Wool CE Primary School

Art Progression

Overview: We study art to encourage self-expression and creativity, and to equip pupils with the creative skills and techniques they need. We want them to uses art to communicate, and to respond to the world around. We want them to start to understand ways of seeing and learning about great artists, making links to their own work.
The vast majority of units contain a focus craftsperson / artist/designer/architect and an example stimuli piece with which to begin the unit of work. This has been chosen, not because it must be replicated in the finished outcome, but because the chosen pieces (and often artists) demonstrates the skills that are going to be taught in that unit of work.

Pupils will be taught the following knowledge and skills:

	EYFS Robins/Puffins	Y1	Y2	Y3	Y4	Y5	Y6
Developing and Generating ideas	**To look at the work of artists and say what they see** To make choices about the materials they use To select appropriate resources and say what they are going to make To learn that they have similarities and differences that connect them to and distinguish them from others. To know about similarities and differences between themselves and others and among families, communities, cultures and traditions. Use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. 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. Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Uses everyday materials to explore and represent their world, ideas and fascinations.	**To take photos of their environment to inform work.** **To know that art has always been used to express ideas.**	**To understand that ideas can be generated through experimenting (doing)** **To describe what an artist has created** To use primary and secondary source material **To know that art can be interpreted in different ways and may create opinions and emotions that vary in different people (it is subjective)**	To talk about the artist's intention To compare the effect of different materials To draw sketches before building on a drawing with more detail To use a sketchbook for close observations To use sketches to make a quick representation of something or to work out ideas	To research artists **To look back in sketchbook to inform new ideas** **To use sketchbook to experiment with colour** **To use a sketchbook to test different techniques** (to be used in a final piece)	To carry out open-ended research based on a given theme or artist **To gain ideas from artist's work which can be used in their own outcomes** To use sketchbooks to record and evaluate, edit and improve, with support **To understand that artists make choices about the techniques and colours they use to achieve specific effects**	**To explore different artists' styles and make specific reference to these in their own outcomes** To find out about the style, processes and influences of a range of artists' work **To use sketchbooks to record and evaluate, edit and improve** To independently select materials and techniques to use to create a specific outcome.

	Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes.						
Appraising and Evaluating	To say what they did and how they did it **To look at and talk about what they have produced** **To say likes and dislikes** Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this, that peg looks like a mouth.	**To reflect on whether their idea was achieved**	To ask and answer questions when looking at artwork To add notes to sketches to explain what was/wasn't successful	**To explain how a piece of art makes them feel** To evaluate at the end of the process	**To identify common features of an artist's style** **To evaluate during the process of making** **To express likes and dislikes through annotations**	**To discuss why and how pieces have been created** To describe how the journey in sketchbooks affects the finished piece	**To comment on likes and dislikes of an artist's work, giving reasons for their opinions** To reflect on the work of others, as well as their own work, to find strengths and development points

