

Goring CE Primary School
Progression Map



Art

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>Key Stage 1 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p>			<p>Key Stage 2 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In Key Stage 2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</p>			
	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <ul style="list-style-type: none"> About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 			<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay) About great artists, architects and designers in history 			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive knowledge	Continuous line Primary colours Mixing blending	Secondary colour Tone Texture Construction	Scribbling Stippling Blending Tones Graded pencil Hues Secondary colour Tertiary colour Complementary colour	Shadow Light Dark Shading Colour combination Colour families Colour spectrum Contrast adhesive motif monoprint	stippling, scumbling, smudging blending hatching cross-hatching illustrator tint shade Colour mix Colour match Warm and cool colours plinth	Viewpoint Horizon Perspective installation Marbling,	Focal point Typography Monochromatic Chiaroscuro Impasto Composition
Disciplinary knowledge	Children can recognise when they are doing art and why	Children can recognise and describe some simple characteristics of different kinds of art, craft and design	Children can recognise that different forms of creative works are made by artists, crafts people and designers, from all cultures and times	Children can talk about and describe the work of some artists, craftspeople, architects and designers	Children can start to compare and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied	Children can research, discuss and debate the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions	Children can describe, interpret and debate the work, ideas and working practices of some significant artists, craftspeople, designers and architects, taking account of the influence of the different historical, cultural and social contexts in which they work/ed

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<p>Exploring and developing ideas (sketch book use)</p>	<p>Return to and build on their previous learning, refining ideas.</p>	<p>Recognise that ideas can be expressed in art work Experiment with an open mind Children can keep all of their experiments in their art book</p>	<p>Try out different activities and make sensible choices about what to do next Use drawing to record ideas and experiences</p>	<p>Gather and review information, references and resources related to their ideas and intentions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas</p>	<p>Select and use relevant resources and reference to develop ideas Use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan outcome (sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome)</p>	<p>Engage in open ended research and exploration in the process of initiating and developing their own personal ideas Confidently use sketchbooks for a variety of purposes including: recording observations, developing ideas, testing materials, planning and recording information.</p>	<p>Independently develop a range of ideas which show curiosity, imagination and originality Systematically investigate, research and test ideas and plans using sketchbooks and other approaches</p>
<p>Drawing</p>	<p><u>EYFS drawers will:</u> Know how to use a variety of drawing tools and techniques, including: pencil, pen, chalks, pastels and oil pastels. Draw what they observe.</p>	<p><u>Year 1 drawers will:</u> Use careful looking to practice observational drawing - focus for 5 or 10 minutes Work small in sketchbooks, on large sheets of paper and on different surfaces Use line, shape and colour in my work Explore a range of drawing tools to make marks Draw simple 2D shapes with increasing accuracy Explore and produce different textures and patterns Draw from my imagination Colour neatly following the lines using pencils and crayons.</p>	<p><u>Year 2 drawers will:</u> Experiment with tools and surfaces Draw experiences and feelings Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Sketch to make records Begin to control marks made with different media Know that 'tone' in art means 'light and dark' Know that shading helps make drawn objects look more three dimensional Investigate tone by drawing light/dark lines using pencil</p>	<p><u>Year 3 drawers will:</u> Work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work Use line, shape Experiment with various pencils to show tone Draw from observation and imagination Draw with accuracy Discuss shadows, light and dark Use three different grades of pencil in my drawing (4B, 8B, HB). Draw for a sustained period of time Have an awareness of how pattern can be used to create texture</p>	<p><u>Year 4 drawers will:</u> Produce drawings using IT Identify and draw the effect of light Explore the work of artists who tell stories through imagery. Respond to the work of illustrators and/or graphic novelists, "reading" the visual images and sharing my thoughts. Work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work Use line, shape, and colour using a variety of materials to test my ideas Confidently use a wider range of pencil</p>	<p><u>Year 5 drawers will:</u> Work in a sustained and independent way to create an accurate, detailed drawing Developing key elements of their work (line, tone, pattern, texture) Draw from different viewpoints considering horizon lines Begin to consider perspective Use different techniques for purpose eg. different styles of shading Work from a variety of sources including observation and photographs to develop own work</p>	<p><u>Year 6 drawers will:</u> Select appropriate media and techniques to achieve a specific outcome Develop own style Draw for a sustained period of time over a number of sessions Use tone in drawings to achieve depth Develop drawing with perspective and focal points Adapt drawings according to evaluations and discuss further developments Understand that Typography is the visual art of creating and arranging letters and words on a page to help</p>

