

St. Hugh's Catholic Primary School Art Progression Map

Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
Physical	Moving & Handling	When holding crayons, chalks etc, makes connections between their movement and the marks they make	Shows increasing control in holding, using and manipulating a range of tools and objects Holds mark-making tools with thumb and all fingers	Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons	Uses simple tools to effect changes to materials Handles tools, objects, construction and malleable materials safely and with increasing control and intention Shows a preference for a dominant hand

Early Learning Goal: Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
Expressive Arts and Design	Creating with materials	Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression Notices and becomes interested in the transformative effect of their action on materials and resources	Enjoys and responds to playing with colour in a variety of ways, for example combining colours Uses 3D and 2D structures to explore materials and/or to express ideas	Continues to explore colour and how colours can be changed 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 Uses tools for a purpose	Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts

Early Learning Goal: Creating with materials

- 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;

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- Make use of props and materials when role playing characters in narratives and stories.

Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
Expressive Arts and Design	Being Imaginative and Expressive	Pretends that one object represents another, especially when objects have characteristics in common	Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations	Notifies what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously Uses available resources to create props or creates imaginary ones to support play	Creates representations of both imaginary and real-life ideas, events, people and objects Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth

Early Learning Goal: Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating Ideas	To explore a range of materials to design and create To explore drawing, painting and sculpture to share ideas, experiences and imagination	To use a range of materials to design and create To use drawing, painting and sculpture to develop and share ideas, experiences and imagination	To begin, with support, to record observations in a sketchbook and to review and revisit ideas	To further explore the uses of a sketchbook to record observations and review and revisit ideas	To use a sketchbook to record observations and use them to generate and review ideas with increasing independence	To use a sketchbook to independently generate and record observations and use them to review and revisit ideas

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<p>Making</p>	<p>To explore a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>To further explore art and design techniques including, drawing, painting and sculpture with a range of materials</p> <p>To begin to make decisions for own artwork including the use of techniques, control and materials, with creativity and experimentation with support</p>	<p>To make decisions for own artwork including the use of techniques, control and materials, with creativity and experimentation</p>	<p>To further develop the use of artistic techniques, including control and use of materials, with creativity and experimentation with increasing independence</p>	<p>To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials and use them independently</p> <p>To use taught techniques, including control and use of materials, with creativity and experimentation to create pieces of art</p>
<p>Evaluating</p>	<p>To verbally evaluate work attempting to use technical language</p>	<p>To verbally evaluate their own and others work using increasingly technical language</p>	<p>To begin to critically evaluate their own and others work through discussion</p> <p>To recognise different kinds of art, craft and design</p>	<p>To critically evaluate their own and others work</p> <p>To explore the different kinds of art, craft and design and begin to use them in own work with support</p> <p>To make comparisons through discussion</p> <p>To choose, with support when to use particular art and design techniques including, drawing, painting and sculpture with a range of materials</p>	<p>To be aware of different kinds of art, craft and design and can decide on which to use in work with increasing independence</p> <p>To critically evaluate their own and others work</p> <p>To compare the work of various artists</p> <p>To choose when to use particular art and design techniques including, drawing, painting and sculpture with a range of materials with increasing independence</p>	<p>To be aware of different kinds of art, craft and design and independently decide on which to use</p> <p>To critically evaluate their own and others work</p> <p>To compare and evaluate the work of various artists</p>
<p>Knowledge and Understanding</p>	<p>To explore the work of a range of artists, craft makers and designers, recognising the differences and similarities between different practices and disciplines</p> <p>To explore the work of a range of artists, recognising similarities with their own work</p>	<p>To discuss the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines</p> <p>To discuss the work of a range of artists, making links to own work and adding ideas to a sketchbook</p>	<p>To recognise a range of artists, architects and designers in history</p> <p>To recognise why people use sketchbooks</p>	<p>To discuss the work of a range of artists, architects and designers in history</p> <p>To observe how artists through history have used sketchbooks</p>	<p>To conduct own research into the work of a range of artists, architects and designers in history</p>	<p>To conduct own research into the work of a range of artists, architects and designers in history and use this to influence choices in own artwork</p>