

**St Lawrence Art and Design Progression Map**

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Drawing</b> (Pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> <li>Begin to use a variety of drawing tools</li> <li><b>Use drawings to tell a story</b></li> <li>Investigate different lines</li> <li><b>Explore different textures</b></li> <li>Encourage accurate drawings of people</li> </ul> <p><b>Key artist</b> Quentin Blake</p>	<ul style="list-style-type: none"> <li><b>Extend the variety of drawings tools</b></li> <li><b>Explore different textures</b></li> <li>Observe and draw landscapes</li> <li>Observe patterns – observe anatomy (faces, limbs)</li> </ul> <p><b>Key artist</b> Eric Carle</p>	<ul style="list-style-type: none"> <li><b>experiment with tools and surfaces</b></li> <li>Draw a way of recording experiences and feelings</li> <li><b>Discuss use of shadows, use of light and dark</b></li> <li>Sketch to make quick records</li> </ul> <p><b>Key artist</b> L. S Lowry</p>	<ul style="list-style-type: none"> <li><b>Experiment with the potential of various pencils</b></li> <li>close observation</li> <li><b>Draw both the positive and negative shapes initial sketches as a preparation for painting</b></li> <li><b>accurate drawings of people and animals – particularly faces</b></li> </ul> <p><b>Key artist</b> Charlie Mackesy E.H shepard</p>	<ul style="list-style-type: none"> <li>Identify and draw the effect of light</li> <li><b>Scale and proportion</b></li> <li>Accurate drawings of whole people including proportion and placement</li> <li>Work on a variety of scales</li> <li><b>Computer-generated drawings</b></li> </ul> <p><b>Key artist</b> Vincent Van Gogh</p>	<ul style="list-style-type: none"> <li><b>Effect of light on objects and people from different directions</b></li> <li><b>Interpret the texture of a surface</b></li> <li>Produce increasingly accurate drawings of people</li> <li><b>Concept of perspective</b></li> </ul> <p><b>Key artist</b> Leonardo Da Vinci</p>	<ul style="list-style-type: none"> <li>Effect of light on objects and people from different directions</li> <li><b>Interpret the texture of a surface</b></li> <li>Produce increasingly accurate drawings of people</li> <li><b>Concept of perspective</b></li> </ul> <p><b>Key artist</b> Gustave Doré</p>
<b>Colour</b> (Painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> <li>Experimenting with and using primary colours</li> <li><b>Naming</b></li> <li>mixing (not formal)</li> <li><b>Learn the names of different tools that bring colour</b></li> <li>Use a range of tools to make coloured marks on paper</li> </ul> <p><b>Key artist</b> Eric Carle</p>	<ul style="list-style-type: none"> <li><b>Name all the colours</b></li> <li>Mixing of colours</li> <li><b>Find collections of colour</b></li> <li>Applying colour with a range of tools</li> </ul> <p><b>Key artist</b> Kandinsky</p>	<ul style="list-style-type: none"> <li><b>Begin to describe colours by objects</b></li> <li>Make as many tones of one colour as possible (using white)</li> <li>Darken colours without using black</li> <li>Using colour on a large scale</li> </ul> <p><b>Key artist</b> Van Gogh</p>	<ul style="list-style-type: none"> <li>Colour mixing</li> <li>Make colour wheels</li> <li><b>Introduce different types of brushes</b></li> <li><b>Observe application of colour using dotting, scratching, splashing</b></li> <li>Apply colour using dotting, scratching, splashing</li> </ul> <p><b>Key artist</b> Pollock</p>	<ul style="list-style-type: none"> <li>Colour mixing and matching; tint, tone, shade</li> <li><b>Observe colours</b></li> <li><b>Suitable equipment for the task</b></li> <li>Colour to reflect mood</li> </ul> <p><b>Key artist</b> Chagall</p>	<ul style="list-style-type: none"> <li><b>Hue, tint, tone, shades and mood</b></li> <li><b>Explore the use of texture in colour</b></li> <li>Colour for purposes</li> </ul> <p><b>Key artist</b> David Hockney Monet</p>	<ul style="list-style-type: none"> <li><b>Hue, tint, tone, shades and mood</b></li> <li><b>Explore the use of texture in colour</b></li> <li>Colour for purposes</li> <li>Colour to express feelings</li> </ul> <p><b>Key artist</b> Picasso Ben Moseley</p>
