

PROGRESSION IN ART										
Date		Review Date				Subject Leader				
August 2020		August 2021				Paul Quarry				
<p>This document aims to give guidance on the progression of art knowledge, skills and techniques across the year groups.</p> <p>It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils).</p> <p>Potential GD pupils should also be encouraged to record more independently and freely in their sketchbooks as well as be encouraged to experiment with and use materials and media of their own choice. Their increasingly critical thinking and in depth evaluation of their own and others' art work should be reflected in their sketch books and the works of art they create with increasing confidence and independence of thought.</p> <p>In Art, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In Art, the following approaches will be used, and be evident in pupils' sketchbooks, in order to ensure that the Art learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their art experiences in school:</p>										
Teaching Sequence in Art	study of an artist (which may include independent research);			Possible pedagogical approaches used in Art	Behaviourism		Direct teacher instruction; modelling of skills and techniques; demonstration			
	critically evaluating the artists' work to inform own art work;				Constructivism		Inquiry-based learning; outdoor learning			
	experimenting and investigating with different techniques and media;				Social Constructivism		Teacher modelling; questioning; mix of individual, paired and group instruction			
	creating own artwork, applying new techniques, skills and media to own art work;				Liberationism		Pupil-led learning; opportunities to showcase learning			
	critically evaluating their own artwork;				Learning, working and talking like an artist		Being introduced to the key vocabulary that an artist would use; defining the key vocabulary that an artist would use; high expectations of pupils 'talking' like an artist: <ul style="list-style-type: none"> • colour (hue, intensity, value, shade, tint), • form (two-dimensional, three-dimensional, sculpture, perspective), • line (lines, curves length, width, strokes, direction), • shape (SHAPE NAMES), • space (background, foreground, middle ground, distance, in between, around, within), • texture (feel, look, smooth, bumpy, hard, soft, clear, rough) • value (lightness, darkness, contrast, shades, tints) 			
	improving work after evaluation.									
	Reflection and re-cap of knowledge and skills remembered and understood									
All lessons should begin with a 'Big Picture' discussion of related learning in prior years and discussion of where learning is heading. There should also be a 'Review' of recent learning to aid and check retention.										
Chronology in Art	(40,000 BC – 4000 BC)	Prehistoric Art	(1780 – 1850)	Romanticism	(1916 – 1950)	Surrealism	(1970 – present)	Post Modernism		
	(4,000 BC – AD 400)	Ancient Art	(1848 – 1900)	Realism	(1940s – 1950s)	Abstract Expressionism		Feminist		
	(500 – 1,400 AD)	Medieval Art	(1865 – 1885)	Impressionism	(1950s – 1960s)	Optical Art		Neo-Expressionism		
	(1400 – 1600)	Renaissance	(1885 – 1910)	Post-Impressionism	(1950s – 1960s)	Pop Art		Street Art		
	(1527 – 1540)	Mannerism	(1890 – 1910)	Art Nouveau	(1960s)	Art Povera		Pictures Generation		
	(1600 – 1750)	Baroque	(1900 – 1935)	Fauvism	(1960s – 1970s)	Minimalism		Appropriation		
	(1699 – 1780)	Rococo	(1905 – 1920)	Expressionism	(1960s – 1970s)	Conceptual		Young British Artists (YBA)		
	(1750 – 1850)	Neoclassicism	(1907 – 1914)	Cubism				Digital Art		
	N / UFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Artists to be covered	Henri Matisse Georgia O'Keeffe Gustav Klimt Piet Mondrian	Frida Kahlo Georgia O'Keeffe Gustav Klimt Michelle Reader Jill Townsley	Frank Bowling Georgia O'Keeffe Gustav Klimt Andy Warhol	Keith Haring Georgia O'Keeffe Gustav Klimt Henri Rousseau	Emma Biggs Georgia O'Keeffe Gustav Klimt Vincent Van Gogh	Gunta Stotzl Georgia O'Keeffe Gustav Klimt Henri Rousseau	Claude Monet Georgia O'Keeffe Gustav Klimt Banksy			
Knowledge of artists and designers	<ul style="list-style-type: none"> • Give simple opinions about the work of a chosen artist, craft maker or designer. 	<ul style="list-style-type: none"> • Describe what they think and feel about the work of a chosen artist, craft maker or designer. • Begin to talk about the style of a chosen artist, craft maker or designer. 	<ul style="list-style-type: none"> • Recognise the styles of artists, craft makers or designers and use this to inform their own work. • Talk about the similarities and differences between different artists, craft makers or designers. 	<ul style="list-style-type: none"> • Discuss the styles of artists, craft makers or designers and use this to inform their own work. • Begin to understand the historical and/or cultural significance of a chosen artist /art form. 	<ul style="list-style-type: none"> • Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work. • Understand the historical and / or cultural significance of the work of a chosen artist / art form. 	<ul style="list-style-type: none"> • Critically analyse the styles of artists, craft makers or designers and use this to inform their own work. • Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation. 	<ul style="list-style-type: none"> • Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work. • Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation. 			
