

St Margaret's CEVA Primary School Progression Map



Subject: Art

Intent
Our Art curriculum will stimulate creativity, imagination and individuality. We believe that art gives our pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences. We will enable them to express themselves while they experience the beauty of colour, different mediums, light and materials.

Autumn	EFYS	Key Stage 1		Key Stage 2			
	Year R Autumn 1/2	Year 1 Autumn 2	Year 2 Autumn 1	Year 3 Autumn 1	Year 4 Autumn 1/2	Year 5 Autumn 1 & 2	Year 6 Autumn 1 / 2
Knowledge	<p>Alma Thomas and Kandinsky</p> <p>Exploring mark making and basic shapes using pencils, pens and paint.</p> <p>Exploring different textiles and how they can be used.</p>	<p>Self portraits</p> <p>Exploring mark making and sketching by using pencil, watercolour, charcoal and paint (A1, A2 SC2)</p>	<p>Pop Art</p> <p>Andy Warhol Roy Leichenstein Jean Michel Basquiat (Collage, Pastels)</p> <p>Looking at the work of a range of artists, craft makers and designers. (A4) Describing the differences and similarities between different practices and disciplines, and making links to their own work. (SC4)</p>	<p>Cave wall art</p> <p>Learning how to create different effect with charcoal and oil pastel (SC6)</p> <p>Knowledge of cave paintings. (A4)</p> <p>Talking about and sharing their leaning through an exhibition to parents</p>	<p>Australian inspired Dot Painting</p> <p>Learning how to recreate Australian based art using the technique of dot painting. (A4)</p> <p>Using sticks to paint, as well as traditional methods. (SC5, SC6)</p>	<p>Pointillism</p> <p>Technique of painting in which small, distinct dots of colour are applied in patterns to form an image. (SC6)</p> <p>Stencilling</p> <p>To produce patterns and designs that can be replicated. Inspired by Banksy. (A1, A3, SC7)</p>	<p>Artists from World War 1</p> <p>Using a range of media - Painting, drawing, collage and sculpture to recreate Art relating to World War 1. (SC5, SC6, A2)</p>

