

Art Progression Overview

Expressive Art and Design	3 & 4-year-olds will be learning to: <ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. 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. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc.		Children in Reception will be learning to: <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.		ELG Creating with Materials <ul style="list-style-type: none"> 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.	
Objectives	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas	To respond positively to ideas and starting points; To explore ideas and collect information; To describe differences and similarities and make links to their own work; To try different materials and methods to improve; To use key vocabulary to demonstrate knowledge and understanding in this strand (please see vocabulary progression document) .		To use sketchbooks to record ideas; To explore ideas from first-hand observations; To question and make observations about starting points, and respond positively to suggestions; To adapt and refine ideas; To use digital technology as sources for developing ideas;		To review and revisit ideas in their sketchbooks; To offer feedback using technical vocabulary; To think critically about their art and design work; To use digital technology as sources for developing ideas; To use key vocabulary to demonstrate knowledge and understanding in this strand: (please see vocabulary progression document) .	

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			To use key vocabulary to demonstrate knowledge and understanding in this strand: (please see vocabulary progression document).			
Exploring ideas and recording ideas	<ul style="list-style-type: none"> • Teacher led idea modelling through discussion • Sketchbooks used to record thoughts and ideas and experiment with materials 	<p>Teacher led idea modelling through discussion</p> <ul style="list-style-type: none"> • Sketchbooks used to record thoughts and ideas and experiment with materials 	<ul style="list-style-type: none"> • Using sketchbooks to generate ideas and observations • Expressing thoughts and observations in sketchbooks • Making records of experiments with various materials 	<ul style="list-style-type: none"> • Using sketchbooks for planning and refining ideas • Recording ideas for materials and composition • Developing skill and technique using various media in sketchbooks. 	<ul style="list-style-type: none"> • Developing and discuss ideas through sketches • Enhancing knowledge of skill and technique using various media in sketchbooks 	<ul style="list-style-type: none"> • Developing and discuss ideas through sketches • Make personal investigations of interests and record observations in sketchbooks • Record experiments with various media and try out techniques and processes in sketchbooks before applying them.
Evaluating	<p>Recognising and describing key features of their own and the work of others</p> <p>Describing what they think about the work of others</p>	<p>When looking at creative work, expressing clear preferences and giving some reasons for these using some basic language of art (formal elements)</p>	<p>Reflecting on preferences about their work in order to improve it</p> <p>Discussing art using an increasingly sophisticated use of language (formal elements)</p>	<p>Using their own and other's opinions of their work to identify how to improve</p> <p>Building a more complex vocabulary when discussing art (formal elements)</p>	<p>Regularly analysing and reflecting on their progress taking account of intentions and opinions</p> <p>Developing a greater understanding of vocabulary when discussing their own and the work of others</p>	<p>Giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work</p> <p>Using the language of art with greater sophistication to discuss art</p>

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Artists	Paul Horton Henri Rousseau Vincent Van Gogh	L.S Lowry Megan Coyle Andy Goldsworthy	India Flint Georgia O'Keefe Ted Harrison	Daniel Mackie Emma Biggs Wedgewood	Frida Kahlo Clarice Cliffe Antoni Gaudi	Andy Warhol Louis Masai/ Marc Allante Ray Lonsdale/ Alison Dryland
Colour	To identify the primary colours and add colours to make secondary colours.	<p>To identify the primary colours and add colours to make secondary colours.</p> <p>To be able to make various tints of a primary colour.</p> <p>To identify hot and cold colours.</p> <p>To be able to mix useable paint in a range of colours and be able to describe these colours using appropriate vocabulary (dark, light, pale).</p>	<p>To identify the primary colours and add colours to make secondary colours.</p> <p>To begin to use a colour to identify different types of colour.</p> <p>To be able to make various tints of a primary colour.</p> <p>To be able to mix useable paint in a range of colours and be able to describe these colours using appropriate vocabulary (dark, light, pale).</p>	<p>To identify the primary colours and add colours to make secondary colours.</p> <p>To be able to make various tints of a primary colour.</p> <p>To be able to mix useable paint in a range of colours and be able to describe these colours using appropriate vocabulary (dark, light, pale).</p>	<p>To use black and white to make different tones of one colour.</p> <p>To be able to mix 3 different colours to make a colour e.g. flesh tones</p> <p>To be able to describe these colours using appropriate vocabulary.</p> <p>To begin to look at colour theory</p>	<p>To use black and white to make different tones of one colour.</p> <p>To be able to mix 3 different colours to make a colour e.g. flesh tones</p> <p>To be able to describe these colours using appropriate vocabulary.</p> <p>To begin to look at colour theory</p>
Drawing	<p>To begin to produce simple observational drawings of objects.</p> <p>Use parts of a pencil to create different mark making effects.</p>	<p>To introduce techniques to create a range of tones using graded drawing pencils.</p> <p>To develop an awareness of textures</p>	<p>To look closely during observational drawing.</p> <p>To appreciate that tones can provide depth in drawings.</p>	<p>To create a wide range of tones using graded drawing pencils</p> <p>To know that things are further away are lighter and greyer.</p>	<p>To be able to demonstrate an awareness of depth in drawings with near/far perspective using shadow and light.</p>	<p>To be able to demonstrate the illusion of depth using line, tone and hatching.</p> <p>To draw using a range of media to look</p>