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		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Exploring, Experimenting and Making	**Drawing**	**To create pictures using different mediums: chalk, crayons and pencils).** To know that different media creates a different effect e.g. chalk can draw on anything and smudge, felt tips are bright, crayons weaker colour To draw straight and curved lines using different implements. (e.g., pencil, chalks). To make thick and thin lines. **To create some recognisable shapes** and features (e.g. rainbow, circle for a sun, face) To add detail to drawing which represent objects e.g. details on a face – eyes, nose, mouth	**To draw light and dark lines (by varying the pencil pressure).** To identify light and dark within drawings. To vary tone in drawings by using different techniques: varying the amounts of pressure and the thickness of the line. **To create pictures using different mediums: rubbers, pastels, felt tips, charcoal, pen, graphite, wax.** **To use scribbling and smudging.** To draw from observation. To understand that you can draw from imagination.	**To vary techniques for adding tone and texture to drawings by using different techniques: using the side of a pencil to shade, hatching, dots, blending, cross-hatching, loops and wavy lines.** **To understand that you can use different pencil grades.** To choose to create light/heavy lines. To draw objects in proportion to each other within the same picture e.g., the size of a man next to a house. To understand face proportion. To draw from memory.	**To create highlights and shadows in drawings.** To choose which pencil grade to use according to what they are drawing. **To understand what skills are needed when drawing in small scale.** **To use feathering and basket weave to create texture.** To understand human body proportion. To draw the human body from observation.	**To draw basic shapes using techniques for shading and highlighting cube, cuboid, cylinder.** To add a range of different tones to a drawing by varying the pressure applies to a pencil. **To use previous techniques for accurate texture.** To show space in a drawing. To scale up a drawing. To understand that a scale drawing shows an image either reduced or enlarged in size. **To use a range of techniques to show tone and texture within a single drawing: hatching, cross-hatching, stippling and scumbling.**	**To identify the use of positive and negative space within compositions.** To identify the effect of light on an object from different directions, compare in real life and works of art. To choose from the previously taught techniques to interpret the texture of a surface (e.g. hatching, stippling, smudging, line types). To begin to work on a variety of scales. **To apply mark making techniques for a specific purpose, e.g. to show fur on an animal.** **To accurately draw faces using the proportions of the face.** To use the grid method, in the same scale and larger scale, to aid drawing in proportion.	**To draw objects from different angles, altering tone to match real life observations.** To understand and observe how highlights and shadows change on an object, when observed from different angles. To use tones of the same colour to add detail to the shadows and highlights in an observational drawing. **To work on a variety of scales.** To use single focal point perspective. To consider the composition of a drawing when planning use of the space (e.g. foreground, background, off centre and rule of thirds). **To depict movement in drawing.**
Exploring, Experimenting and Making	**Painting & Pattern**	**To use fingers, twigs and paintbrushes to mark make/paint with.** **Use some form of tripod grip to hold a large brush correctly.** To know how much paint to put on a brush. **To know that the primary colours are red, blue and yellow.** To know that there are another group of colours: green, purple and orange (secondary colours). To mix colours to make new ones, including some secondary colours	**To experiment with different brushes and tools to create texture (sticks, sponge, rollers, straws, natural and manmade objects).** **To paint a line which is thick or thin (beginning to make choices about paintbrushes).** To understand that they can use paint in different forms, e.g. ready-mixed, powder and water colour blocks, **To mix primary colours to create secondary colours.** **To know that the secondary colours are green, purple and orange.**	**To choose the right thickness of the paintbrush to achieve the desired outcome** **To know that the shade of a colour can be changed by adding black to make it darker** **To know that the tint of a colour can be changed by adding white to make it lighter** To understand that you can change secondary colours by adding different proportions of primary colours. To know the difference between warm and cold colours	To develop painting techniques (brush strokes) that create patterns and texture, e.g. dotting, scratching and dry brush. **To mix tertiary colours: red-orange, yellow-orange, yellow-green, red-purple, purple-blue and blue-green.** **To know that the tone of a colour can be changed by adding grey.** To mix different shades, tints and tones of the same colour to create effects. **To add paper to create montage.** **To paint on a variety of scales.**	To experiment with different thicknesses of paint (different types of paint and dilution) and the effects different paints can create. **To know that you can use more or less water to create different intensity of colour.** **To identify and create foreground and background in pictures.** **To use a colour wash and layering to create depth in their painting.** **To know the complementary colours: yellow and purple, orange and blue, red and green.**	**To vary the tone, tint and hue of colours to enhance the mood of a picture.** To understand that a hue is a gradation or variety of a colour. **To confidently use techniques and tools used so far to get textural effects.** **To use light and dark for effect within a painting.** To blend more than one colour together. **To add detail to a background when dry.**	**To use collage, dry brush, layering, splattering and stippling to create different textures.** **To consider colour for purposes e.g. to express moods and feelings.** **To mix colours to match those of the natural world (including flesh) and those of works of art with small variations.** To explore the use of texture within paint e.g. adding sawdust, glue, shavings, sand, and on different surfaces. **To blend to show the transition between different colours.**