<p>Skills</p>	<p>To learn what that primary colours are and that colours can be mixed to make new colours.</p> <p>To use basic shapes to create work in the style of Kandinsky.</p> <p>To begin to use a range of resources and textiles.</p> <p>To manipulate materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources.</p> <p>To look closely at the world through real experiences, objects and artefacts.</p>	<p>To draw lines of different thickness (SC2, SC3)</p> <p>To make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines (A1, SC2, SC3)</p> <p>To draw with coloured pencil, keeping within the lines of a drawing when adding colour. (A1, SC2, SC3)</p> <p>To draw with wax crayon / charcoal, pushing down to make bold and strong lines and applying less pressure to make soft lines. (A1, SC2, SC3)</p>	<p>To use a range of materials creatively to design and make products (SC1)</p> <p>To be able to form line, shapes and patterns using colour (SC3)</p> <p>To describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers. (A4, SC4)</p> <p>To describe how their own work is similar and/or different to the work of well-known artists and designers. (SC4)</p>	<p>To be able to add blending and shading to their work. (SC5, SC6, A2)</p> <p>To experiment with charcoal and oil pastel. (SC6)</p> <p>Learning from the past. (A4, SC7)</p>	<p>To be able to select and use earth colours in their work. (A1, SC6)</p> <p>To experiment with different techniques of painting. (A2, SC6)</p> <p>Learning from the past / other cultures. (A4, SC7)</p>	<p>To continue to experiment with blending and shading. A2, SC5, SC6)</p> <p>Taking influence from different artists. (A4, SC7)</p> <p>To be able to reproduce work from other artists (A4, SC7)</p> <p>To create sketch books to record observations and use them to review and revisit ideas. (SC5)</p> <p>To explore how to mix paint correctly. (A2, SC6)</p>	<p>To use pastel/charcoal, to use the tip to create detail. (A1, A2, SC6)</p> <p>To use pastel/charcoal to experiment with blending and overlaying colours to create soft backgrounds, using fingers to smudge. (A1, A2, SC6)</p> <p>To use pens to record minute detail. (A1, A2, SC6)</p> <p>To know how to use lines to represent movement. (A1, A2, SC6)</p> <p>To sketch (lightly) before painting to combine line and colour. (A1, A2, SC6)</p>
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							<p>To reproduce a piece of work in the style of a chosen artist. (A4, SC7)</p>
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Spring	EYFS	Key Stage 1		Key Stage 2			
	Year R Spring 1/2	Year 1 Spring 2	Year 2 Spring 1	Year 3 Spring 1	Year 4 Spring 1 / 2	Year 5 1/2	Year 6 Spring 1 & 2
Knowledge	<p>Van Gogh and Pablo Picasso</p> <p>Exploring mark making, colour mixing and painting to recreate work of famous artists.</p> <p>Opportunities to begin using malleable materials to shape and sculpt.</p>	<p>Van Gogh</p> <p>Exploring different art forms (paint, pencil, pastels) to recreate the famous Starry Night picture (A1, SC2, SC3, SC4)</p>	<p>African Art Ndebele Art</p> <p>Esther Mahlangu (Drawing, painting, exploring pattern linked to African Art, use of colour) (A1, A3, A4, SC1)</p>	<p>River Art By Monet</p> <p>Hamilton Trust (River Art by Monet) (Mountain Views)</p> <p>Knowledge of using watercolour to create effect.</p> <p>Understanding of colour wheel and how to make different colours</p>	<p>Mosaics</p> <p>Learning about Roman Mosaics - drawing and cutting up card to make tiles</p> <p>Looking at Modern mosaics inspired by Gaudi and comparing these to the traditional Roman Mosaics – using sweet wrappers to make tiles</p>	<p>George Marston</p> <p>Exploring using painting, drawing and sketching pieces of artwork linked to English topic of Shackleton</p> <p>Looking at famous artists - Exploring different art forms to recreate the famous artwork</p>	<p>Macbeth</p> <p>Creating pop up scenes, silhouette scenes, puppets, set boxes, drawing, sketching and string relief painting.</p>
Skills	<p>To develop their accuracy when drawing</p> <p>To be able to blend colours for purpose</p> <p>To be able to use a paintbrush accurately</p> <p>To be able to collaborate with peers to create a piece of work.</p> <p>To weave with paper</p>	<p>To hold a brush correctly and use different types and sizes of brush. (SC2)</p> <p>To use a paint brush to dab, smooth, wash, sponge (SC2, SC3)</p> <p>To mix colours (A1, SC3)</p> <p>To control paint and water to mix paint of different thicknesses. (A1, SC2, SC3)</p>	<p>To draw lines of different thickness (A1, SC2)</p> <p>To draw with pastel/charcoal, making faint, soft lines and applying more pressure to make stronger lines. (A1, SC2, SC3)</p> <p>To draw with pastel/charcoal, to</p>	<p>To select the brush size and type depending on the task. (SC6)</p> <p>To begin to mix and match colours for purpose: skin tones, backgrounds. (A1, A2, SC6)</p> <p>To begin to mix different thicknesses of paint</p>	<p>To reproduce a piece of work in the style of a chosen artist. (A4, SC7)</p> <p>To cut and join to create a collage (SC6)</p> <p>To be able to discuss and evaluate the work of artists. (A4, SC7)</p>	<p>To experiment with water colour (SC6)</p> <p>Taking influence from different artists. (A4, SC7)</p> <p>To be able to reproduce</p>	<p>To make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying (A2, SC6)</p> <p>To develop techniques, including control and use of materials, with creativity, experimentation and an increasing</p>

