

## Botley Progression Map Art and Design

	Exploring and developing ideas	Evaluating and developing work	Drawing	Painting	Sculpture	Collage	Textiles	Printing
<b>EYFS- Nursery</b>	<p><b>3-4 Years</b> <b>Communication and language:</b> Use talk to organise themselves and their play. Pay attention to more than one thing at a time, which can be difficult. <b>Understanding the World:</b> Explore how things work. <b>Physical development:</b> Choose the right resources to carry out their own plan. Children have opportunity to:</p> <ul style="list-style-type: none"> <li>Begin to explore a range of different methods and techniques</li> <li>Begin to make choices about the resources used.</li> <li>Begin to talk about what I have used</li> <li>Talk about what they have made</li> </ul>	<p><b>3-4 years</b> <b>Communication and language:</b> Use a wider range of vocabulary. <b>Physical development:</b> Choose the right resources to carry out their own plan. Children have opportunity to:</p> <ul style="list-style-type: none"> <li>Begin to explore a range of different methods and techniques</li> <li>Begin to make choices about the resources used.</li> </ul>	<p><b>3-4 years</b> <b>Physical development:</b> Choose the right resources to carry out their own plan. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. <b>EAD:</b> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Children have opportunity to:</p> <ul style="list-style-type: none"> <li>Use tools familiar to them</li> <li>Begin to represent things through art</li> <li>Use a variety of tools and explore them in different ways</li> </ul>	<p><b>3-4 years</b> <b>Physical development:</b> Choose the right resources to carry out their own plan. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Use large-muscle movements to wave flags and streamers, paint and make marks. <b>EAD:</b> Explore colour and colour-mixing. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Children have opportunity to:</p> <ul style="list-style-type: none"> <li>Begin to name colours</li> <li>Begin to explore different colours</li> <li>Begin to use a variety of tools with paint</li> <li>Begin to represent things through art</li> <li>Use a variety of tools and explore them in different ways</li> </ul>	<p><b>3-4 years</b> <b>Physical development:</b> Choose the right resources to carry out their own plan. Show a preference for a dominant hand. <b>EAD:</b> Join different materials and explore different textures. Children have opportunity to:</p> <ul style="list-style-type: none"> <li>Use tools familiar to them</li> <li>Begin to represent things through art</li> <li>Use a variety of materials</li> <li>Begin to make impressions in materials</li> <li>Begin to use malleable resources by cutting, rolling, pinching, squeezing.</li> </ul>	<p><b>3-4 years</b> <b>Physical development:</b> Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Show a preference for a dominant hand. <b>EAD:</b> Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Children have opportunity to:</p> <ul style="list-style-type: none"> <li>Use tools familiar to them</li> <li>Begin to represent things through art</li> <li>Make snips in paper</li> <li>Tear paper</li> <li>Begin to use natural and man-made materials</li> <li>Begin to join materials by sticking</li> </ul>	<p><b>3-4 years</b> <b>Physical development:</b> Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Show a preference for a dominant hand. <b>EAD:</b> Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Children have opportunity to:</p> <ul style="list-style-type: none"> <li>Use tools familiar to them</li> <li>Begin to represent things through art</li> <li>Begin to explore different materials</li> </ul>	<p><b>3-4 years</b> <b>Physical development:</b> Choose the right resources to carry out their own plan. Show a preference for a dominant hand. Children have opportunity to:</p> <ul style="list-style-type: none"> <li>Begin to represent things through art</li> <li>Begin to use body parts for printing</li> <li>Use a variety of materials to print with</li> </ul>

