

### Stonelow Junior School Art and Design Progression Map

	Year 3	Year 4	Year 5	Year 6
<b>Exploring and developing ideas (ONGOING)</b>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>		<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	
<b>Evaluating and developing work (ONGOING)</b>	<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>	<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>		
<b>Drawing</b>	<ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements.</li> <li>Plan, refine and alter their drawings as necessary.</li> <li>Use their sketchbook to collect and record visual information from different sources.</li> <li>Draw for a sustained period of time at their own level.</li> <li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Make informed choices in drawing inc. paper and media.</li> <li>Alter and refine drawings and describe changes using art vocabulary.</li> <li>Collect images and information independently in a sketchbook.</li> <li>Use research to inspire drawings from memory and imagination.</li> <li>Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of source material for their work.</li> <li>Work in a sustained and independent way from observation, experience and imagination.</li> <li>Use a sketchbook to develop ideas.</li> <li>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>Identify artists who have worked in a similar way.</li> <li>Develop ideas using different or mixed media, using a sketchbook.</li> <li>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> </ul>

Painting	<ul style="list-style-type: none"> <li>Mix a variety of colours and know which primary colours make secondary colours.</li> <li>Use a developed colour vocabulary.</li> <li>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li> <li>Work confidently on a range of scales e.g. thin brush on small picture etc.</li> </ul>	<ul style="list-style-type: none"> <li>Make and match colours with increasing accuracy.</li> <li>Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>Choose paints and implements appropriately.</li> <li>Plan and create different effects and textures with paint according to what they need for the task.</li> <li>Show increasing independence and creativity with the painting process.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>Create imaginative work from a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Create shades and tints using black and white.</li> <li>Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>Carry out preliminary studies, test media and materials and mix appropriate colours.</li> <li>Show an awareness of how paintings are created (composition).</li> </ul>
Printing	<ul style="list-style-type: none"> <li>Print using a variety of materials, objects and techniques including layering.</li> <li>Talk about the processes used to produce a simple print.</li> <li>To explore pattern and shape, creating designs for printing.</li> </ul>	<ul style="list-style-type: none"> <li>Research, create and refine a print using a variety of techniques.</li> <li>Select broadly the kinds of material to print with in order to get the effect they want</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</li> <li>Choose the printing method appropriate to task.</li> <li>Build up layers and colours/textures.</li> <li>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>Choose inks and overlay colours.</li> </ul>	<ul style="list-style-type: none"> <li>Describe varied techniques.</li> <li>Be familiar with layering prints.</li> <li>Be confident with printing on paper and fabric.</li> <li>Alter and modify work.</li> <li>Work relatively independently.</li> </ul>
Textiles/collage	<ul style="list-style-type: none"> <li>Use a variety of techniques, which could include printing, dying, quilting, weaving, embroidery, paper or appliqué.</li> <li>Name the tools and materials they have used.</li> <li>Develop skills in stitching. Cutting and joining.</li> <li>Experiment with a range of media e.g. overlapping, layering etc.</li> </ul>	<ul style="list-style-type: none"> <li>Match the tool to the material.</li> <li>Combine skills more readily.</li> <li>Choose collage or textiles as a means of extending work already achieved.</li> <li>Refine and alter ideas and explain choices using an art vocabulary.</li> <li>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li> </ul>	<ul style="list-style-type: none"> <li>Join fabrics in different ways, including stitching.</li> <li>Extend their work within a specified technique.</li> <li>Use a range of media to create collage.</li> <li>Experiment with using batik safely.</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of the potential of the uses of material.</li> <li>Use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>To be expressive and analytical to adapt, extend and justify their work.</li> </ul>
3 D form	<ul style="list-style-type: none"> <li>Make informed choices about the 3D technique chosen.</li> <li>Show an understanding of shape, space and form.</li> <li>Plan, design, make and adapt models.</li> <li>Plan, design and make models.Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>Use a variety of materials.</li> </ul>		<ul style="list-style-type: none"> <li>Describe the different qualities involved in modelling, sculpture and construction.</li> <li>Use recycled, natural and manmade materials to create sculpture.</li> <li>Plan a sculpture through drawing and other preparatory work.</li> <li>Create sculpture and constructions with increasing independence.</li> </ul>	

<b>Breadth of study</b>	<ul style="list-style-type: none"><li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li><li>• Use ICT.</li><li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li></ul>	<ul style="list-style-type: none"><li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li><li>• Use ICT.</li><li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li></ul>
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<b>Composition</b>	<ul style="list-style-type: none"> <li>• Create textures by combining sounds in different ways.</li> <li>• Create music that describes contrasting moods/emotions.</li> <li>• Improvise simple tunes based on the pentatonic scale.</li> <li>• Compose music in pairs and make improvements to their own work.</li> <li>• Create an accompaniment to a known song.</li> <li>• Create descriptive music in pairs or small groups.</li> </ul>		<ul style="list-style-type: none"> <li>• Identify different starting points or composing music.</li> <li>• Explore, select combine and exploit a range of different sounds to compose a soundscape.</li> <li>• Write lyrics to a known song.</li> <li>• Compose a short song to own lyrics based on everyday phrases.</li> <li>• Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</li> </ul>	
<b>Reading and writing notation</b>	<ul style="list-style-type: none"> <li>• Perform long and short sounds in response to symbols.</li> <li>• Create long and short sounds on instruments.</li> <li>• Play and sing phrase from dot notation.</li> <li>• Record their own ideas.</li> <li>• Make their own symbols as part of a class score.</li> </ul>		<ul style="list-style-type: none"> <li>• Perform using notation as a support.</li> <li>• Sing songs with staff notation as support.</li> </ul>	
<b>Performance skills</b>	<ul style="list-style-type: none"> <li>• Perform in different ways, exploring the way the performers are a musical resource.</li> <li>• Perform with awareness of different parts.</li> </ul>		<ul style="list-style-type: none"> <li>• Present performances effectively with awareness of audience, venue and occasion.</li> </ul>	
<b>Evaluating and appraising</b>	<ul style="list-style-type: none"> <li>• Recognise how music can reflect different intentions.</li> </ul>		<ul style="list-style-type: none"> <li>• Improve their work through analysis, evaluation and comparison.</li> </ul>	