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		<p>Explain how some artists explore the world around them to help them find inspiration</p> <p>Talk about successes and improvements.</p>	<p>Investigate textures and produce an expanding range of patterns</p> <p>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern</p> <p>Use different grades of pencil in my drawing and know that some are harder than others</p> <p>Use a viewfinder to focus on a specific part of an artefact before drawing it</p> <p>Show different tones by using coloured pencils and pastels</p>	<p>Know some basic rules for shading when drawing, e.g shade in one direction, blending tones smoothly and with no gaps</p> <p>Share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board</p> <p>Appreciate the work of my classmates and think about similarities and differences between our work. I can share my feedback on their work</p>	<p>techniques such as stippling, scumbling, smudging and blending</p> <p>Share my work with others and talk about my journey and outcome</p> <p>Appreciate the work of my classmates and think about similarities and differences between our work</p> <p>To use hatching and cross hatching to show tone and texture</p>		<p>communicate ideas or emotions.</p> <p>See how other artists work with typography and have been able to share my thoughts on their work.</p>
Painting	<p><u>EYFS painters will:</u></p> <p>Know about colours and how to mix colours.</p> <p>Paint using ready mix paint.</p> <p>Mix and use powder paint.</p> <p>Use brushes, hands, toothbrushes to paint.</p> <p>Explore watercolour paints.</p>	<p><u>Year 1 painters will:</u></p> <p>Know and name the primary colours are red, yellow and blue.</p> <p>Know that primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> • Red + yellow = orange • Yellow + blue = green • Blue + red = purple <p>To name the secondary colours.</p> <p>To choose to use thick and thin brushes as appropriate.</p> <p>To begin to notice what happens when white is added to a colour.</p>	<p><u>Year 2 painters will:</u></p> <p>Use paint to express themselves</p> <p>Know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination</p> <p>Mix paint to create all the secondary colours.</p> <p>Predict outcomes of mixing paints</p> <p>Mix a range of tertiary colours</p>	<p><u>Year 3 painters will:</u></p> <p>Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p>To predict with accuracy the colours that I mix.</p> <p>To say where each of the primary and</p>	<p><u>Year 4 painters will:</u></p> <p>Know that using lighter and darker tints and shades of a colour can create a 3D effect</p> <p>Observe colour and suggest why it has been used</p> <p>Explore different brush strokes and why / when they might be used</p> <p>Use a range of brushes to create different effects.</p> <p>Create all the colours I need to create mood in my painting.</p> <p>Know how to create texture.</p>	<p><u>Year 5 painters will:</u></p> <p>Know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p>Demonstrate a secure knowledge about primary, secondary, warm and cold colours.</p> <p>Illustrate an understanding of contrasting and complementary colours and why they might be used.</p> <p>Use a sketch book to make preliminary</p>	<p><u>Year 6 painters will:</u></p> <p>Know how an understanding of shape and space can support creating effective composition</p> <p>Know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>Know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration</p> <p>Know that chiaroscuro means 'light and dark' and is a term used to</p>