## Botley Progression Map Art and Design

<b>Disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>• Begin to say what they can see when looking at a stimulus</li> <li>• Say what they have made and what it represents</li> <li>• Begin to create own art work as well as collaborative pieces.</li> </ul>								
<b>EYFS- Reception</b>	<p><b>ELG: Communication and language:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Children can:</p> <ul style="list-style-type: none"> <li>• Talk about their ideas and what they are doing/made</li> <li>• Reflect on what they have done/created (process as well as end product)</li> <li>• Begin to think about how they can adapt their ideas</li> <li>• Explore different methods of joining</li> <li>• Explore a range of different materials and media</li> <li>• Explore a range of different methods and techniques</li> <li>• Explore different pieces of artwork and talking about what they see, feel, like and dislike</li> </ul> <p><b>Key Vocab: work, idea,</b></p>	<p><b>ELG: Communication and language:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Children can:</p> <ul style="list-style-type: none"> <li>• Reflect on what they are doing/creating</li> <li>• Begin to think about how they can adapt their ideas</li> <li>• When things do not go as they expect, they are starting to build resilience and keep trying</li> <li>• When things do not go as they expect, they can explore different ways of doing things e.g. joining materials together.</li> <li>• Say what they like or do not like about their own and others work</li> </ul>	<p><b>ELG: Physical development:</b> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing. <b>EAD Creating with Materials</b> 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; Make use of props and materials when role playing characters in narratives and stories. Children have opportunity to:</p> <ul style="list-style-type: none"> <li>• Use a variety of media to draw visual elements. line, shape, tone and space.</li> <li>• Use colour for a purpose and with intention</li> <li>• Observational work: Objects,</li> </ul>	<p><b>ELG: Physical development:</b> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing. <b>EAD Creating with Materials</b> 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; Make use of props and materials when role playing characters in narratives and stories. Children have opportunity to:</p> <ul style="list-style-type: none"> <li>• Name colours</li> <li>• Use a wide range of colours.</li> <li>• Explore what happens when they mix colours and what happens when white is added.</li> <li>• Understand how</li> </ul>	<p><b>ELG: Physical development:</b> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing. <b>EAD Creating with Materials</b> 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; Make use of props and materials when role playing characters in narratives and stories. Children have opportunity to:</p> <ul style="list-style-type: none"> <li>• Experimenting with plasticine, clay, dough, construction kits, 3D junk materials, straws</li> <li>• Use malleable resources to develop skills of rolling, cutting,</li> </ul>	<p><b>ELG: Physical development:</b> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing. <b>EAD Creating with Materials</b> 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; Make use of props and materials when role playing characters in narratives and stories. Children have opportunity to:</p> <ul style="list-style-type: none"> <li>• Use a variety of materials to make free collage.</li> <li>• Use natural / man made textiles.</li> <li>• Tear and cut paper.</li> <li>• Create pieces of work for a purpose/with a</li> </ul>	<p><b>ELG: Physical development:</b> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing. <b>EAD Creating with Materials</b> 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; Make use of props and materials when role playing characters in narratives and stories. Children have opportunity to:</p> <ul style="list-style-type: none"> <li>• Explore different textiles</li> <li>• Explore a variety of techniques such as weaving, gluing</li> </ul> <p><b>Key Vocab:</b> Fabric, weaving, over, under, decoration</p>	<p><b>ELG: Physical development:</b> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing. <b>EAD Creating with Materials</b> 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; Make use of props and materials when role playing characters in narratives and stories. Children have opportunity to:</p> <ul style="list-style-type: none"> <li>• Use a variety of objects to print with to create shapes, pattern and sequences e.g. sponges, blocks, stampers, string.</li> <li>• Use body parts to print (e.g. finger</li> </ul>	