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		<p>and tones in made and natural objects.</p> <p>To use a range of mark makers to reproduce textures observed.</p> <p>To produce recognisable observational drawings of simple objects, begin to incorporate tone and texture to drawings.</p>	<p>To draw using a range of media. To look closely during observational drawing.</p> <p>Use viewing frames to focus on detail. Know that things further away in a composition is smaller.</p> <p>To use of I.T. and computer-generated images.</p>	<p>To explore light and dark through use of charcoal, chalk and pastel.</p>	<p>To introduce the idea of hatching.</p> <p>To show an increased level of accuracy sketches.</p> <p>To show an increased awareness of composition and scale.</p> <p>To combine and develop techniques that have been taught.</p> <p>To develop an awareness of different artist, designers and architects, and how they relate to current learning and purpose.</p> <p>To use viewing frames to focus on detail and to have a basic understanding of perspective e. g the relative size of objects in pictures.</p>	<p>closely during observational drawing.</p> <p>To create the illusion of depth using different tones, white and black with charcoal, chalk and pastel with increasing skill.</p> <p>To use viewing frames to focus on detail.</p> <p>To compose pictures with foreground and background, applying skills of perspective.</p> <p>To develop an awareness of different artist, designers and architects, and how they relate to current learning and purpose.</p>
<p><i>Texture, colour, line, shape, form, and space (formal elements) are weaved through the schemes of work shown in progression of skills.</i></p>						

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<p>Painting</p>	<p>To be able to apply the paint using different applicators. To hold the applicators correctly.</p> <p>To identify the primary colours and add colours to make secondary colours.</p>	<p>To be able to mix useable paint in a range of colours and be able to describe these colours using appropriate vocabulary (dark, light, pale).</p> <p>To improve ability to apply paint in a controlled manner.</p> <p>To learn whole school painting skills such as cleaning brushes.</p>	<p>Learn about the simple colour wheel and be able to mix simple colours (pink, orange, purple, green, brown).</p> <p>Learn to apply paints with control and using correct equipment.</p>	<p>To be able to mix graduations of one colour e.g. dark green to light green by adding white and yellower greens by adding yellow.</p> <p>To learn how to apply paint with increasing control.</p> <p>Choose and use the correct size brush.</p> <p>To use different types of paint for different effects and tones.</p>	<p>To learn how to apply paint with increasing control.</p> <p>To choose and use the correct size brushes.</p> <p>To use different types of paint for different effects.</p> <p>To use black and white to make different tones of one colour.</p> <p>To be able to mix 3 different colours to make a colour e.g. flesh tones</p>	<p>To be able to mix any colour needed without help.</p> <p>Learn how to apply paint with increasing control and choose the correct brush size,</p> <p>To use different types of paint for effects.</p> <p>To use appropriate vocabulary to describe their own as well of others' artwork.</p> <p>To combine colours and techniques to build up an image.</p>
<p>Sculpture</p>	<p>.</p>	<p>To be able to use tools correctly to add or take away material</p> <p>To produce recognisable 3D Representations, understanding that sculpture can be viewed from all</p>		<p>To be able to curl, scrunch, shape, tear and cut into a variety of material such as soap, plasticine to produce abstract shapes.</p> <p>To produce recognisable 3D</p>	<p>To be able to curl, scrunch, shape, tear and cut into a variety of material such as soap, plasticine and playdough to produce abstract shapes.</p> <p>To produce recognisable 3D</p>	<p>To understand that a sculpture can be created by the removal of material as well as adding material.</p> <p>Combine wire sculpture and papier</p>