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		<p>To explore adding texture to paint.</p> <p>To know and use the/ following vocabulary: Tone (darker or lighter versions of a colour when you add both black and white (grey) to the colour)</p> <p>Describe favourite colours and why colours may be used for different purposes</p>	<p>Discuss the colour wheel</p> <p>Talk about why they have selected colours for their artwork</p> <p>Begin use a range of paint and discuss why some are more suited to particular painting styles</p>	<p>secondary colours sit on the colour wheel.</p> <p>To know and explain: Colour combination Colour spectrum Contrast</p> <p>Make tints of one colour by adding white</p> <p>Darken / Lighten colours without using black / white</p>	<p>To know and explain: Colour mix Colour match Hue (the colour and the shade of a colour) Tertiary colours (resulting colour formed when an equal amount of a primary and secondary colour is mixed)</p> <p>Begin to discuss how they are influenced by the work of other artists</p>	<p>studies and tests of media before working on a final piece of work.</p> <p>Make and discuss hue, tint, tone, shade and mood</p> <p>Mix colours, shades, tones, tints with confidence, building on previous knowledge</p> <p>Select colour for purpose explaining choices</p> <p>Discuss how colour can be used to express ideas, feelings and mood.</p> <p>Confidently control the types of marks made and experiment with different effects and textures</p>	<p>describe high-contrast images.</p> <p>Know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture</p> <p>Identify artists and craftsmen who's work I admire and who inspire me.</p> <p>Explore the relationships and balance of line, tone, colour, pattern and shape and be able to articulate their effects.</p> <p>Select and justify paper, paint and technic to complete a piece of work.</p> <p>Select colour to express feelings</p> <p>Discuss harmonious and contrasting colours</p> <p>Work in a sustained and independent way, developing own style</p> <p>Purposefully control the types of marks, brushstrokes used to create desired effect</p>
3d Form	EYFS sculptor will:	Year 1 sculptor will:	Year 2 sculptor will:	Year 3 sculptor will:	Year 4 sculptor will:	Year 5 sculptor will:	Year 6 sculptor will:

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	<p>Tear paper to create different effects</p>	<p>Know that three dimensional art is called sculpture</p> <p>Add texture by using tools.</p> <p>Make different kinds of shapes.</p> <p>Create a 3D form.</p> <p>Create constructions using recycled materials.</p> <p>Enjoy handling, feeling and manipulating a range of materials</p> <p>Imprint and apply decoration to a 3D model Fold, tear, crumple, fasten and collage paper to transform it from 2d to 3d.</p> <p>Attempt to make a sculpture that can balance and stand</p>	<p>Know that 'composition' means how things are arranged on the page</p> <p>Know that pieces of clay can be joined using the 'scratch and slip' technique</p> <p>Know that a clay surface can be decorated by pressing into it or by joining pieces on</p> <p>Know that shapes can be organic (natural) and irregular. Know that shapes can be geometric if they have mostly straight lines and angles</p> <p>Know that patterns can be made using shapes</p> <p>Add texture by using tools.</p> <p>Make textures by relief, for use on a pot or tile.</p> <p>To create a 3D sculpture using clay</p> <p>Create models from imagination and direct observation</p> <p>Apply decorative techniques</p> <p>Plan, shape, mould and make constructions Replicate patterns and textures in a 3D form</p>	<p>Know that negative shapes show the space around and between objects</p> <p>Understand the different adhesives and methods used in construction</p> <p>Consider and discuss aesthetics</p> <p>Produce more intricate surface patterns using a range of processes</p> <p>Show an awareness of how texture, form and shape can be transferred from 2D to 3D</p>	<p>Know that simple structures can be made stronger by adding layers, folding and rolling</p> <p>Know how to use basic shapes to form more complex shapes and patterns</p> <p>Discuss the work of other sculptors and architects and how these have influenced their own work / designs</p> <p>Adapt work when necessary and explain why</p> <p>Demonstrate awareness in environmental sculpture</p> <p>Think creatively about art/object/performance/audience. Have seen how some artists choose to display their work on "plinths"</p> <p>Understand that the way a work is displayed can affect the way the audience sees the work.</p> <p>Manipulate materials to make an environment for the art objects. Think about how the audience might react and capture this in my artwork.</p>	<p>Know how to create texture on different materials</p> <p>Know that tone can help show the foreground and background in an artwork</p> <p>Know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them</p> <p>Know that the size and scale of three-dimensional art work changes the effect of the piece</p> <p>Design and make art for different purposes and begin to consider how this works in creative industries eg in architecture, magazines, logos, digital media and interior design</p> <p>Develop an understanding of different ways of finishing work (e.g. glaze, paint, polish, varnish)</p> <p>Understand that a range of media can be selected (due to their properties) for different purposes</p> <p>Independently recognise problems and adapt work when</p>	<p>Develop personal, imaginative responses</p> <p>Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome</p> <p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes</p> <p>Create a structure which reflects emotion or identity</p> <p>Recognise sculptural forms in the environment and use these as inspiration for their own work</p> <p>Demonstrate experience in relief and freestanding work using a range of media</p> <p>Confidently carve a simple form</p>
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Art

