



Art Whole School Progression Document

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NATIONAL CURRICULUM 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.	<u>Key Stage 1:</u> Pupils should be taught: ♣ 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 ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work		<u>Key Stage 2:</u> 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. Pupils should be taught: ♣ to create sketch books 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.			
AREA	Y1	Y2	Y3	Y4	Y5	Y6
Drawing	Explore a range of drawing tools to make marks. Begin to control the types of marks made with a range of media. Draw on different surfaces. Explore different textures.	Experiment with tools and surfaces. Draw experiences and feelings. Sketch to make records. Begin to control marks made with different media.	Experiment with various pencils. Use a sketchbook to document and develop ideas. Draw from observation and imagination. Experiment with mark making using alternative tools.	Consider scale and proportion. Create accurate observational drawings. Work on a variety of scales. Produce drawings using IT. Identify and draw the effect of light.	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	Select appropriate media and techniques to achieve a specific outcome. Develop their own style. Draw for a sustained period of time over a number of sessions.

	<p>Draw from imagination.</p> <p>Explore drawing from observation Investigate textures by describing, naming, rubbing and copying.</p> <p>Produce a range of patterns and textures.</p>	<p>Investigate tone by drawing light/dark lines using pencil Investigate textures and produce an expanding range of patterns.</p>	<p>Create initial sketches for painting.</p> <p>Begin to draw with accuracy.</p> <p>Discuss shadows, light and dark.</p> <p>Have an awareness of how pattern can be used to create texture.</p>	<p>Draw for a sustained period of time.</p> <p>Collect and record visual information.</p> <p>Plan and collect source material.</p> <p>Develop techniques to create intricate patterns – range of media.</p>	<p>considering horizon lines.</p> <p>Begin to consider perspective.</p> <p>Use different techniques for purpose e.g. different styles of shading.</p> <p>Work from a variety of sources including observation and photographs to develop own work.</p>	<p>Use tone in drawings to achieve depth.</p> <p>Develop drawing with perspective and focal points.</p> <p>Adapt drawings according to evaluations and discuss further developments.</p>
Painting	<p>Begin to explore and experiment with the primary colours.</p> <p>Mix primary colours to create secondary colours.</p> <p>Describe collections of colours Discuss and use warm and cold colours.</p> <p>Describe favourite colours and why colours may be used for different purposes.</p>	<p>Begin to describe a range of colours.</p> <p>Mix a range of secondary and tertiary colours.</p> <p>Be able to discuss the colour wheel.</p> <p>Talk about why they have selected colours for their artwork.</p> <p>Begin to use a range of paint and discuss why some are more suited to particular painting styles.</p>	<p>Make tints of one colour by adding white.</p> <p>Darken/lighten colours without using black/white.</p> <p>Mix/create colour for use on a large scale (wash).</p> <p>Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc).</p> <p>Demonstrate increasing control</p>	<p>Make tints, tones and shades using white, grey and black.</p> <p>Observe colour and suggest why it has been used Independently choose the right paint and/or equipment for the task.</p> <p>Select colour to reflect mood Explore different brush strokes and why/when they might be used.</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>Select colour to express feelings.</p> <p>Discuss harmonious and contrasting colours and their placement on the colour wheel.</p> <p>Work in a sustained and independent way, developing own style.</p> <p>Purposefully controlling the types of marks, brushstrokes used to create desired effect.</p>