	<p>and twigs.</p> <p>To be able to decorate a piece of fabric using a variety of techniques.</p> <p>To explore malleable materials e.g clay, salt dough, playdoh and sand.</p>	<p>To load a brush with the correct amount of paint and choose the correct brush size. (SC2, SC3)</p> <p>To begin to use different brush types to make different marks: lines, blobs, dots, dashes (SC2, SC3)</p> <p>To draw with pastel/charcoal, making faint, soft lines and applying more pressure to make stronger lines. (SC2, SC3)</p> <p>To reproduce a piece of work in the style of a chosen artist. (A4, SC4)</p> <p>To be able to discuss and evaluate the work of artists. (SC4)</p>	<p>blend and smudge. (A1, SC2, SC3)</p> <p>To confidently hold a brush correctly and use different types and sizes of brush. (SC2)</p> <p>To use a paint brush to stipple, stroke. To mix colours and describe how to make them (A1, SC3)</p> <p>To control paint and water to mix paint of different thicknesses. (SC2)</p> <p>To load a brush with the correct amount of paint and choose the correct brush size. (SC3)</p> <p>To use different brush types to make different marks: lines, blobs, dots, dashes (A1, SC3)</p> <p>To reproduce a piece of work in the style of a chosen artist. (A4, SC4)</p> <p>To be able to discuss and evaluate the work of artists. (A4, SC4)</p>	<p>for different purposes e.g. thin for a wash and increasing in thickness to show images at in the background and foreground. (A1, A2, SC5, SC6)</p> <p>To reproduce a piece of work in the style of a chosen artist. (A4, SC7)</p> <p>To be able to discuss and evaluate the work of artists. (A4, SC7)</p>		<p>work from other artists (A4, SC7)</p> <p>To create sketch books to record observations and use them to review and revisit ideas. (SC5)</p> <p>To explore how to mix paint correctly. (SC6)</p>	<p>awareness of different kinds of art, craft and design. (A2, SC6)</p>
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Summer	EYFS	Key Stage 1		Key Stage 2			
	Year R Summer 1/2	Year 1 Summer 1	Year 2 Summer 2	Year 3 Summer 2	Year 4 Summer 2	Year 5 Summer 1	Year 6 Summer 1/ 2
Knowledge	<p>Jackson Pollock and Oliver Jeffers</p> <p>Exploring different textures and how they can be joined.</p> <p>Experimenting with paint on a variety of surfaces.</p>	<p>Boat models</p> <p>Using air dry clay / modelling clay to sculpt boats.</p> <p>Exploring different ways to sculpt and join clay and make imprints. (A1, A3, SC2)</p>	<p>Sculpture</p> <p>Alberto Giacometti (Drawing, still life, sculpture – mod roc and wire) (A1, A3, A4, SC1, SC2)</p>	<p>Printing</p> <p>Botanical theme wallpaper prints using polystyrene tiles Inspired by William Morris (SC6, SC7)</p>	<p>3D Insects</p> <p>Using sculpture and detailed line drawings to create insects. (A2, SC6)</p> <p>Using– newspaper, masking tape, pipe cleaners, art straws, and paint to create 3D sculptures. (A2, SC6)</p>	<p>Hokusai</p> <p>Painting, drawing, sketching pieces of artwork linked to English topic of Kensuke’s Kingdom (A1, A2, A4)</p> <p>Plants and flowers - Painting, drawing, sketching flowers in detail. Also looking at Friedensreich Hundertwasser. (A1, A2, A4, SC5)</p>	<p>Sculpture / weave</p> <p>Making Mayan sculptures. (A1, SC6)</p> <p>Design and make a Mayan style pot or bowl. (A2, A4, SC5, SC6)</p> <p>Design and make Mayan masks and decorate them. (A2, A4, SC5, SC6)</p> <p>Begin to learn how to weave. (A2, A4, SC5, SC6)</p>
Skills	<p>To create their own designs by using a range of different materials.</p> <p>To create artwork which uses different textures.</p> <p>To use a variety of joining techniques in their designs.</p> <p>To begin to evaluate their own and others work.</p> <p>To be able to discuss their work with an</p>	<p>To practice rolling, joining and shaping clay. (SC2)</p> <p>To make a model using natural materials to show a simple idea or using their imagination (SC2, SC3)</p> <p>To begin to explain how they are making their sculpture. (SC2)</p>	<p>To make a model using man made materials to show a simple idea or using their imagination (SC3)</p> <p>To explain how they are making their sculpture (SC2)</p> <p>To show their ideas/imagination through drawing, painting and sculpture and produce simple designs. (SC2, SC3)</p>	<p>To practice printing by building up layers of colour. (A2, SC6)</p> <p>Create an accurate pattern, showing fine detail. (A2, SC6)</p> <p>Use a range of visual elements to reflect the purpose of the work. (SC5)</p>	<p>To make a 3D sculpture using a range of materials and techniques (A2, SC6)</p> <p>To explain how they are making their sculpture (A3)</p> <p>To use pencils to record minute detail. (SC6)</p>	<p>To experiment by sketching waves (SC5, SC6)</p> <p>To experiment with oil pastels (A3, SC5, SC6)</p> <p>To be able to blend / shade effectively (A3, SC5, SC6)</p> <p>To be able to reproduce work from other artists (A4, SC7)</p>	<p>To improve mastery of art and design techniques, including drawing and sculpting. (SC6)</p> <p>To reproduce a piece of work in the style of a chosen artist. (A4, SC7)</p> <p>To be able to weave. (SC6)</p>