Vocabulary of an artist when Exploring, Developing and Evaluating	<ul style="list-style-type: none"> • Observation • Different • Similar • Compare • Artist 	<ul style="list-style-type: none"> • Differences • Similarities • Background 	<ul style="list-style-type: none"> • Foreground • Annotate • develop 	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> • Creative process • Plan • Design • Make • Adapt • Sources • Variation • Plain • Busy • Rough 	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> • Smooth • Swirling • Uneven • Colourful • Bright • Dark • Realistic • Unrealistic • Simple • Boring 	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> • Fine • Dull • Patterned • Crowded • Flat • Natural • Opaque • Translucent • Focus 	IN ADDITION TO PREVIOUS YEARS; <ul style="list-style-type: none"> • Comparison • Contrast • Media • Study • Experiences • Imagination • Properties • Reflecting • Distance 	IN ADDITION TO PREVIOUS YEARS; <ul style="list-style-type: none"> • Symbolic • Subtle • Complex • Complimentary • Contrasting 	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> • Purpose • Manipulate • Dry media • Wet media • Digital media • Independent • Research • Range • Sources 	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> • Test • Atmosphere • Representation • Engaging • Consistent • Inconsistent • Delicate • Flowing • Vibrant

<p>Exploring and developing ideas</p>	<ul style="list-style-type: none"> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art. 	<ul style="list-style-type: none"> Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. Beginning to work creatively e.g. with a range of media on different scales. 	<ul style="list-style-type: none"> Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. Show confidence in working creatively e.g. with a range of media on different scales. 	<ul style="list-style-type: none"> Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences. Begin to record their thoughts and experiences in a sketch book / 'ideas journal'. Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed. Show confidence and independence when working creatively e.g. with a range of media on different scales. 	<ul style="list-style-type: none"> Investigate different starting points for their work, and choose which idea to develop further. Record their thoughts and experiences in a sketch book / 'ideas journal', and begin to annotate these. Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art. Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette. 	<ul style="list-style-type: none"> Investigate a range of starting points for their work, and choose which idea to develop further. Record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas. Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form. Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette. 	<ul style="list-style-type: none"> Independently investigate a range of starting points for their work, and confidently develop their ideas further. Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops. Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media. Confidently use language appropriate to the chosen art form, to help them to explain their ideas.
<p>Evaluating and developing work</p>	<ul style="list-style-type: none"> Children review how they have used what they have learnt about media and materials in original ways, thinking about uses and purposes. Review how they have represented their own ideas, thoughts and feelings through art. 	<ul style="list-style-type: none"> Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. Talk about the features they like in their own work and in the work of others. Talk about what they might change in their own work. 	<ul style="list-style-type: none"> Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'. Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'. Adapt and make changes to their work and the tools they use as it develops. Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like in a piece of art work. Use sketch book / 'ideas journal' to adapt their work as their ideas develop, and discuss this with others. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work. Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further. 	<ul style="list-style-type: none"> Use appropriate language when comparing ideas, methods and approaches in their own and others' work. Describe what they think and feel about their own and others' work and how this might influence their designs. Use sketch book / 'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further. 	<ul style="list-style-type: none"> Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work. Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop. Annotations reflect their critical evaluations and development of ideas. Reflect on the ways in which their imaginative work has developed from a range of starting points.
<p>Drawing</p>	<ul style="list-style-type: none"> safely use and explore a variety of materials, tools and techniques, experimenting with design, texture and form 	<ul style="list-style-type: none"> Use variety of tools, including: pencils, rubbers, crayons, pastels, felt-tips, charcoal, ballpoints, chalk and other dry media Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour. 	<ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt-tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and groups objects. Experiment with the visual elements: line, shape, pattern and colour. 	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> Make informed choices in drawing including paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements: line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
<p>Vocabulary of an artist when drawing</p>	<ul style="list-style-type: none"> Draw Pattern Repeating Thick Thin Line Shape Colour 	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> Shade Change 	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> Sketchbook Layer Smudge Blend Tone Layer Figure Object Single Group Pattern 	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> Grades of pencil Scale Symmetry Refine Alter Visual Sources Texture 	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> Paper types 	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> NO NEW VOCABULARY 	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> Dry media Wet media Mixed media Form
<p>Painting</p>	<ul style="list-style-type: none"> safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture 	<ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust. 	<ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects. 	<ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. 	<ul style="list-style-type: none"> Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. 	<ul style="list-style-type: none"> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).