	Explore a range of paint, brush sizes and tools.		of the types of marks made to create certain effects.	Begin to discuss how they are influenced by the work of other artists.	Confidently control the types of marks made and experiment with different effects and textures.	Use colours and brushstrokes to create atmosphere and light effects.
Collage	<p>Begin to use scissors and tearing to create a range of shapes.</p> <p>Explores different methods of fixing one material to another.</p> <p>Create an image from a variety of cut or torn media.</p> <p>Arrange and glue materials to different backgrounds.</p>	<p>Develop a range of cutting, tearing and fixing techniques to create a specific picture.</p> <p>Use scissors in a controlled way to cut with accuracy.</p> <p>Fold, crumple, tear and overlap papers to create an image.</p> <p>Has experience of adhesives and decides on the most effective for a given task</p>	<p>Understand the properties of different glue and how they can be used to fix materials together.</p> <p>Use collage as a means of collecting ideas and information to build a visual mind map.</p> <p>Collect and select textured papers to form a collaged image.</p>	<p>Develop experience in embellishing using more advanced joining techniques.</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images.</p>	<p>Create a photomontage using given photographs from a range of sources.</p> <p>Add collage to a painted, printing or drawn background to enhance work.</p>	<p>Use collage as a means of extending work from initial ideas.</p> <p>Independently select a range of media to produce a collaged image.</p>
Sculpture	<p>Use sculpture to share their ideas, experiences and imagination.</p> <p>Use a variety of materials for sculpting and experiment with joining and constructing.</p>	<p>Use a range of natural, recycled, manufactured rigid and flexible materials.</p> <p>Experiment with basic tools and different techniques to practise joining and construction.</p>	<p>Continue to develop skills of joining and construction.</p> <p>Develop skills to decorate sculptures adding expression through texture.</p> <p>Use clay and other malleable materials and practise joining techniques.</p>	<p>Use plans to cut, make and combine shapes to create recognisable forms: add materials to the sculpture to create detail.</p> <p>Continue to experiment with a range of natural, recycled and manufactured materials.</p>	<p>Design, plan, evaluate and adapt work from drawings.</p> <p>Create pieces to reflect their ideas, experiences and imagination using a variety of materials, tools and techniques.</p>	<p>Design, plan, evaluate and adapt work from drawings.</p> <p>Use developed skills to create pieces to reflect their ideas, experiences and imagination in 3D form.</p> <p>Produce intricate patterns and</p>

					Develop skills in using clay including slabs, coils and slips.	textures in a range of malleable media.
Printing	Make marks in print using different objects and basic tools and use these to make repeating patterns.	Experiment with different techniques like carbon printing, relief, press, fabric printing and rubbing.	Create printing blocks using relief or impressed techniques and explore the effects on shape and texture.	Use observations of print to recreate own designs. Use more than one colour to layer prints creating depth and texture.	Design and create printing blocks or tiles using a variety of materials and techniques. Develop accuracy and precision when creating repeating patterns.	Use printing block designs to recreate patterns; increase accuracy and confidence: choosing and colours, shapes and textures to create their ideas and artworks.
Textiles	Explore and experiment with different textiles. Weave – using a variety of materials. Use a dyeing technique to change colours of fabric	Develop techniques to join fabrics. Decorate and embellish textiles with glue or stitching, to add colour and detail. Develop use of weaving to show pattern and mixing materials	Continue to experiment with weaving and colouring textiles. Develop skills in stitching, cutting and joining. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.	Continue to develop skills in stitching and experiment with different stitches and threads. Explore different techniques e.g. marbling, silkscreen and cold-water paste. Experiment with techniques and different materials to compare effects.	Further develop weaving, overlapping and layering techniques. Transfer print skills to use on fabrics and experiment with tie-dyes or batik. Decorate and embellish textiles with stitching using skill and precision.	Use their understanding of a range of textiles and techniques to create texture, effect and colour. Use a range of skills and techniques to decorate textiles showing accuracy and creativity. Evaluate, revisit and modify work to achieve their ideas.
SKILL	Y1	Y2	Y3	Y4	Y5	Y6
Generating ideas	Recognise that ideas can be expressed in art work. Experiment with an open mind (they	Try out different activities and make sensible choices about what to do next.	Gather and review information, references and resources related to their ideas and intentions	Select and use relevant resources and reference to develop ideas (researching and developing ideas).	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.

	enthusiastically try out and use all materials that are presented to them).	Use drawing to record ideas and experiences.	(researching and developing ideas). Use a sketchbook for different purposes, including recording observations, planning and shaping ideas (recording and experimenting in sketchbooks).	Use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan outcome (sketchbooks will show several different versions of an ideas and how research has led to improvements in their proposed outcome).	Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning/record information.	Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.
Making	Try out a range of materials and processes and recognise that they have different qualities. Use materials purposefully to achieve particular characteristics Show interest in the work of others.	Deliberately choose to use particular techniques for a given purpose. Develop and exercise some care and control over the range of materials they use (they seek to refine and improve from the first mark).	Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques (exploring and developing skills and techniques). Select and use appropriately a variety of materials and techniques to create own work.	Investigate the nature and qualities of different materials and processes systematically (exploring and developing skills and techniques). Apply the technical skills they are learning to improve the quality of their work (e.g. in painting they select and use different brushes for different purposes).	Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them).	Independently take action to refine their technical and craft skills to improve their mastery of materials and techniques. Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. Independently select and use relevant processes to create successful work.

