

PROGRESSION IN ART

Date	Review Date	Subject Leader
September 2022	September 2023	Sally & Lucy
The aim of this document is to provide a clear understanding of the progression in our Art curriculum.		
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: <b>Children will also have the opportunity to explore and further develop art skills during PDR and other opportunities in lessons. Potential for Art Club to support bottom 20%.</b>		

	EYFS	Y1	Y2
Artists to be covered		Picasso George Seurat Paul Klee	Pollock Mondrian Rousseau
Knowledge of artists and designers	<ul style="list-style-type: none"> <li>Share with children other artists' work that connects with their ideas, interests and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to explore the artists and the elements of self-portraits</li> <li>Recreating their own self-portrait using the style of Picasso, with influences from other artists</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>Talk about the similarities and differences between different artists, craft makers or designers.</li> </ul>
Exploring and Developing ideas	<ul style="list-style-type: none"> <li>Using a mirror to support children</li> <li>Discussing the body parts for a portrait</li> <li>Using proportions and looking at themselves to understand the different proportions for a self-portrait</li> <li>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the idea of a self-portrait and what is needed</li> <li>What is special about each artist</li> <li>Using different materials to create a self-portrait</li> <li>Children to say what they notice about the artists</li> </ul>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>Explore how to add lighter and darker colours to create different shades of green</li> </ul>
Evaluating work	<ul style="list-style-type: none"> <li>Use language to add to help evaluation</li> <li>Encourage children to notice changes in properties of media as they are transformed, e.g. through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect.</li> </ul>	<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it. E.g. evaluation sheet.</li> <li>Identify what they might change in their current work or develop in their future work.</li> </ul>	<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it. E.g. evaluation sheet</li> <li>Identify what they might change in their current work or develop in their future work.</li> <li>Annotate work in sketchbook.</li> </ul>
Drawing Y1 – Spring 2, Autumn 1 Y2 – Autumn 1	<ul style="list-style-type: none"> <li>Understanding of how lines enclose a space</li> <li>Represent actions using imagination</li> <li>Use tools for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>To improve hand/eye coordination and fine motor skills.</li> <li>Name, match and draw lines/marks from observations.</li> <li>Observe and draw shapes from observations.</li> <li>Drawing Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media</li> </ul> <p><b>Outcome:</b> To create a portrait in the style of Picasso, Klee and Seurat</p>	<ul style="list-style-type: none"> <li>Draw different surfaces with a range of media</li> <li>Experiment with tools and techniques</li> <li>Create textured paint by adding sand, plaster, glue.</li> </ul> <p><b>Outcome:</b> Creating their own Mondrian artwork and creating it using computerised materials Creating a Pollock style drawing Creating their own Rousseau style drawing</p>
Vocabulary used by artists when Drawing	FROGGY FINGERS LINE PENCIL	CIRCLE DOTTED ELEMENTS OF ART	LINE MEDIA OVAL
			PATTERN SKETCH TEXTURE

	PEN PAINT PAINTBRUSH	FREEHAND GALLERY GEOMETRIC GRAPHITE HORIZONTAL PROPORTION	PERSPECTIVE STRAIGHT VERTICAL WAVY ZIG-ZAG	TONE SHADING
Painting and Printing Year 1 – Autumn 1 Year 2 – Autumn 1, Spring 1&2	<ul style="list-style-type: none"> <li>• Exploring mixing colours</li> <li>• Fine motor skills</li> <li>• How colours can change</li> <li>• Offer resources for mixing colours, joining things together and combining materials, supporting where appropriate.</li> <li>• Introduce children to a wide range of music, movement, painting and sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Primary colours</li> <li>• Identify Secondary colours</li> <li>• Mix primary shades using paint</li> <li>•</li> </ul> <p><b>Outcome:</b> To understand the primary colours and mix to make new colours</p> <p>Progression to Year 2: mixing colours and changing tones to be lighter or darker</p>		<ul style="list-style-type: none"> <li>• Use a variety of tools and techniques including different brush sizes and types.</li> <li>• Mix and match colours to object.</li> <li>• Work on different scales.</li> <li>• Identify primary colours</li> <li>• Mix primary shades and tones (PROGRESSION from Year 1).</li> </ul> <p>Outcomes: to create their own Rousseau using a variety of shades of green</p>
Vocabulary used by artists when Painting	MIX PAINTING PRINTING	PRIMARY COLOURS SECONDARY COLOURS MIX		TONES PAINTING LIGHT DARK
Sculpture/3D art Year 1 – Spring	<ul style="list-style-type: none"> <li>• Encourage children to use vocabulary of manipulation</li> <li>• When children have a strong intention in mind, support them in thinking about what they want to create, the processes that may be involved and the materials and resources they might need.</li> <li>• Encourage children to notice changes in properties of media as they are transformed, e.g. through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect.</li> <li>• Introduce children to a wide range of music, movement, painting and sculpture.</li> <li>• Offer opportunities to encounter and revisit key materials, e.g. drawing media, paper, paint, cardboard and clay in order to continue to develop expertise as tools for expression and communication.</li> <li>• Provide a range of joining materials (e.g. stapler, masking tape, glue, string, thread, split pins, treasury tags, card strips) to support children working in both 2D and 3D</li> </ul>	<p>Manipulate and explore malleable materials and create objects for a purpose</p> <ul style="list-style-type: none"> <li>• Change the texture of the surface of a malleable material</li> <li>• Understand the safety and basic care of materials and tools</li> <li>• Experiment with constructing and joining recycled, natural and man-made materials</li> </ul> <p>Outcomes: to create a sculpture linked to Materials in Year 2</p>		
Vocabulary used by artists when creating 3D art	SQUIDGE PROD POKE	SCULPT SCULPTURE CLAY SMOOTH PULLING AND PINCHING		