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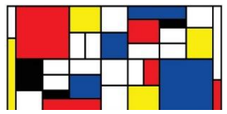
Art Progression

		To know an object's shape / texture can be transferred to paper (e.g. hand print / rubbing) **To make a simple repeating pattern from stamps or other objects,** e.g. beads. **Explores and uses colour for its own sake, becoming engrossed in the possibilities of art media, e.g. powder paint and water.**	**-To know that green is made by mixing blue and yellow.** **-To know that purple is made by mixing blue and red.** **-To know that orange is made by mixing red and yellow.** To know that wax resists paint. To make more-complex linear repeating patterns To identify patterns within pieces of art and produce patterns by repeating lines e.g. crossed lines, swirls, spirals and zigzags.	To produce patterns by repeating shapes and colour **To make 2D patterns, filling a page and repeating in different directions**	**To understand that you must wait for clay to dry before painting it** **To create complex painted repeating patterns** e.g. shapes within shapes, interlocking shapes.	To paint on different surfaces e.g. black paper and papyrus, and understand that this may affect how much paint/water is needed. To know that tessellation is when shapes fit together in a pattern with no gaps or overlaps	To experiment with other materials for painting e.g. juices and dyes. **To choose and mix primary, secondary, tertiary, complementary and contrasting colours for effect.**	**To understand that using more or less of a primary or secondary colour will create different tertiary colours.** **To understand that black and white can be used to show positive and negative space.** To choose a specific colour scheme for a piece of art, e.g. complementary colours or monochromatic To add layers and details to print / mix medias e.g. print and collage.
Exploring, Experimenting and Making	**Clay**	To mould dough into different shapes: pinching, rolling, stretching, and squeezing **To know that art is not always flat**	**To know that pottery is a type of sculpture** To know how to roll clay to an appropriate thickness To know that clay can be moulded to create different shapes To use carving, indenting and scratching to create texture	**To know that clay can be moulded to create different shapes: rolling, pinching and kneading** To know that when joining pieces of clay together, the surfaces between the join should be made rougher, e.g. scratched To know that specific tools can be used to add marks as decoration or to create texture	**To know that score and slip is a method for joining** To create a 3D model, using pinch and slab methods **To know different ways of creating surface patterns and textures** To know how to effectively finish products by adding decorative detail or additional materials	**To select the appropriate modelling tool to carve intended detail** To know that smoothing cracks will make products more stable To know how to effectively finish products by adding decorative detail and texture To understand how to finish work e.g. glaze, paint, polish	To understand how to create different 3D shapes out of clay **To know how to mould and join pieces of clay together effectively**, *e.g. using retainers (which is making a sculpture around a 3D shape and then removing it)* **To use the coil technique and the pinch and slab technique for different purposes**	To select the most appropriate technique when constructing a 3D clay object **To choose different joining techniques** **To know how to use slip to add a handle**
	3D Sculpture	To join materials, e.g. using cellotape, masking tape To know that art is not always flat (it can be 3D) Use 3D and 2D sculptures to explore materials and/or to express ideas, e.g. uses their experience of joining wood to make unique constructions.	To understand flat and solid (3D) To know that sculpture is when the artist's thoughts are represented by a (3D) model / picture **To use simple techniques to join materials** To use simple tools and techniques to shape and assemble materials	To identify 2D shapes within a sculpture To create a model or 3D picture that represents an idea or replicates an object or picture To show an awareness of the shape and colour of the sculpture when replicating likeness **To know that some methods create a more permanent joins than others**, e.g. temporary paperclips, tape, permanent glue, staples)	To know that a sculpture needs to be designed, with a clear thought process behind what each element represents **To know that a frame is needed to create a stable structure** To create 3D structures using a basic structure adding an additional material, e.g. covering structure or adding extra detail/texture	To be able to identify and replicate some 3D shapes within a sculpture To create a sculpture from a plan **To know that an internal structure can be used to create stability** To explain the design of a sculpture they have created	To apply their scientific knowledge to designing, building and structuring a sculpture **To know that you should reinforce a sculpture internally or externally to ensure it is stable** To discuss the possible intent of sculptures when looking at examples	**To add reinforcements to joins to create a stronger structure** To combine materials for effect and purpose To show an awareness of the finished product, designing their 3D model and showing attention to detail in decoration