Knowledge and understanding	<p>Recognise and describe some simple characteristics of different kinds of art, craft and design.</p> <p>Know the names of some of the tools, techniques and the formal elements (colours, shapes, etc.) that they use</p>	<p>Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</p> <p>Talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools/colours they use).</p>	<p>Describe the work of some artists, craftspeople, architects and designers.</p> <p>Talk about, and be able to demonstrate, how tools they have chosen to work with should be used effectively and with safety.</p>	<p>Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.</p> <p>Know about, and be able to demonstrate, how tools they have chosen to work with should be used effectively and with safety.</p>	<p>Know about and explain the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</p> <p>Describe the processes they are using and how they hope to achieve high quality outcomes.</p>	<p>Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers & architects taking account of the influence of the different historical, cultural and social contexts.</p> <p>Describe the processes they are using and how they hope to achieve high quality outcomes.</p>
Evaluating	<p>Recognise and describe key features of their own and others work.</p>	<p>When looking at creative work express clear preferences and give some reasons for these (for instance be able to say "I like that because...").</p>	<p>Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next).</p>	<p>Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p>	<p>Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p>	<p>Provide a reasoned evaluation of both their own and professionals work which takes account of the starting points, intentions and context behind the work.</p>
ELEMENTS	Y1	Y2	Y3	Y4	Y5	Y6
Colour	<p>Pupil's use colours imaginatively learning that colour can be used to express their</p>	<p>Develop colour mixing to make finer variations in secondary colours.</p>	<p>Pupil's mix secondary and tertiary colours to paint with and use colours, textures,</p>	<p>Pupils learn how colour has light and dark values and how colour can be used to make</p>	<p>Develops ability to control colour when painting; for blending, reducing hue and improving</p>	<p>Colours should be mixed with care and sensitivity to show feeling and ideas. At this stage</p>

	thoughts and feelings.		lines and shapes imaginatively and appropriately to express ideas.	colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists	the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose.	they should confidently mix secondary and tertiary colours, being able to control these to suit their own purpose. Understand colour relationships such as complimentary & harmonious colours.
Tone/Form	Pupils further develop their ability to make colours darker and lighter and understanding of how this affects form.	Pupils learn why light colours appear to be to us and dark objects look further away, then explore this in their art.	Learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting.	Pupils paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect.	Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white.	They can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape. When painting 3D models and forms, they should be aware of the need to prepare the surface for paint & apply paint carefully, thinking about effects & detail.

Pattern/ Texture	They paint patterns & add things to paint to make textures such as sand, grit, salt.	Create original patterns & make textures.	Create more complex patterns and textures.	Use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect.	Uses pattern & texture for purposeful effect.	Understands how to apply pattern and texture with confidence to decorate or embellish paintings.
Line/Shape	They paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours.	Understand the importance of outlines & paint more sophisticated shapes.	Painting with line for expression and to define detail.	Use line with greater confidence to highlight form and shape.	Uses line or shape to create original compositions.	Uses line with confidence to represent own ideas and compositions.
Vocabulary	Horizontal, vertical, shape names, primary colour, secondary colour, tint, texture, symmetrical, 2D, 3D, near & far	Pattern, geometric, warm and cool colours, shade, stamping, positive, space, proportion	Contour, outline, organic, tertiary colours, complementary, focal point, wash, printing, asymmetrical, perspective, negative, space, expression	Silhouette, monochromatic, contrast, movement, light source, mono-print, coiling	Hatching, cross hatching, composition, contrast and emphasis, symmetry, asymmetry, 1-point perspective	Abstract, implied lines, repetition, tone, value, radical, symmetry, depth