## Botley Progression Map Art and Design

	<p><b>adapt, joining</b></p>		<p>people, self</p> <ul style="list-style-type: none"> <li>• Draw from memory and imagination.</li> <li>• Use vocabulary of marks. Length, thickness, straight, curved, etc.</li> <li>• Explore textures and different techniques for recording patterns, objects and pictures.</li> </ul> <p><b>Key Vocab:</b> portrait, self-portrait, length, thickness, straight, curved</p> <p><b>Artists:</b> Giuseppe Arcimboldo, Leonardo Da Vinci</p>	<p>colours come in different shades and tints.</p> <ul style="list-style-type: none"> <li>• Apply paint in different ways using brushes, sticks, fingers, combs, rollers, knives, sponges etc.</li> <li>• Add sand, glue, sawdust for texture.</li> <li>• Think about colour collections.</li> <li>• Using appropriate vocabulary.</li> <li>• Begin recognizing the emotional aspect of using colour.</li> </ul> <p><b>Key Vocab:</b> colour names, light, dark, equipment (brush, roller, sponge etc.)</p> <p><b>Artists:</b> Jackson Pollock, Joseph Thiongo</p>	<p>coiling, pinching etc.</p> <ul style="list-style-type: none"> <li>• Using clay to make pots, pinch or coil pots.</li> <li>• Making impressions on materials.</li> <li>• Using additive methods- mod roc, plaster of Paris, fillers and subtractive methods</li> </ul> <p><b>Key Vocab:</b> Join, build, construct, technique/skills such as roll, cut, pinch etc</p> <p><b>Artists:</b> Alberto Giacometti, Rachel Whiteread</p>	<p>purpose.</p> <ul style="list-style-type: none"> <li>• Use junk modelling, fabric, paper, foil, etc to make free patterns or pictures.</li> <li>• Use glues, tape, wool etc.</li> <li>• Use collage techniques with other media.</li> </ul> <p><b>Key Vocab:</b> collage, glue, stick</p> <p><b>Artists:</b> Mary Jo Bowers</p>		<p>printing, hand prints)</p> <ul style="list-style-type: none"> <li>• Use fruit and vegetables</li> <li>• Use colours, shapes to create repeated patterns</li> <li>• Develop a range of techniques e.g. printing, pressing, rolling, stamping</li> </ul> <p><b>Key Vocab:</b> colour, shape, printing, pattern</p> <p><b>Artists:</b> Andy Warhol, Foster Beigler</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Disciplinary Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Look closely at an object or image and describe it in simple terms e.g. colour, shape, pattern, ...</li> <li>• Say what they can see when observing a stimulus</li> <li>• Describe what they have produced and say what they think and feel about it.</li> <li>• Create individual pieces of work as a response</li> </ul>							
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Working with Artists</b></p>	<p>Children have the opportunity to:</p> <ul style="list-style-type: none"> <li>• Learn about different artists and explore their work</li> <li>• Express opinions about the work of artists</li> <li>• Use the work of artists to inspire own work</li> </ul> <p>Artists: Giuseppe Arcimboldo, Leonardo Da Vinci, Jackson Pollock, Joseph Thiongo, Alberto Giacometti, Rachel Whiteread, Mary Jo Bowers, Andy Warhol, Foster Beigler</p>							