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		<p>angles, using a range of resources.</p> <p>To create simple sculptures using a variety of resources (clay and natural objects).</p>		<p>Representations, understanding that sculpture can be viewed from all angles, using a range of resources.</p> <p>To understand that a sculpture can be created by the removal of material as well as adding material.</p> <p>To use gouging and scraping techniques on a flat clay tile.</p>	<p>Representations, understanding that sculpture can be viewed from all angles, using a range of resources.</p> <p>To understand that a sculpture can be created by the removal of material as well as adding material.</p> <p>To use gouging and scraping techniques To create geometric/art deco shapes</p> <p>To add detail with different materials</p>	<p>mache to create a more robust piece.</p> <p>To embellish with paint and paper.</p> <p>Embellish with a variety of material in an appropriate way.</p> <p>To design, make and evaluate a 3D sculpture from various materials.</p> <p>To experiment with bending, sticking, slotting and cutting using wire.</p>
Collage	<p>To use a variety of materials to create a textured piece of art.</p> <p>To produce a range of effects by scrunching, twisting, curling and tearing.</p> <p>To further develop gluing skills.</p>	<p>To develop skills of cutting, tearing, twisting and shaping paper</p> <p>To begin to develop a range of skills to shape paper/fabric.</p>		<p>To explore how to layer materials and to create different effect.</p> <p>To use different materials to create a mosaic collage effect</p> <p>To use collage in the style of different movements and types of artistry</p>		<p>To explore how to layer materials and to create different effect.</p> <p>To create tone by layering and cut with more accuracy.</p> <p>To use different materials to create different effects, including the use of</p>

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	To begin to use the laying technique to develop awareness of how this can affect a piece of art.			How to create tone by layering and cut with more accuracy. To be able to curl, scrunch, shape, tear and cut into a variety of materials. Develop layering techniques, and develop awareness of how this can give different effects to the final composition in terms of colour, shape		fabric. To have increasing control of cutting techniques. To use a more critical approach when selecting a variety of materials.
Printing	To develop a simple pattern with various materials.	To examine different textiles with a simple repeat pattern. To use different materials in order to create a simple pattern. (Print leaves in clay.)	To produce a simple print block using card, string and other materials.	To practise patterns through scratching and scoring on clay as well as other medias.	To practise patterns through scratching and scoring on clay as well as other medias.	To use a combination of all printing techniques to create a design. To use increasing skill to create more intricate blocks
Textiles	To examine different textiles with a simple repeat pattern.		Revise previous experiences of textiles. Revise and develop vocabulary associated with textiles.		To explore how to layer materials and to create different effect. How to create	.

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	<p>To examine different textiles with a simple repeat pattern.</p>		<p>Recognise the different way various fabrics are constructed.</p> <p>To be able to use simple cross stitch to create a pattern.</p> <p>To weave a simple loom with wool.</p> <p>To use a dyeing technique to alter a textile's colour and pattern;</p>		<p>tone by layering and cut with more accuracy.</p> <p>To use different materials to create different effects, including the use of fabric. To have increasing control of cutting techniques.</p> <p>To use different materials to create different effects, including the use of fabric.</p> <p>To use fabric to create texture.</p> <p>To layer fabric with other mediums,</p>	
<p>Digital media</p>		<p>To use software on an I-pad to change an original image</p> <p>To create colours, shapes, textures lines and tones using software.</p> <p>To use software to create colours and shapes.</p>	<p>Shape prints— adding colour Use digital images and combine with other media in artwork.</p> <p>Use IT to create art that includes my own work and that of others</p>		<p>Enhance digital media by editing.</p> <p>To use an I-pad to take photographs of places, people and themes to edit and adapt to improve original artwork.</p>	

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		To take a photograph using an I-pad.	To be able to take a photograph and edited it using appropriate software.		Use IT to create art that includes my own work and that of others To be able to take a photograph and edited it using appropriate software.	
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