools, materials and simple actions to produce a piece of work. • Imitate the use of tools, materials and simple actions. • Practise new skills with less support, developing knowledge of the process of making. 	<ul style="list-style-type: none"> • Communicate ideas, events or experiences through the use of colour, form, line and tone. • Intentionally represent or symbolise an object or an emotion in either 2D or 3D work. • Purposefully choose colours or techniques. • Show confidence in using a variety 	<ul style="list-style-type: none"> • Develop ideas and use materials and processes working in two and three dimensions. • Finish a piece of work following an established pattern of activity. • Know that paintings, sculptures and drawings have meaning. 	<ul style="list-style-type: none"> • Use simple tools and techniques competently and appropriately. • Explore what happens when colours are mixed. • Experiment to create different textures. • Understand that different media can be combined to create new effects. • Manipulate materials to achieve a planned effect.

• Show an active interest in a range of tools and materials, taking part in familiar activities with some support.



of processes and make appropriate use of tools and materials.

• Use a growing art vocabulary and begin to express meaning.

• Choose particular colours for a purpose.
• Create simple representations of events, people and objects.