			Discuss the work of other sculptors and relate these to their own ideas and designs			necessary – taking inspiration from other sculptors	
Printing (taught through drawing, painting or 3D form)	Print with variety of objects		<p>Make rubbings</p> <p>Use found objects to print</p> <p>Explore using natural resources to create prints.</p> <p>Observe pattern in nature.</p> <p>(covered in painting)</p>	<p>Print onto paper or textile.</p> <p>Design my own printing block (pen into polystyrene)</p> <p>Use tiles to create a monoprint</p> <p>Create a repeating pattern</p> <p>Know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>Know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p> <p>(Taught in painting)</p>		<p>To print using 2-4 colours, considering translation, rotation, adding string print on top or instead of a tile.</p> <p>To look very carefully at the methods, I use, and make decisions about the effectiveness of my printing methods.</p> <p>To work independently and to be able to justify the choices made.</p> <p>(taught in drawing)</p>	<p>Combine different techniques such as print (screen), collage and drawing.</p> <p>Covered in painting)</p>
Collage (taught through drawing, painting or 3D form)	Sewing on hessian to understand that different media can be combined to create new effects		<p>Know that collage materials can be chosen to represent real-life textures</p> <p>Know that collage materials can be shaped to represent shapes in an image</p> <p>Know that collage materials can be overlapped and overlaid to add texture</p> <p>(Taught in 3D)</p>		<p>To explore a wide variety of collage materials; newspaper, magazines, crepe, tissue.</p> <p>To explore tearing, cutting & layering to create textures and colours for collage.</p> <p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>(Taught in painting)</p>		<p>Add embellishments to my work to create texture and shape. To carefully consider and justify the use of certain colours, textures and shapes which reflect my character and personality.</p> <p>(Taught in painting)</p>

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<p>Digital media</p>	<p>Capture images using I-pads & cameras.</p>			<p>Use digital media to film my animation</p> <p>Talk about the work of other animators who make animations from their drawings. I can share what I like, and how it makes me feel</p> <p>Share my moving drawing, either through an animation or by showing classmates how it would move. (Taught in 3D form)</p>	<p>Produce drawings using IT (Taught in drawing)</p>		
<p>Evaluating and developing work</p>	<p>Verbal- I like my...because</p> <p>Talk about other artist's work.</p> <p>Return to and build on their previous learning, refining ideas.</p>	<p>To review their own and other people's work by answering questions about their likes and dislikes.</p>	<p>To review their own and other people's work by annotating their feeling in a sketchbook.</p> <p>Comment on the similarities and differences between their own and others' work and respond to the work of Artists. Look at ways they could adapt and improve their own work.</p>	<p>Compare methods and approaches in their own and other people's work and say what they think of them.</p> <p>Make adaptations where they think they are appropriate and begin to justify their choices.</p>	<p>Compare methods and approaches in their own and their classmate's work.</p> <p>Begin to look at the way artists and crafts people's work has influenced their choices.</p> <p>Make adaptations where they think they are appropriate and justify their choices.</p>	<p>Compare methods and approaches in their own and their classmate's work.</p> <p>To look at how artists and crafts people's work has influenced their choices.</p> <p>To look at how the culture or historical setting has influenced those artists and how this has in turn influenced their choices.</p> <p>Make adaptations where they think they are appropriate and justify their choices.</p>	<p>Draw on a wide range of artists and crafts people's work to make comparisons of methods and approaches.</p> <p>Explore ways in which these have influenced choices in their own work.</p> <p>Make adaptations throughout the making process where they think they are appropriate and give reasons for their choices.</p>