



Art Progression Map

Concept	Nursery	Reception	Y1	Y2
<p>Drawing Pencils (H&B), coloured pencils, charcoal, chalks, pastel crayons (oil & chalk,) felt tips, ballpoints, ink, ICT software.</p>	<ul style="list-style-type: none"> • Spontaneously expressive! • Enjoy mark making, lines and curves on a variety of papers and surfaces (sand, foam etc). • Investigate, explore and experiment. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> • Uses line to represent something remembered or imagined. • Begin to use a variety of drawing tools. • Add more detail to drawings (hair, clothes, fingers, leaves on trees etc). • Use a sketchbook to record ideas and experiment in. 	<ul style="list-style-type: none"> • Extend variety of drawing tools. • Explore different types of line, shape and colour. • Use different pencil pressures (blending, shading, stippling) • Explore different textures (rubblings). • Observe and draw landscapes. • Observe & draw patterns. • Use a viewfinder. • Observe & draw anatomy (faces, body etc). • Use a sketchbook to collect ideas and record artwork. 	<ul style="list-style-type: none"> • Experiment with tools and surface textures -how to create rough, smooth etc. • Record real experiences and feelings, plus imaginary ones too. • Explore Tone -use of light & dark using different grades of pencils, charcoal, chalks. • Hatching/cross hatching • Understand how Sketchbooks can be used to collect ideas, plan, experiment and annotate work.
<p>Painting (Colour) Powder paints, watercolours, specialist paints (acrylic, pearly etc.) Brusho dye</p>	<ul style="list-style-type: none"> • Explore mark making using thick, thin, foam, sponge brushes and rollers. • Use different tools to spread paint (fingers, straws, sticks, matchsticks). 	<ul style="list-style-type: none"> • Experiment with and enjoy colour! • Know the names of colours. • Name primary colours. • Apply colours with a range of tools (different size brushes). • Begin to mix powder paints. • Mix colours and add substance to paint to create different textures (sand, flour, glitter, glue etc). • Make a wash (could do over wax resist or add drawings or collage to this). 	<ul style="list-style-type: none"> • Find collections of colours. • Name primary colours and begin to know which colours make a secondary colour. • Mix powder paints to a successful consistency. • Make tones of a colour (lighter – mixing white). • Apply paint with a range of tools. • Wax resist. • Match colours to artefacts and objects. • Work on different scales. 	<ul style="list-style-type: none"> • Mix a range of secondary colours, shades and tones. • Investigate tertiary colours (if they are competent with secondary colours!) • Experiment with tools and techniques e.g. mixing media, layering, stippling, dabbing, scraping through etc. • Mix and match colours using artefacts and objects. • Work on a range of scales. • Paint from a range of starting points (as other artists) e.g., the



				environment, events, figures, abstract.
Printing (Found materials, fruit/veg, wood blocks, press print, string)	<ul style="list-style-type: none"> • Random experimental printing e.g. hands, feet, fruit and found materials. • Sponge printing around a stencil. 	<ul style="list-style-type: none"> • Print with a variety of objects (press print) both natural and made. • Monoprint- Use an ear bud or pencil tip to design into an inked tray to explore random images (squiggly lines, circles etc) or a picture and press paper on top. 	<ul style="list-style-type: none"> • Create patterns (repeat patterns, random or organised) on a variety of papers. • Print with block colours (use 1 colour of paint or ink on a block/polystyrene tile). 	<ul style="list-style-type: none"> • Extend repeating patterns- overlapping shapes using two contrasting colours • Explore and recreate pattern and texture with sponges, leaves, fruit, bubble wrap etc.
Textiles/Collage (textiles, clay, sand, stone, wood)	<ul style="list-style-type: none"> • Sensory experiences -Feeling, handling and looking at different surfaces and materials (threads, cottons, woods, grasses, fabrics etc) using appropriate vocab e.g., hard, soft. • Sorting, cutting, tearing. 	<ul style="list-style-type: none"> • Handling, manipulating and sorting according to specific qualities-warm, cold, rough, smooth, shiny, dull. • Threading skills. • Simple collages – tear, cut, re-arrange - layering materials. 	<ul style="list-style-type: none"> • Simple weaving skills using a cardboard loom. • Cut, glue and trim materials using mixed media. 	<ul style="list-style-type: none"> • Weaving paper. • Simple stitching/knotting (large eyed needles for running stitch) or sew into Binca/felt. • Overlapping/overlaying to create effects for collage m Multi-media effects - embellish using a variety of techniques and materials. • Simple mosaics.
3D, Sculpture, Form (Clay, dough, Plasticine, Playdough, junk modelling, wire, paper, sculpture, Modroc)	<ul style="list-style-type: none"> • Constructs, builds, destroys. • Manipulates materials. 	<ul style="list-style-type: none"> • Uses tools to produce forms. • Construction reflects personal ideas. • Shape and model-plasticine, clay etc. (fine motor, carving.) 	<ul style="list-style-type: none"> • Experiences modelling using different methods and media. • Manipulates clay (rolling, kneading, shaping, carving). • Experiment with, construct and join recycled and man-made materials. • Explore shape and form. 	<ul style="list-style-type: none"> • Manipulate clay for a variety of reasons- pinch pots/coil pots. • Experiment with, construct and join recycled and man-made materials more confidently. • Explore other ways of joining and fastening e.g., glue guns, staplers, clay slip etc. • Use decorative techniques/embellishing.