## Botley Progression Map Art and Design

	Exploring and developing ideas	Evaluating and developing work	Drawing	Painting	Sculpture	Collage	Textiles	Printing
<b>KS1</b>	<p>Children start to understand how ideas are developed through processes. Children build resilience to getting things wrong and trying again. Children practice and share their learning and skills with others, receive and offer feedback to improve.</p> <p><b>KS1 Art and Design National Curriculum</b> To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Respond positively to ideas and starting points;</li> <li>Explore ideas and collect information;</li> <li>Describe differences and similarities and make links to their own work;</li> <li>Try different materials and methods to improve;</li> </ul> <p><b>Key Vocab:</b> work, work of art, idea, starting point, observe, focus, design, improve.</p>	<p><b>KS1 Art and Design National Curriculum</b></p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it e.g. annotate sketchbook</li> <li>Identify what they might change in their current work or develop in their future work.</li> </ul>	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Draw lines of varying thickness;</li> <li>Use dots and lines to demonstrate pattern and texture;</li> <li>Use different materials to draw, for example pastels, chalk, felt tips;</li> </ul> <p><b>Key Vocab:</b> portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line,</p>	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Name the primary and secondary colours;</li> <li>Experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>Mix primary colours to make secondary colours;</li> <li>Add white and black to alter tints and shades;</li> </ul> <p><b>Key Vocab:</b> primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours,</p>	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>To use a range of materials creatively to design and make products</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li>Use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>Use a variety of shapes, including lines and texture;</li> </ul> <p><b>Key Vocab:</b> :sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation,</p>	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, E.g. paper, magazines, etc.</p> <p>Children experiment with sorting and arranging materials and refining their work.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in other art, craft and design techniques – collage.</p> <p>To use a range of materials creatively to design and make products</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Use a combination of materials that have been cut, torn and glued;</li> <li>Sort and arrange materials;</li> <li>Add texture by mixing materials;</li> </ul> <p><b>Key Vocab:</b> collage, squares, gaps, mosaic, features, cut, place, arrange.</p> <p><b>Artists:</b> Isidora Paz López</p>	<p>Children have the opportunity to look at and practice a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in other art, craft and design techniques – textiles.</p> <p>To use a range of materials creatively to design and make products</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Show pattern by weaving;</li> <li>Use a dyeing technique to alter a textile's colour and pattern;</li> <li>Decorate textiles with glue or stitching, to add colour and detail</li> </ul> <p><b>Key Vocab:</b> textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, dye, wax, resist, crayons, ink, apply, set.</p>	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, E.g. sponges.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in other art, craft and design techniques– printing.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Copy an original print;</li> <li>Use a variety of materials, e.g. sponges, fruit, blocks;</li> <li>Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing</li> </ul> <p><b>Key Vocab:</b> colour, shape, printing, printmaking, woodcut, relief printing, objects.</p> <p><b>Artists:</b> Andy Warhol, Margaret Burroughs and Elizabeth Catlett, Orla Kiely, Giuseppe Arcimboldo</p>

## Botley Progression Map Art and Design

			<p>bold, size, space.</p> <p><b>Artists:</b> L.S. Lowry, Emi Nakajima, Georges Seurat</p>	<p>watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p> <p><b>Artists:</b> Piet Mondrian, Jackson Pollock</p>	<p>shapes, materials, pyramid, abstract, geometric.</p> <p><b>Artists:</b> Anthony Gormley, Martin Jennings, Ali Kazim</p>		<b>Artists:</b> Hugo Pineda	
<b>Disciplinary Knowledge</b>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>Look closely at an object or image and describe it in simple terms e.g. colour, shape, pattern, ...</li> <li>Give an opinion or reaction to a stimulus</li> <li>Describe what they have produced and say what they think and feel about it. Explain anything that they might change if they could.</li> <li>Use a sketchbook to collect ideas and record individual observations</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>Look closely at an object or image and describe its main features</li> <li>Look closely at a group of objects and describe how they are arranged</li> <li>Give an opinion or reaction to a stimulus, explaining what it makes them think of or feel</li> <li>Use a sketchbook to collect ideas and record individual observations</li> <li>Describe what they have produced and explain the choices made. Link the process used to the final result. Explain anything that they might change if they could.</li> </ul>							
<b>Working with artists</b>	<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p><b>KS1 Art and Design National Curriculum</b></p> <p>To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Describe the work of famous, notable artists and designers;</li> <li>Express an opinion on the work of famous, notable artists</li> <li>Use inspiration from famous, notable artists to create their own work and compare</li> </ul>							