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Art Progression

Unit overview: what and when

	Autumn Term	Spring Term	Summer Term
EYFS	**Marvellous Me** Topic project - Self portraits To know how much paint to put on the paintbrush. To know that paint brushes have different thicknesses; this affects the thickness of the lines they can be used to create. Look at the work of artists and say what they see. Artist: Mondrian To know that Mondrian is a famous painter who uses colour and shape.  To know that red, yellow and blue are the primary colours. Artist: Paul Klee To know that Paul Klee is a famous painter who uses colour and shape. Key vocabulary:	**People Who Help Us**	**Out in the Garden** Topic projects - Observational work, nature rubbings, bug art with natural resources Observational pastel pictures of half a fruit and looking at seeds Snail mixed media To know that we can get ideas about how to design and make something by looking at examples.   Artist: Van Gogh Observation of sunflower heads using paint   To know that Van Gogh is an artist who creates observational drawings. Artist: Andy Goldsworthy To know that Andy Goldsworthy uses natural objects to create art work.   Key vocabulary: artist, natural, create, design, build, observe
	Amazing Animals Topic project – Colour mixing to paint Elmer  Application of skills, knowledge and vocabulary (Advent Calendar) Key vocabulary: mix, paintbrush, poster paint, palette, green, purple, orange, red, yellow, blue, primary, secondary	**Dinosaurs** Topic projects – 3D sculpture manipulating play dough, imprints play dough, salt dough fossil imprints, modelling clay ammonites To know that we can manipulate play dough/salt dough into different shapes by pinching, rolling, stretching and squeezing; roll into a cylinder, roll into a ball, twist, flatten. To know what happens to the salt dough/clay when left overtime. Artist: Van Gogh  **T**o know that Van Gogh is an artist who likes paint. Focus on whirl shape links to ammonite Key vocabulary: whorl, artist, Van Gogh,	**At the Seaside** Topic projects: Focus Collage – Create simple collages using fabric, paper, pasta, beans etc, to create texture. To know how different textures and shapes can be created by cutting and tearing. To know that art is not always flat (it can be 3D).    Key vocabulary: Collage, squares, gaps, cut, tear.

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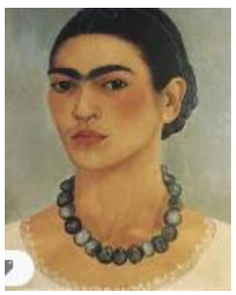
Art Progression

Year 1/2

YEAR A

Autumn Term	Spring Term	Summer term
Unit Focus: Painting **Colour mixing & pattern to create texture (Y1) repeated patterns (Y2)** Medium: poster paint Suggested Outcome: Imitate Kandinsky picture with repeated patterns (alternative shapes?) using different colours (colour mixed painting) and use objects to create different block of texture (printing and pattern) Focus Artist: Kandinsky Concentric circles  He was a Russian painter and art theorist. He was credited as the pioneer of abstract art.	**Unit Focus: Drawing** **Light and dark (Y1) tone and texture (Y2)** Medium: pencil Suggested Outcome: Animal sketches Focus Artist: Henry Moore  He is best known for his semi-abstract monumental bronze sculptures which are located around the world as public works of art.	**Unit Focus: Sculpture** **Y1: shape and join materials Y2: 3d model shape and colours** Medium: salt dough Suggested Outcome: 2D shape sculpture in the style of Hepworth (see example image) Focus Artist: Barbara Hepworth  Barbara Hepworth was a British sculptor, who was born in Wakefield, Yorkshire in 1903. She created abstract drawing and sculptures inspired by nature.

