

Termly Progression Document



Art – Cycle A			
Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Early Years	<p>Early Years Objectives (taken from the Early Years Foundation Stage Statutory Framework and the Development Matters guidance) are covered throughout the year for ages 2 Years Old to the end of Reception.</p> <p>Please refer to the following documents to view the half termly progression of declarative and procedural knowledge:</p> <ul style="list-style-type: none"> - Nursery Skills Development Progression 2 to 3 year olds. - Nursery Skills Development Progression 3 to 4 year olds. - Reception Long Term Plan. - Early Years Subject Lead Document. <p>The progression of subject specific Early Years objectives can be found on each subject's Substantive Knowledge Progression Document.</p>		
Autumn 1 (A) Phase: Y1/2	primary secondary	<u>Stone Age Cave Painting</u> <ul style="list-style-type: none"> • I know the names of primary and secondary colours. 	<u>Stone Age Cave Painting</u> <ul style="list-style-type: none"> • I can create a colour wheel with primary and secondary colours. • I can work on a range of scales including large brushes on large paper. • I can imitate the work of painters such as Franz Marc.
Spring 1 (A) Phase: Y1/2	illustrate illustrator illustration	<u>Fairy Tale Illustration - Drawing</u> <ul style="list-style-type: none"> • I know that there are different types of art, including illustration. • I know how to plan the composition of my illustration. • I know that I can use different media to draw, such as pencil, crayon or charcoal. 	<u>Fairy Tale Illustration - Drawing</u> <ul style="list-style-type: none"> • I can colour my own work neatly, following the lines. • I can respond to ideas and starting points by looking at the work of Uber Iwerks and Walt Disney. • I can imitate the work of illustrators such as Uber Iwerks and Walt Disney.
Summer 2 (A) Phase: Y1/2	3d sculpture model	<u>Creating a Cardboard Flying Machine – 3D Form & Sculpture</u> <ul style="list-style-type: none"> • I know that there are different types of art, including 3D form. • I know how to use papier mâché. 	<u>Creating a Cardboard Flying Machine – 3D Form & Sculpture</u> <ul style="list-style-type: none"> • I can experiment with, construct and join materials. • I can evaluate my own and other's artwork. • I can imitate the work of artists such as Daniel Agdad.
Autumn 1 (A) Phase: Y3/4	symmetrical carve score and slip sculpt	<u>Making Viking Jewellery – 3D Form & Sculpture</u> <ul style="list-style-type: none"> • I know that Viking designs often had symmetrical patterns. 	<u>Vikings – Making Viking Jewellery – 3D Form & Sculpture</u> <ul style="list-style-type: none"> • I can plan a design with a symmetrical pattern. • I can carve into clay using a variety of tools. • I can use the score and slip technique to join clay. • I can imitate the work of artists such as Aric Jorn.
Spring 1 (A) Phase: Y3/4	tertiary colours colour palette horizon line foreground background	<u>WWII Blitz – Watercolour Painting</u> <ul style="list-style-type: none"> • I know how to mix tertiary colours. • I know how cool or warm colour palettes can affect the feel of an artwork. • I know what a horizon line is. • I know what the foreground and background is. 	<u>WWII Blitz – Watercolour Painting</u> <ul style="list-style-type: none"> • I can plan the composition of my artwork. • I can create a colour-wash background using watercolour paint. • I can choose the correct size of paintbrush for the area that I am painting. • I can imitate the work of artists such as Oliver Pyle.
Summer 2 (A) Phase: Y3/4	hatching cross-hatching stippling scumbling pressure proportion	<u>Invictus Portrait – Life Drawing</u> <ul style="list-style-type: none"> • I know the differences between hatching, cross-hatching, stippling and scumbling. • I know that different levels of pencil pressure will affect the outcome of my drawing. • I know what proportion means. 	<u>Invictus Portrait – Life Drawing</u> <ul style="list-style-type: none"> • I can experiment with sketching with different media, such as pencil and charcoal. • I can use different sketching techniques. • I can imitate the work of artists such as Leonardo da Vinci.
Autumn 1 (A) Phase: Y5/6	hollows gouging intricate	<u>Greek Pottery – 3D Form & Sculpture</u> <p>I know that clay can be shaped and formed using rolling, carving, holes and hollows, gouging and score and slip.</p>	<u>Greek Pottery – 3D Form & Sculpture</u> <ul style="list-style-type: none"> • I can choose and use suitable tools to carve and add shapes, texture and pattern. • I can use score and slip technique to join handles. • I can plan which elements I will carve and sculpt when creating an intricate design. • I can imitate the technique used by the artist Donatello. • I can evaluate my final outcome.
Spring 1 (A) Phase: Y5/6	subject realism abstraction focal point	<u>Portraits – Acrylic Painting</u> <ul style="list-style-type: none"> • I know how Rembrandt portrayed icons in his work. • I know that the composition of a painting can affect the status given to the subject. • I know the difference between realism and abstraction. 	<u>Portraits – Acrylic Painting</u> <ul style="list-style-type: none"> • I can make observations of realistic proportions when drawing a portrait. • I can create a realistic colour palette using acrylic paint. • I can plan the composition of my painting, including making decisions about the focal point. • I can use the correct painting tools to add detail. • I can imitate the artwork of Rembrandt.
Summer (A) Phase: Y5/6	depict random lines fluid proportions gesture drawing	<u>Athletes in Motion - Abstract Life Drawing</u> <ul style="list-style-type: none"> • I know which sketching techniques depict movement. • I know a range of sketching techniques including gesture drawing. 	<u>Athletes in Motion - Abstract Life Drawing</u> <ul style="list-style-type: none"> • I can represent movement through simple lines. • I can compare and contrast realistic and abstract pieces of artwork that depict movement. • I can make observations of realistic proportions when drawing a portrait. • I can experiment with working on different scales to depict movement in art. • I can imitate the gesture drawing of Don Gale.