## Botley Progression Map Art and Design

	Exploring and developing ideas	Evaluating and developing work	Drawing	Painting	Sculpture	Collage	Textiles	Printing
<b>LKS2</b>	<p>Children developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve.</p> <p><b>KS2 Art and Design National Curriculum</b> Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can: Use sketchbooks to record ideas; Explore ideas from first-hand observations; Question and make observations about starting points, and respond positively to suggestions; Adapt and refine ideas;</p> <p><b>Key Vocab:</b> line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p><b>KS2 Art and Design National Curriculum</b> To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> </ul>	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Experiment with showing line, tone and texture with different hardness of pencils;</li> <li>Use shading to show light and shadow effects;</li> <li>Use different materials to draw, e.g. pastels, chalk, felt tips;</li> <li>Show an awareness of space when drawing;</li> </ul> <p><b>Key vocab:</b> portrait, light, dark, tone, shadow, line, pattern, texture, form, shape,</p>	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Use varied brush techniques to create shapes, textures, patterns and lines;</li> <li>Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>Create different textures and effects with paint;</li> </ul> <p><b>Key Vocab:</b> colour, foreground, middle ground, background, abstract, emotions, warm, blend, mix, line, tone, fresco.</p>	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?'</p> <p>Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Use a variety of materials to create shapes and combine shapes into recognisable forms;</li> <li>Use different materials and practice joining techniques;</li> <li>Use different materials to the sculpture to add detail;</li> </ul> <p><b>Key Vocab:</b> rectangular, concrete, terrace, architec, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Select colours and materials to create effect, giving reasons for their choices;</li> <li>Refine work as they go to ensure precision;</li> <li>Learn and practice a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> </ul> <p><b>Key Vocab:</b> texture, shape, form, pattern, mosaic.</p> <p><b>Artists:</b> M.C Esher, Deyanira Harris</p>	<p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Select appropriate materials, giving reasons;</li> <li>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</li> <li>Develop skills in stitching, cutting and joining;</li> </ul> <p><b>Key Vocab:</b> pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration batik dye,</p> <p><b>Artists:</b> Yinka Shinobare Stone age dying cloth using natural ingredients</p>	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Use more than one colour to layer in a print;</li> <li>Replicate patterns from observations;</li> <li>Make printing blocks;</li> <li>Make repeated patterns with precision</li> </ul> <p><b>Key Vocab:</b> line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p> <p><b>Artists</b> Egyptian printing Alison Deegan, Lynne Roebuck</p>

## Botley Progression Map Art and Design



			tone, outline. <b>Artists:</b> Rick Roberts and Maria Thomas	<b>Artists:</b> Claude Monet, Frank Auerbach and Leon Kossoff	<b>Artists:</b> Louise Bourgeois Mayan Craft workers			
<b>Disciplinary Knowledge</b>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>Look closely at an object, or a group of objects or an image and describe: the colour, the shading, the relative sizes of elements, the textures, the shapes, any pattern.</li> <li>Compare two stimuli to say what is similar and different, including how you respond to them.</li> <li>Use a sketchbook to collect ideas and reflect on likes, dislikes and skills taught.</li> <li>Explain choices and reasoning e.g. choice of brush/tool/colour/technique when painting</li> <li>Describe the effect of these choices and how successful they have been including any changes they would make if they could.</li> </ul> <p>Year 4:</p> <ul style="list-style-type: none"> <li>Study a stimulus closely to identify its main features (e.g. the colour, the shading, the relative sizes of elements, positioning and placement, the textures, the shapes, any pattern) and the impact on the viewer.</li> <li>Explore and research different stimuli and give opinions and preferences.</li> <li>Identify common elements and ideas for their own design.</li> <li>Use a sketchbook to collect ideas for starting points and reflect on likes, dislikes and skills taught in order to apply these to final pieces.</li> <li>Explain choices and reasoning e.g. choice of brush/tool/colour/technique when painting and how these are linked to the theme or context. Explain how their choices developed as their idea took shape.</li> <li>Describe the effect of these choices and how successful they have been including any changes they would make if they could</li> </ul>							
<b>Working with artists</b>	<p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p><b>KS2 Art and Design National Curriculum</b> To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Use inspiration from famous artists to replicate a piece of work;</li> <li>Reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> <li>Express an opinion on the work of famous, notable artists and refer to techniques and effect;</li> </ul>							

	Exploring and	Evaluating and	Drawing	Painting	Sculpture	Collage	Textiles	Printing
--	---------------	----------------	---------	----------	-----------	---------	----------	----------

