

EPA Art Progression Map

	N	R	1	2	3	4	5	6
Sketchbooks / Experimenting	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore colour and colour mixing.	Explore, use and refine a variety of artistic effects to express their ideas and feelings (EAD) Create collaboratively, sharing ideas, resources and skills. (EAD)	to use drawing, painting develop and share their ideas, experiences and imagination	Can experiment with a wide variety of materials and tools - try out different activities and make sensible choices about what to do next.	Can use a sketchbook for different purposes, including recording observations, planning and shaping ideas for their craft project.	Refine use of a sketchbook for different purposes, including recording observations, planning and shaping ideas for their craft project.	Engage in open ended research and exploration in the process of initiating and developing their own personal ideas.	Independently develop a range of ideas which show curiosity, imagination and originality.
drawing	Draw with increasing complexity and detail (eg representing face with circle). Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings (happiness, sadness, fear, etc.) (EAD)	Return to and build on their previous learning, refining ideas and developing their ability to represent them (EAD)	Pupils increase their control of line and use of simple 2D shapes when drawing.	Greater skill and control is evident when using the formal elements to draw, e.g., using simple lines and geometric shapes to create forms.	Identify and draw the 2D and 3D shapes in nature and the world around them. Show an awareness of space when drawing.	Develop ability to accurately identify and represent 2D and 3D geometric shapes when drawing from observation or second-hand sources. Show an awareness of proportion and scale.	Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that make up objects. When drawing from observation, consistently look at the subject to	Draw with increasing confidence developing their own personal style. Know and apply very basic one-point perspective (a drawing method which shows how things appear to get smaller as they get

							gauge accurate form (shape) and perspective (illusion of depth)	further away, converging towards a single 'vanishing point' on the horizon line.
			Learn how to control the pressure of their drawing materials, and explore the concept of light and dark to make tones.	Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching.	Pupils can more effectively control drawing media to create dark and light tones.	Make progress in controlling line and shading with graphite, chalks, and charcoal to show light and shadow effects.	Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly.	Know that tone can affect mood. Know how to create contrast in artwork with a smooth gradient where appropriate.
			Practise shading tones neatly and accurately.	Increasingly able to shade areas neatly without spaces and gaps.	They can more effectively blend shading and can rub out rough edges or refine them.	Practise drawing quick, light lines (sketching) and more deliberate, measured lines.	They control the amount of force and pressure when drawing to understand the difference between sketching and using more deliberate marks.	They know how and when to sketch and when to use more confident line, controlling outcomes with growing efficiency.
			Pupils try out new ways of making lines/marks to describe a range of surfaces, textures, and forms.	Identify and draw detail, texture and pattern.	Pupils develop their confidence making marks and lines to represent a wide range of surfaces, textures and forms.	Know that texture can be added or changed using different techniques such as layering marks, hatching or stippling.	Use a variety of techniques to add effect with growing proficiency - such as shadows, , hatching and cross-hatching.	Use directional shading with confidence. Independently apply a range of techniques to create texture. Have an awareness of a wide

								variety of mark making techniques for purpose and intention.
			Use a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils and learn the differences and similarities between them.	Learn to use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings.	Pupils work in a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels. They know the differences and similarities between these materials.	Make drawings and experiment through mark making using pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape.	Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control, such as pieces of card, straws, sticks, and perishable items to create more expression with drawing.	Pupils work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape for example). They have greater choice over what materials they should use, working to own strengths and personal tastes.