	<p>adult.</p> <p>To make their own props to use in role play.</p> <p>To be able to explore working with paint on different surfaces and in different ways.</p>						
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Impact (End Points)

EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Children to be able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Children are able to use a range of colours mixed correctly.</p> <p>Understand what sketching is and how we need to look closely.</p> <p>To produce their own artwork inspired by famous artists.</p>	<p>Children can give their opinions on artist's work, use pencil effectively to create light and shade and use create sculpture with proportioned faces.</p>	<p>Children are able to analyse their artwork and artist's artwork. They are able to experiment with a range media and mediums to create work based on their topics.</p>	<p>Children are able to express themselves creatively with influences from great artists using a variety of different skills. Children create sketchbooks to record their observations and use them to review and revisit ideas.</p>	<p>Children use a wide range of media and materials to demonstrate their knowledge and skills of key artists' styles.</p>

Vocabulary

EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mark-make Draw Lines Circles Colour Mix Primary Secondary Texture Form Sculpt Print Art Techniques Paint Praintbrish Brush stroke Roll Press Twirl Spread Dab Thick Thin Gentle Firm	Long ago Then When Before After First/second etc Older Newer Drawing Painting Model PVA glue Colour Pattern Shape Form Space Share Effect Improve Centre Position Direction Above Below	Later Earlier Since Pop art Graffiti Sketch Sculpture Paste Collage Style Mould Texture Line Foreground, background, Middle ground Contrast Layer Imagination Compare Represents Portrait Wire Cartoon	Recently Approximate Change Origin Process Genre Culture Technique Process Embroider Carve Shade Tone Warm Cool Primary Secondary Repetition Complementary Tissue paper Image Theme Version Purpose Interpret Opinion Etch Artefact Pastel Acrylic Oil Watercolour	Trend Cubism Abstract Futurist Minimalist Silhouette Mural Engrave Marbling Bleeding Wash Intricate Stroke Expressive Horizon line Frame Audience Develop Structure Unique	Contemporary Prior Context Aesthetic Pointillism Value Ceramic Complex Sparse Exceptional Perspective (i.e. point of view) Component Precision Intricate Silhouette Replicate	Simultaneous Mannerism Attribute Controversy Authentic Characterise Concept Concentric Intersecting Cross-section Negative Medium Perspective Weave

National Curriculum Key Links:

Aims - The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences (A1)
- become proficient in drawing, painting, sculpture and other art, craft and design techniques (A2)
- evaluate and analyse creative works using the language of art, craft and design (A3)
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. (A4)

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products (SC1)
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (SC2)
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (SC3)
- 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. (SC4)

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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas (SC5)
- 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] (SC6)
- about great artists, architects and designers in history. (SC7)