<p>Printing</p>	<ul style="list-style-type: none"> • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture 	<ul style="list-style-type: none"> • Make marks in print with a variety of objects, including natural and made objects. • Carry out different printing techniques e.g. monoprint, block, relief and resist printing. • Make rubbings. • Build a repeating pattern and recognise pattern in the environment. 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques. 	<ul style="list-style-type: none"> • Print using a variety of materials, objects and techniques including layering. • Talk about the processes used to produce a simple print. • To explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> • Research, create and refine a print using a variety of techniques. • Select broadly the kinds of material to print with in order to get the effect they want • Resist printing including marbling, silkscreen and coldwater paste. 	<ul style="list-style-type: none"> • Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. • Choose the printing method appropriate to task. • Build up layers and colours/textures. • Organise their work in terms of pattern, repetition, symmetry or random printing styles. • Choose inks and overlay colours. 	<ul style="list-style-type: none"> • Describe varied techniques. • Be familiar with layering prints. • Be confident with printing on paper and fabric. • Alter and modify work. • Work relatively independently.
<p>Vocabulary of an artist when Painting and Printing</p>	<ul style="list-style-type: none"> • Materials • Tools • Technique • match • mix • Primary Colours • Secondary colours 	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> • Brush size • Paint (poster, powder, watercolour) • Natural and man-made • Printing (block) • Rubbings • Pattern 	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> • Shade • Tone • Acrylic paint • Water colour paint • Poster paint • Brush mark • Artefact • Objects • Layering • Scraping • Dripping • Pouring • spilling • Scales (small, large) 	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> • Colour-scheme • Colour spectrum • Tertiary colours • Blocking • Colour washing • Thickened paint • Properties • Application • Opacity • Water resistant • Pattern • Shape 	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> • Tint • Tone • Hue • Marbling • Silkscreen • Coldwater paste 	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> • Colour match • Colour mix • Warm colours • Cold colours • Complementary colours • Contrasting colours • Poly bricks • Relief • Resist • Layers • Repetition • Inks • Overlay 	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> • Harmony • Composition • Mood • Abstract
<p>Textiles / Collage</p>	<ul style="list-style-type: none"> • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture 	<ul style="list-style-type: none"> • Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. • How to thread a needle, cut, glue and trim material. • Create images from imagination, experience or observation. • Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. • Create textured collages from a variety of media. • Make a simple mosaic. • Stitch, knot and use other manipulative skills. 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. • Name the tools and materials they have used. • Develop skills in stitching. Cutting and joining. • Experiment with a range of media e.g. overlapping, layering etc. 	<ul style="list-style-type: none"> • Match the tool to the material. • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. • Experiments with paste resist. 	<ul style="list-style-type: none"> • Join fabrics in different ways, including stitching. • Use different grades and uses of threads and needles. • Extend their work within a specified technique. • Use a range of media to create collage. • Experiment with using batik safely. 	<ul style="list-style-type: none"> • Awareness of the potential of the uses of material. • Use different techniques, colours and textures etc when designing and making pieces of work. • To be expressive and analytical to adapt, extend and justify their work.
<p>3D Form</p>	<ul style="list-style-type: none"> • safely use and explore a variety of materials, tools and techniques, experimenting with, design, texture, form and function. 	<ul style="list-style-type: none"> • Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. • Explore sculpture with a range of malleable media, especially clay. • Experiment with, construct and join recycled, natural and man-made materials. • Explore shape and form. 	<ul style="list-style-type: none"> • Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. • Build a textured relief tile. • Understand the safety and basic care of materials and tools. • Experiment with, construct and join recycled, natural and man-made materials more confidently. 	<ul style="list-style-type: none"> • Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and modelling other shapes. • Cut and join wood safely and effectively. • Make a simple papier mache object. • Plan, design and make models. 	<ul style="list-style-type: none"> • Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials. 	<ul style="list-style-type: none"> • Describe the different qualities involved in modelling, sculpture and construction. • Use recycled, natural and man-made materials to create sculpture. • Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> • Develop skills in using clay inc. slabs, coils, slips, etc. • Make a mould and use plaster safely. • Create sculpture and constructions with increasing independence.
<p>Vocabulary of an artist when using textiles, collage and 3D-Form</p>	<ul style="list-style-type: none"> • Model • Collage • Textiles • Rolling • Kneading • Shaping • Texture • Construct • Join • Natural • Man-made 	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> • Sculpture • Manipulate • Shaping • Slip • Form 	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> • Weaving • French-knitting • Stitch • Knot • Tie-dyeing • Fabric crayons • Wax / oil-resistant • Care • Malleable • Recycled 	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> • Printing • Quilting • Embroidery • Paper and paper trappings • Appliqué • Overlapping • Layering • Papier mache • Transparent 	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> • Carving • Surface • Tactile • Mosaic 	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> • Tapestry 	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> • Slabs • Coils • Mould • Plaster
<p>Breadth of Study</p>	<ul style="list-style-type: none"> • Work on their own and collaboratively with others on projects • Use ICT • Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> • Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. • Use ICT • Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> • Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. • Use ICT • Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> • Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. • Use ICT • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> • Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. • Use ICT • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> • Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. • Use ICT • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> • Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. • Use ICT • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.



Working and growing together