Painting and mixed media	Ongoing exploration & discovery using paint & mixed media	<p>Mix primary colours to make secondary colours - paints, chalks, inside & outside</p> <p>Exploration & discovery through continuous provision, linked to units of inquiry (eg fireworks)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently (PD)</p>	<p>Develop skills in mixing paint.</p> <p>Blend colours in palettes and on the paper and develop ability in applying paint skilfully.</p>	<p>Develop brush control and learn to use different types of paint and painting surfaces.</p> <p>Identify different paintbrushes, and painting equipment.</p> <p>Paint neatly and carefully, without leaving gaps or messy edges.</p> <p>Measure and mix the paint needed and apply paint sensitively with control.</p> <p>Use different</p>	<p>Develop control and precision when painting detail. Explore the properties of different types of paint and painting surfaces.</p> <p>Understand the various purposes of different paint brushes and tools</p> <p>Apply elements of other artists' work to their own..</p> <p>Paint with expression</p>	<p>Use paint with sensitivity and control, more accurately applying appropriate amounts of paint to the surface.</p> <p>Use different types of paint such as poster paint, powder, watercolour, or acrylic for example. Know when to use these paints and name some of their properties.</p> <p>Experiment with colour, texture, line, shape and composition to create express purpose, mood and feelings when painting.</p>	<p>Develop skills to paint neatly and carefully, in a more creative style when the painting demands.</p> <p>Control the amount of paint they need to use and/or use water to preserve finer details.</p> <p>Know different types of paint and when to use them, such as what paint to use for painting models and which to use for landscapes.</p> <p>Experiment with expressive painting techniques such as brush</p>	<p>Control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required.</p> <p>Painting shows a more confident ability to create 3D form, depth and distance using colour and tone.</p> <p>Know different types of paint media and when to use them, they should be familiar with different papers and surfaces to paint on and be able to name them.</p>

			<p>techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively.</p> <p>Colour: use colours imaginatively learning that colour can be used to express their thoughts and feelings.</p> <p>Tone/Form: Develop their ability to make colours darker and lighter and understanding of how this affects form (shape).</p> <p>Pattern and Texture: Paint patterns and add things to paint to make textures such as sand, grit, salt.</p> <p>Shape/Line:</p>	<p>combining traditional painting methods with unusual tools and techniques (such as rags, sticks, fabrics, sponges etc.)</p> <p>Colour: Pupil's mix secondary and tertiary (mixture of secondary and primary) colours to paint with.</p> <p>Tone/Form: Create depth by varying the tones or colours, such as in skies and landscapes and see how much more interesting this makes the painting.</p> <p>Pattern and Texture: Create more complex patterns and textures.</p>	<p>use, applying and combining media, adding things to paint etc.</p> <p>Colour: Understand that colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists.</p> <p>Tone/Form: Artwork shows awareness of how tone can make paintings more realistic or more expressive. Manipulate light and shade for dramatic effect.</p> <p>Pattern and Texture: Use</p>	<p>use, applying and combining media, adding things to paint etc.</p> <p>Colour: Develop ability to control colour when painting; for blending, reducing hue and improving the translucency of colour.</p> <p>Knows colour relationships such as complimentary colours (colours opposite each other on colour wheel) and harmonious colours (colours next to each other on the colour wheel).</p> <p>Mix secondary and tertiary colours, being able to control the amounts for purpose.</p>	<p>Paints from observation, showing different surfaces and textures. Uses tone, line, texture, and colour to express mood and feeling.</p> <p>Confidently articulate which painting styles they prefer and why they like them.</p> <p>Colour: Colours should be mixed with care and sensitivity to show feeling and ideas.</p> <p>Confidently mix secondary and tertiary colours, being able to control these to suit their own purpose.</p> <p>Understand colour relationships such as complimentary and</p>
--	--	--	--	--	--	--	--

			Paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours.	Shape/Line: Understand the importance of outlines and paint more sophisticated shapes.	Line/Shape: Painting with line for expression and to define detail.	pattern and texture for desired effects and decoration with more expression. Line/Shape: Use line with greater confidence to highlight form and shape.	Tone/ Form: Represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white. Pattern and Texture: Uses pattern and texture for purposeful effect. Line/Shape: Know how to use composition for balanced artwork. E.g.focal point in foreground.	harmonious colours. Tone/Form: Control paint to make things appear lighter when further away or with darker, more intense hues to bring them closer, such as when painting landscape. Pattern and Texture: Understands how to apply pattern and texture with confidence to decorate or embellish paintings. Line/Shape: Uses line with confidence to represent own ideas and compositions.
sculpture	Use malleable materials to promote small motor skills (eg	Use a range of malleable materials to promote small	Pupils cut, form, tear, join and shape a range of materials		They should design and make Forms in 3 dimensions,		Design and make more complex Forms in 3 dimensions,	