Termly Progression Document



Art – Cycle B			
Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Early Years	<p>Early Years Objectives (taken from the Early Years Foundation Stage Statutory Framework and the Development Matters guidance) are covered throughout the year for ages 2 Years Old to the end of Reception.</p> <p>Please refer to the following documents to view the half termly progression of declarative and procedural knowledge:</p> <ul style="list-style-type: none"> - Nursery Skills Development Progression 2 to 3 year olds. - Nursery Skills Development Progression 3 to 4 year olds. - Reception Long Term Plan. - Early Years Subject Lead Document. <p>The progression of subject specific Early Years objectives can be found on each subject's Substantive Knowledge Progression Document.</p>		
Autumn 1 (B) Phase: Y1/2	primary secondary	<u>Queen Victoria Portrait - Painting</u> <ul style="list-style-type: none"> • I know the names of primary and secondary colours. 	<u>Queen Victoria Portrait - Painting</u> <ul style="list-style-type: none"> • I can create a colour wheel with primary and secondary colours. • I can use a thin paintbrush with a level of accuracy. • I can think about the position of my subject. • I can imitate the work of painters such as Henri Matisse.
Spring 2 (B) Phase: Y1/2	3d sculpture model	<u>Emergency Service Worker – 3D Form & Sculpture</u> <ul style="list-style-type: none"> • I know that there are different types of art including 3D form. 	<u>Emergency Service Worker – 3D Form & Sculpture</u> <ul style="list-style-type: none"> • I can roll clay to change its shape. • I can join pieces of clay together. • I can smooth clay with my fingers. • I can imitate the work of artists such as Alberto Giacometti.
Summer 1 (B) Phase: Y1/2	primary secondary illustrate illustrator illustration position	<u>Illustration for a Book – Drawing & Watercolour Painting</u> <ul style="list-style-type: none"> • I know the names of the primary and secondary colours. • I know that there are different types of art, including painting and illustration. 	<u>Illustration for a Book – Drawing & Watercolour Painting</u> <ul style="list-style-type: none"> • I can draw lightly with my pencil when sketching. • I can choose the correct colours using watercolour paint. • I can use a thin paintbrush with a level of accuracy. • I can think about the position of my subject. • I can imitate the paintings and illustrations of Beatrix Potter and Oliver Jeffers.
Autumn 1 (B) Phase: Y3/4	tertiary tints shades	<u>Henry VIII Portrait – Acrylic Painting</u> <ul style="list-style-type: none"> • I know that there are different types of paint, including watercolour, acrylic. • I know how to mix tertiary colours. 	<u>Henry VIII Portrait – Acrylic Painting</u> <ul style="list-style-type: none"> • I can create a colour wheel to show tertiary colours. • I can add white to make tints and black to make shades. • I can plan the composition of my painting. • I can choose the correct size of paintbrush for the area of portrait that I am painting. • I can imitate the work of artists such as Hans Holbein.
Spring 2 (B) Phase: Y3/4	score and slip	<u>Emergency Services – 3D Form & Sculpture</u> <ul style="list-style-type: none"> • I know how to use clay to create a 3D bust. 	<u>Emergency Services – 3D Form & Sculpture</u> <ul style="list-style-type: none"> • I can carve into clay using a variety of tools. • I can use the score and slip technique to join clay. • I can imitate the work of artists such as Antonio Rossellino.
Summer 1 (B) Phase: Y3/4	media / medium fluid mark making fine line	<u>Quentin Blake Illustrations – Illustrative Drawing</u> <ul style="list-style-type: none"> • I know that I can use different media to draw, such as pen, pencil, crayon or charcoal. 	<u>Quentin Blake Illustrations – Illustrative Drawing</u> <ul style="list-style-type: none"> • I can experiment with a range of fluid mark making styles. • I can sketch using fine line pen. • I can imitate the artwork and illustrations of artists such as Quentin Blake.
Autumn 1 (B) Phase: Y5/6	architect gauging hollows	<u>Roman Clay Sculpture – 3D Form & Sculpture</u> <ul style="list-style-type: none"> • I know about great artists, architects and designers from the Roman period. • I know that clay can be formed by rolling, carving, holes and hollows, gauging and score and slip. 	<u>Roman Clay Sculpture – 3D Form & Sculpture</u> <ul style="list-style-type: none"> • I can choose and use suitable tools to carve and add shapes, texture and pattern. • I can plan which elements I will carve and which I will sculpt when creating an intricate design. • I can evaluate my final outcome.
Spring 2 (B) Phase: Y5/6	complimentary contrasting impact	<u>What's the Difference Between a Mural and Graffiti? - Painting</u> <ul style="list-style-type: none"> • I know what a complementary colour is. • I know what a contrasting colour is. • I know how colour choice can impact a piece of artwork. • I know what a mural is. 	<u>What's the Difference Between a Mural and Graffiti? - Painting</u> <ul style="list-style-type: none"> • I can imitate an artist's use of colour, line and shape. • I can compare and contrast the work of Keith Haring and Piet Mondrian's artwork.
Summer (B) Phase: Y5/6	perspective depict middle-ground rule of thirds composing	<u>Book Cover Illustration – Landscape Drawing</u> <ul style="list-style-type: none"> • I know how to show perspective in my drawings. • I know how to depict distance in my drawings. • I know the difference between the foreground, middle-ground and background. • I know how the rule of thirds is used when composing a piece of artwork. 	<u>Book Cover Illustration – Landscape Drawing</u> <ul style="list-style-type: none"> • I can represent perspective in my drawing through carefully planning the composition. • I can imitate the artwork of an illustrator of my choice.