<b>Texture</b> (Textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> <li><b>Handling, manipulating and enjoying using material</b></li> <li><b>Sensory experience</b></li> <li>Simple collages</li> <li>simple weaving</li> </ul> <p><b>Key artist</b> Gaudi</p>	<ul style="list-style-type: none"> <li>weaving</li> <li>collage</li> <li><b>Sort according to specific qualities</b></li> <li><b>how textiles create things</b></li> </ul> <p><b>Key artist</b> Andy Goldsworthy</p>	<ul style="list-style-type: none"> <li>Overlapping and overlaying to create effects</li> <li>Use large-eyed needles – running stitches</li> <li>Simple appliqué work</li> <li><b>Start to explore other simple stitches</b></li> <li>Collage</li> </ul> <p><b>Key artist</b> Linda Calverley</p>	<ul style="list-style-type: none"> <li><b>Explore smaller eyed needles and finer threads</b></li> <li>Weaving</li> <li><b>Study Tie-dying, batik.</b></li> <li>Apply Tie-dying, batik.</li> </ul> <p><b>Key artist</b> Elisa Quevado</p>	<ul style="list-style-type: none"> <li>Use a wider variety of stitches</li> <li><b>observation and design of textural art</b></li> <li>experimenting with creating mood, feeling, movement</li> <li><b>compare different fabrics</b></li> </ul> <p><b>Key artist</b> Molly Williams</p>	<ul style="list-style-type: none"> <li>Use stories, music, poems as stimuli</li> <li><b>Select and use materials</b></li> <li>Embellish work</li> <li><b>Fabric making</b></li> <li><b>Artists using textiles</b></li> </ul> <p><b>Key artist</b> Gustav Klimt</p>	<ul style="list-style-type: none"> <li>Develops experience in embellishing</li> <li>Applies knowledge of different techniques to express feelings</li> <li>Work collaboratively on a larger scale</li> </ul> <p><b>Key artist</b> Kaffe fassett</p>

<p><b>Form</b> (3D work, clay, dough, boxes, wire, paper, sculpture, mod roc)</p>	<ul style="list-style-type: none"> <li>• <b>Handling, feeling, enjoying and manipulating material</b></li> <li>• <i>Constructing</i></li> <li>• <i>Building and destroying</i></li> <li>• <i>Shape and model</i></li> </ul> <p><b>Key artist</b> Andy Goldsworthy</p>	<ul style="list-style-type: none"> <li>• <i>Construct</i></li> <li>• <b>Use materials to make known objects for a purpose</b></li> <li>• <i>Carve</i></li> <li>• <i>Pinch and roll coils and slabs using a modelling media.</i></li> <li>• <i>Make simple joins</i></li> </ul> <p><b>Key artist</b> Gaudi</p>	<ul style="list-style-type: none"> <li>• <b>Awareness of natural and man-made forms</b></li> <li>• <b>Expression of personal experiences and ideas</b></li> <li>• <i>to shape and form from direct observation (malleable and rigid materials)</i></li> <li>• <i>decorative techniques</i></li> <li>• <i>Replicate patterns and textures in a 3-D form</i></li> <li>• <b>work and that of other sculptors</b></li> </ul> <p><b>Key artist</b> Nick Parkes</p>	<ul style="list-style-type: none"> <li>• <i>Shape, form, model and construct ( malleable and rigid materials)</i></li> <li>• <b>Plan and develop</b></li> <li>• <b>Understanding of different adhesives and methods of construction</b></li> <li>• <b>Aesthetics</b></li> </ul> <p><b>Key artist</b> Gormley</p>	<ul style="list-style-type: none"> <li>• <i>Plan and develop surface patterns/textures</i></li> <li>• <b>Discuss own work and work of other sculptors</b></li> <li>• <b>Analyse and interpret natural and manmade forms of construction</b></li> </ul> <p><b>Key artist</b> Hepworth</p>	<ul style="list-style-type: none"> <li>• <i>Plan