	kinetic sand, playdough)	motor skills (eg plasticine, clay) and to explore & discover ways of representing ideas 2- and 3-dimensionally (animals, diva lamps) Explore ways to cut & join reclaimed materials to represent objects	(such as modelling clay, card, plastic, wire, found and natural) to create Forms to make things they have designed, invented, or seen.		using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.		using a range of modelling materials, understanding how to finish work to a good standard.	
printing	Ongoing exploration & discovery using a range of tools and natural objects for printing	Exploration & discovery through continuous provision, linked to units of inquiry (eg shape/pattern hunt, bark rubbings)		Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example.		Pupils use printing (mono printing, block printing, relief printing etc.) to create both individual images and repeat patterns. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.		Pupils develop more complex mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with mathematical and visual precision.
craft	Join different materials and explore	Explore ways to cut & join reclaimed	Collage is used to select and cut colours,		Pupils gain experience in using collage as		Pupils gain experience in using collage as	

	different textures (EAD)Explore different materials freely to develop their own ideas about how to use them and what to make.	materials to begin to represent objects.	shapes, textures, and images from a range of sources to suit ideas and purposes. Images are developed with more complexity		an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.		an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.	
digital	Using interactive whiteboard to explore large-scale creative mark making	Using Doodle Buddy on iPads to explore mark making and representations		Learn how to use a digital camera to frame the shot to suit their purpose and can edit them using simple software for cropping. Learn painting software to edit and manipulate photos to create more complex images.		Pupils have opportunities to make art using digital means; drawing and painting programmes, vector drawing, photo manipulation.		Produce more complex digital art using computers, drawing and painting programmes, vector drawing and photo manipulation for example.
analyse	Comment on the subject in an artwork. Identify colours used.	Discuss the shapes in an artwork and what they are(circles-faces)	Compare their art to appropriate works of art recognising what is the same and what is different.	Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes,	Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line,	Orally describe their work and the work of others, describing the formal elements of colour, line,	Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other	They should develop greater knowledge about the role of art in society, the many vocations that can be

				textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.	shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.		pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.	gained through art and its importance to the UK economy.
evaluate	Discuss what they have created.	Discuss what they like and dislike about a piece of art.	Develop skills in orally describing their thoughts, ideas and intentions about their work. They form opinions about the process of their work saying what went well and how they might improve it.	Pupils develop skills in verbally describing their thoughts, ideas and intentions about their work. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer critical advice to others understanding that all artists do this and give confidence and praise.	Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to do to improve and that all artists do this.	Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to do to improve and that all artists do this.	Make careful and considerate judgments about own and others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve and that all artists do this.	Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.

<p>artists, craftsmakers and designers</p>	<p>Use illustrators' images to inspire children's independent mark making (<i>The Very Hungry Caterpillar, I am a Tiger</i>)</p> <p>Listen to modelled talk about what can be seen in the images.</p>	<p>Draw inspiration from illustrators of popular books (<i>Rainbowfish, The Colour Monster</i>) when making choices for colour & texture in children's own creations</p> <p>Offer observations, opinions about the illustrations.</p>	<p>Study famous works of a c and d, learning how and when they were made. They describe the content and the feelings and emotions conveyed by the work.</p>	<p>Study significant works of art craft and design, learning how and when they were made. They describe the content, feelings and emotions conveyed by the work to a more competent level.</p>	<p>Study significant works of art, craft, design or architecture and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p>	<p>Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make art, including the work of other peoples and cultures, past and present. Look at art for pleasure and purpose, talk about why they like it, developing</p>	<p>Study significant works of art using the following method: Content – Describe the art. Social, historical factors affect the work. Process – When and how made? What materials and techniques are used? Formal elements – line, tone, colour, shape, form, comp, pattern, texture. Mood – what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques and processes used. Use some of what they have learned from artist's studies to produce original work.</p>	<p>Study significant works of art using the following method: Content – Describe the art. What social, historical factors affect the work? Process – When and how was the work made? What materials and techniques are used? Formal elements – line, tone, colour, shape, form, composition, pattern, texture. Mood – what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques and processes used. Use some of what they have learned from their artist's studies to produce</p>
--	---	---	---	--	---	--	---	---

						their use of the language of art (formal elements).		original work.
--	--	--	--	--	--	---	--	----------------

	1	2	3	4	5	6
Drawing	✓	✓	✓	✓	✓	✓
Painting and mixed media	✓	✓	✓	✓	✓	✓
Sculpture	✓		✓		✓	
Printing		✓		✓		✓
Craft	✓		✓		✓	
Digital		✓		✓		✓