		CARVING DETAILS WITH TOOLS MAKING HOLES SMOOTHING JOINING PIECES TOGETHER ROLLING A BALL SQUEEZING	
Printing Year 2 – Summer 2	<ul style="list-style-type: none"> <li>Draw attention to children’s choice and use of: materials, tools and techniques, experimentation with colour, design, texture, form and function</li> </ul>		<p>Print with a range of materials (relief and impressed) use objects to create patterns.</p> <ul style="list-style-type: none"> <li>Build repeating patterns and recognise pattern in the environment</li> <li>Create simple printing blocks using a relief or impressed method</li> </ul>
Vocabulary used by Printing artists	HARD SOFT LIGHT TOUGH		PRINTING INDENT RELIEF ROLLER PRESS MATERIALS
Collage Year 1 – Autumn 2	<ul style="list-style-type: none"> <li>Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow.</li> <li>Encourage children to use vocabulary of manipulation</li> <li>When children have a strong intention in mind, support them in thinking about what they want to create, the processes that may be involved and the materials and resources they might need.</li> <li>Encourage children to notice changes in properties of media as they are transformed, e.g. through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect.</li> </ul>	<p>Create images from a variety of media e.g. photocopies, material, fabric, crepe paper, magazines</p> <ul style="list-style-type: none"> <li>Arrange and glue materials to different backgrounds</li> <li>Sort and group materials for different purposes e.g colour texture</li> <li>Fold, crumple, tear and overlap papers</li> <li>Work on different scales</li> </ul>	
Vocabulary used by artists when creating Collage	SAFE SCISSORS CHANGE WET DRY FLAKY	BACKGROUND COLLAGE COMPOSE CRUMPLE TEAR FOLD OVERLAP SECURE	
Weaving Year 1 – Summer 1	<ul style="list-style-type: none"> <li>Explore using a range of media and tools</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> </ul>	

	<ul style="list-style-type: none"> <li>• Develop an understanding of using lines and drawing to represent an object</li> <li>• Using various construction materials</li> <li>• Using tools for purpose</li> <li>• When children have a strong intention in mind, support them in thinking about what they want to create, the processes that may be involved and the materials and resources they might need.</li> <li>• Encourage children to notice changes in properties of media as they are transformed, e.g. through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect.</li> <li>• Observe, analyse and document the processes involved in a child's creative and expressive processes, to support greater understanding, inform p</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate and explore malleable materials and create objects for a purpose.</li> <li>• Create images from a variety of media e.g. photocopies, material, fabric, crepe paper, magazines</li> <li>• Work on different scales</li> <li>• Change the texture of the surface of a malleable material</li> <li>• Understand the safety and basic care of materials and tools</li> <li>• Experiment with constructing and joining recycled, natural and man- made materials</li> </ul>	
Vocabulary used by artists when creating Collage	<p>UNDER OVER WEAVING WOVEN LOOM FABRIC PAPER FOLD</p>	<p>UNDER OVER WEAVING WOVEN LOOM FABRIC PAPER FOLD MATERIALS</p>	

ADAPTATIONS:

EYFS

- Provide a range of left-handed tools, especially left-handed scissors when needed

KS1

- Using pencil grips
- Teacher support to encourage
- Demonstrating under the visualiser
- Leaving art open to interpretation

YEAR 3:

- 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.