and develop ideas</i></li> <li>• <i>Shape, form, model and join</i></li> <li>• <b>Observation or imagination</b></li> <li>• <b>Properties of media</b></li> <li>• <b>Discuss and evaluate own work and that of other sculptors</b></li> </ul> <p><b>Key artist</b> Hurst</p>	<ul style="list-style-type: none"> <li>• <i>Plan and develop ideas</i></li> <li>• <i>Shape, form, model and join</i></li> <li>• <b>Observation or imagination</b></li> <li>• <b>Properties of media</b></li> <li>• <b>Discuss and evaluate own work and that of other sculptors</b></li> </ul> <p><b>Key artist</b> Grayson Perry</p>
<p><b>Printing</b> (Found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<ul style="list-style-type: none"> <li>• <i>Rubbings</i></li> <li>• <i>Print with variety of objects</i></li> <li>• <i>Print with block colours</i></li> </ul> <p><b>Key artist</b> Henri Matisse</p>	<ul style="list-style-type: none"> <li>• <i>Create patterns</i></li> <li>• <b>Develop impressed images</b></li> <li>• <i>Relief printing</i></li> </ul> <p><b>Key artist</b> Mondrian</p>	<ul style="list-style-type: none"> <li>• <i>Print with a growing range of objects</i></li> <li>• <b>Identify the different forms printing takes</b></li> </ul> <p><b>Key artist</b> Andy Warhol</p>	<ul style="list-style-type: none"> <li>• <i>Relief and impressed printing</i></li> <li>• <b>Recording textures/patterns</b></li> <li>• <i>Monoprinting</i></li> <li>• <i>Colour mixing through Overlapping colour prints</i></li> </ul> <p><b>Key artist</b> Banksy</p>	<ul style="list-style-type: none"> <li>• <i>Use sketchbook for recording textures/patterns</i></li> <li>• <b>Interpret environmental and manmade patterns</b></li> <li>• <i>Modify and adapt print</i></li> </ul> <p><b>Key artist</b> Picasso</p>	<ul style="list-style-type: none"> <li>• <i>Combining prints</i></li> <li>• <i>Design prints</i></li> <li>• <b>Make connections</b></li> <li>• <b>Discuss and evaluate own work and that of others</b></li> </ul> <p><b>Key artist</b> Dan Mather</p>	<ul style="list-style-type: none"> <li>• <i>Builds up drawings and images of whole or parts of items using various techniques</i></li> <li>• <i>Screen printing</i></li> <li>• <b>Explore printing techniques used by various artists</b></li> </ul> <p><b>Key artist</b> Collier Campbell</p>
<p><b>Pattern</b> (Paint, pencil, textiles, clay, printing)</p>	<ul style="list-style-type: none"> <li>• <i>Repeating patterns</i></li> <li>• <i>Irregular painting patterns</i></li> <li>• <i>Simple symmetry</i></li> </ul> <p><b>Key artist</b> Kandinsky</p>	<ul style="list-style-type: none"> <li>• <b>Awareness and discussion of patterns</b></li> <li>• <i>Repeating patterns</i></li> <li>• <i>Symmetry</i></li> </ul> <p><b>Key artist</b> William Morris</p>	<ul style="list-style-type: none"> <li>• <i>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</i></li> <li>• <b>Natural and manmade patterns</b></li> <li>• <b>Discuss regular and irregular</b></li> </ul> <p><b>Key artist</b> Andy Goldsworthy</p>	<ul style="list-style-type: none"> <li>• <b>Pattern in the environment Design</b></li> <li>• <i>Using ICT</i></li> <li>• <i>Make patterns on a range of surfaces</i></li> <li>• <i>Symmetry</i></li> </ul> <p><b>Key artist</b> Escher</p>	<ul style="list-style-type: none"> <li>• <b>Explore environmental and manmade patterns</b></li> <li>• <i>Tessellation</i></li> </ul> <p><b>Key artist</b> Paul Klee</p>	<ul style="list-style-type: none"> <li>• <i>Create own abstract pattern to reflect personal experiences and expression</i></li> <li>• <i>Create pattern for purposes</i></li> </ul> <p><b>Key artist</b> Joan Miro</p>	<ul style="list-style-type: none"> <li>• <i>Create own abstract pattern to reflect personal experiences and expression</i></li> <li>• <i>Create pattern for purposes</i></li> </ul> <p><b>Key artist</b> Bridget Riley</p>