

# Brimpton Progression Map for .ART

Year Group	Autumn A – Castles	Autumn B – Stone Age- Iron age	Spring A – Rainforest	Spring B – Ancient Egypt	Summer A – To Infinity and Beyond	Summer B – Pictures, Paintings, Postcards
	Use paint in different ways Name colours	Create lines and markings with varying equipment to represent meaning Collect natural materials to create a temporary collage	Begin to investigate mixing colours	Explore patterns in art	Combine materials and media for different purposes Learn to use craft tools and equipment	Investigate using different materials to create textures Begin to express ideas about an artwork
Year 1	Use drawings to record ideas Investigate and test different materials and methods to improve own practice Use drawings to	Use drawings to record ideas Investigate and test different materials and methods to improve own practice Use modelling materials e.g. salt	Use drawings to record ideas Use pencil, charcoal, chalk, pastels Begin to control lines (colour inside lines)	Use drawings to record ideas Use line and marks for texture and pattern Use materials to create 3D artworks Begin to express ideas about an artwork	Use digital art programs to create their own art work. Continue to use a variety of drawing and painting media to develop skills and explore properties.	Use drawings to record ideas Use drawing as a cross curricular tool to explore through observation, imagination and representation what they are learning.

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	record ideas  Begin to draw lines of different size and thickness to represent objects	dough and playdough to make and change shapes and forms. Squeeze, stretch, squash, roll etc.				Continue to Use paint in different ways
Year 2	Use drawings to record ideas	Use drawings to record ideas	Use drawings to record ideas	Use drawings to record ideas	Use drawings to record ideas	Use drawings to record ideas
	Use fabric in applique and surface decoration projects.  Explore their own ideas and collect information in drawings and paintings etc.  Create distinct, strong shapes in drawings and paintings  Use pencil, charcoal,	Painting: Explore how to block in a large area and how to use the tip of the brush for fine detail.  Use thick and thin brushes to create art work  Control the consistency of paint  Using simple pinch pots as a starting point. Begin to shape	Use discussions with teacher to begin to improve ideas and outcomes  To sort and arrange materials effectively in collage.  Develop control through outlined printing by using "press and stamp" to create prints	Experiment combining different materials  Begin investigating papier mache techniques in order to represent ideas	Think about shape and simple proportion  Develop use of digital media in creating art work.  Mix paints to match tones; mixing with two colours – adding black and white for lighter/darker tones and tints	Begin to colour mix two primary colours  Begin to understand how colours used are more or less effective together  Add detail with paint  Describe differences and similarities in known artworks and

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	chalk, pastels	clay by rolling, pressing, moulding etc.				the works of their peers and make links to their own work
Year 3	<p>Make use of interesting patterns within the work</p> <p>Create texture: Using man-made objects (e.g. corrugated card etc.)</p> <p>Use given feedback to begin to improve ideas and outcomes</p> <p>Adapt and refine their own ideas</p> <p>Use shadows, cross</p>	<p>Investigate and develop modelling skills with clay via kneading, cutting</p>	<p>Develop tearing and cutting</p> <p>Introduce layering of materials</p> <p>Begin to mix contrasting textures: rough/smooth plain/patterned</p>	<p>Make a paper/card based sculpture</p> <p>structurally robust to stand up independently</p> <p>Select appropriate tools independently</p>	<p>Explore ways of making and creating their own patterns through ICT</p> <p>Combine pattern, tone and shape</p>	<p>Observing: real fruit and vegetables, flowers and other natural objects in relation to artists still life representations</p> <p>Develop knowledge of thick and thin brushes by building on techniques and using variety of brushes</p> <p>Begin to develop a critical response to</p>

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	<p>hatching, shading</p> <p>Use different hardness of pencils</p> <p>Adapt and improve work to realise their intentions.</p>					<p>the work of artists</p> <p>Recognise and begin to use colour wheel</p> <p>Use colour to convey emotion</p> <p>Understand appropriate use of warm and cold colours</p>
<b>Year 4</b>	<p>Use key vocabulary with proficiency to demonstrate knowledge and</p> <p>Develop skills to begin to draw the reality of what can be seen</p> <p>Develop use of hatching and cross hatching to show tone and texture in</p>	<p>Use blocking, carving, impressing, embossing and relief</p> <p>As part of working with clay.</p>	<p>Investigate materials and processes such as: folding, scrunching, tearing, cutting as part of collage.</p>	<p>joining, modelling, layering and constructing as part of sculpture and 3D work</p> <p>Begin to choose methods, material and techniques to realise their own designs.</p>	<p>Begin investigating and use digital technology as sources for developing ideas</p> <p>Use variety of lines to convey meaning</p>	<p>Notice what can be seen and what is obscured when drawing and painting from real objects and scenes.</p> <p>Use perspective to show fore, back and middle ground</p> <p>understanding and discuss own ideas</p>

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	drawings					
<b>Year 5</b>	Increase proficiency when drawing/painting with proportions and overlapping objects  Using tone, light and shade to make things appear 3D	Using photographic images from printed materials as a starting point for artwork  Use prior knowledge of clay to investigate clay techniques in order to represent ideas	Become proficient in selecting materials and processes and organise and combine these in their work  Plan and design a collage by consistently referring back to annotated plans	Make independent artistic choices based on skills previously taught by applying experience of different materials  Use frameworks to provide stability and form for sculpture projects.  Select and develop linear designs into relief print blocks	Investigate and use digital technology as sources for developing ideas with increasing proficiency  and a variety of techniques to communicate ideas  Develop skills to represent figurative human forms	Begin to use light and shadow in background and foreground  Identify primary, secondary and complementary colours  Use a limited palette to create artwork  Develop appropriate brush strokes and techniques for larger flat areas of colour and more detailed foreground objects  Use key vocabulary proficiently in range of contexts

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<p><b>Year 6</b></p>	<p>Develop perspective techniques using tone, light and shade to make things appear 3D</p> <p>Further develop shadow skills by observing the direction of the source of light</p>	<p>Make informed artistic choice as to which clay techniques work best for final piece</p>	<p>Experiment with collage techniques that use contrasting textures, colours and patterns</p>	<p>Select and develop linear designs into relief print blocks</p> <p>Use frameworks to provide stability and form for sculpture projects.</p>	<p>Transfer designs onto different scales and surfaces</p> <p>Transpose imagery using different media and techniques including digital media.</p>	<p>Begin to use complementary and opposing colours</p> <p>Use over-painting to emphasise contrasts, and qualities of shape and tone.</p> <p>Think critically about their art and design work and the work of artists from a range of backgrounds and cultures.</p> <p>explain own ideas and creations</p>