## Botley Progression Map Art and Design

<p><b>UKS2</b></p>	<p><b>developing ideas</b></p> <p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practice and share their learning and skills with others, receiving and offering feedback to improve.</p> <p><b>KS2 Art and Design National Curriculum</b> Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Review and revisit ideas in their sketchbooks;</li> <li>Offer feedback using technical vocabulary;</li> <li>Think critically about their art and design work;</li> <li>Use digital technology as sources for developing ideas;</li> </ul> <p><b>Key Vocab:</b> sketch book, develop, refine,</p>	<p><b>developing work</b></p> <p><b>KS2 Art and Design National Curriculum</b> To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> </ul>	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> <li>Depict movement and perspective in drawings;</li> <li>Use a variety of tools and select the most appropriate;</li> </ul> <p><b>Key Vocab:</b> line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Create a colour palette, demonstrating mixing techniques;</li> <li>Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</li> </ul> <p><b>Key Vocab:</b> blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p> <p><b>Artists:</b> Giovanni Battista Piranesi, Frida Kahlo</p>	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Plan and design a sculpture;</li> <li>Use tools and materials to carve, add shape, add texture and pattern;</li> <li>Develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</li> <li>Use materials other than clay to create a 3Dsculpture;</li> </ul> <p><b>Key Vocab:</b> form, structure, texture, shape, mark, soft, join, tram, cast.</p>	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Add collage to a painted or printed background;</li> <li>Create and arrange accurate patterns;</li> <li>Use a range of mixed media;</li> <li>Plan and design a collage;</li> </ul> <p><b>Key Vocab:</b> shape, form, arrange, fix.</p> <p><b>Artists:</b> Doreen Adams, Donal Geiman</p>	<p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Experiment with a range of media by overlapping and layering in order to create texture, effect and colour;</li> <li>Add decoration to create effect</li> </ul> <p><b>Key Vocab:</b> colour, fabric, weave, and pattern.</p> <p><b>Artists:</b> Artists from the Ming Dynasty</p>	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Design and create printing blocks/tiles;</li> <li>Develop techniques in mono, block and relief printing;</li> <li>Create and arrange accurate patterns</li> </ul> <p><b>Key Vocab:</b> Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph</p> <p><b>Artists:</b> Pablo Picasso (lino cuts), John Muafangejo Yayoi Kusama, William Morris</p>
--------------------	--	--	--	---	--	--	---	---

## Botley Progression Map Art and Design

	texture, shape, form, pattern, structure.		<b>Artists:</b> Zaha Hadid, Frank Lloyd Wright		<b>Artists:</b> Artists from Mesopotamia Islamic art Anthony Goldsworthy			
<b>Disciplinary Knowledge</b>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>• Use a given stimulus as inspiration: explain the key features identified and how these could/will form part of own design.</li> <li>• Match visual features of materials and techniques to the purpose of the work.</li> <li>• Respond to these stimuli with opinions, preferences and reasons.</li> <li>• Refine and evolve some ideas within sketchbooks to improve or adapt them</li> <li>• Explain choices and reasoning e.g. choice of brush/tool/colour/technique to respond to the context, brief, theme. Reflect on their choice of colour for mood.</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>• Research different artists' work and/or other stimuli to find inspiration.</li> <li>• Respond to a specific artist or movement using knowledge of line, shape, colour, form, texture, explaining the choices made and reasoning.</li> <li>• Select, match and combine visual features of materials and techniques to the purpose of the work.</li> <li>• Reflect on previous learning and skills developed throughout the sketchbook.</li> <li>• Use their own sketchbooks to refine ideas for final pieces of artwork and not be afraid to make changes.</li> <li>• Explain connections between choices made in tools and techniques to show how the whole piece has been considered and responds to stimulus.</li> <li>• Adapt and modify during the creative process</li> </ul>							
<b>Working with artists</b>	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p><b>KS2 Art and Design National Curriculum</b> To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Give detailed observations about notable artists', artisans' and designers' work;</li> <li>• Offer facts about notable artists', artisans' and designers' lives</li> </ul>							