YEAR B

Autumn Term	Spring Term	Summer term
Unit Focus: Drawing: **Create pictures using different mediums (Y1) tone and texture (Y2)** Medium: pencil, pastels, felt tips, graphite, wax Suggested Outcome: Self Portrait Focus Artist: Frida Kahlo  She was a Mexican painter, known for her many portraits, self-portraits & works inspired by the nature and artefacts of Mexico.	**Unit Focus: Painting** **Colour mixing and brush thickness to create texture (Y1) repeated patterns (Y2)** Medium: poster paint Suggested Outcome: Create a painting in the style of Romero Britto, using different colours Create textures for some aspects of the painting using texture and repeat some patterns (e.g. create the background as a repeated print pattern, then a picture on top with different colours to meet painting skills. Focus Artist: Romero Britto  He is a Brazilian artist, painter, serigrapher and sculptor. He combines elements of cubism, pop art and graffiti painting in his work, using vibrant colours and bold patterns as a visual expression of hope, dreams, and happiness.	**Unit Focus: Clay** **Use tools to shape and join (Y1) and to add marks or decoration (Y2)** Medium: Clay Suggested Outcome: Pinch pots Focus Artist: Ellen Schön  She is a working ceramic artist and teacher in America She draws on a rich variety of historic multi-cultural ceramic traditions to create her work, as well as planetary science.

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Art Progression

YEAR 3/4

YEAR A

Autumn Term

Unit Focus: Drawing
Highlights and shadows (Y3) Drawing Shape (Y4)

Medium: Pencil & pastel

Suggested Outcome: Still life drawing that includes drawing 3d shape. (Y4)
Practise drawing cylinders, cubes, cuboids and making them look 3d, then use this to create a still life picture.
Y3 to look at highlights and shadows for still life

Focus Artist: Paul Cezanne



He is a French Post-Impressionist painter
He used often repetitive, brushstrokes that were built up

Spring Term

Unit Focus: Painting
Create patterns & texture (Y3), Foreground and background (Y4)

Medium: Different types of paint: Watercolour (background), mixed paint

Suggested Outcome: Create a landscape picture. Use a thicker paint and different effects for different parts of painting

Focus Artist: Van Gogh



He is a Dutch painter.
He painted landscapes, still life, portraits and self-portraits.
His work was characterised by bold colours and expressive brushwork

Summer Term

Unit Focus: 3D Sculpture
Join using score and slip (Y3) Replicate some 3D shapes within a sculpture (Y4)

Medium:

Suggested Outcome: Create a covered structure using 3D shapes and extra detail

Focus Architect: Renzo Piano





Piano is a renowned architect.
He designs high-tech public spaces, including The Shard in London.
His sculptures capture external environments and art.

YEAR B

Autumn Term

Unit Focus: Clay
Decorative detail, score and slip (Y3) smoothing cracks and adding texture (Y4)

Medium: Clay

Suggested outcome: Create a pot using different methods to then decorate coil

Focus Artist: Beatrice Wood





She was an American artist.
She began working with ceramics in 1933

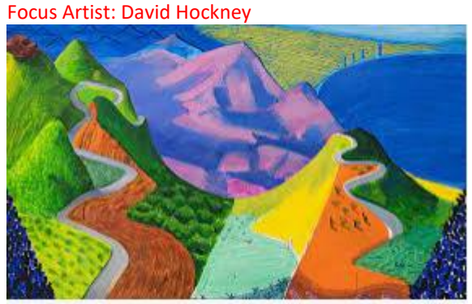
Spring Term

Unit Focus: Painting
Texture (Y3) Foreground and background (Y4)

Medium: Different types of paint: Watercolour (background), mixed paint

Suggested Outcome: Create a landscape picture. Use a thicker paint and different effects for different parts of painting

Focus Artist: David Hockney



David Hockney is an important British painter of the 20th century.
He was involved in the pop art movement in the 1960s.
Pop art was a style of art that was bright, full of colour.

Summer Term

Unit Focus: Drawing
Highlights and shadows (Y3) Drawing Shape (Y4)

Medium: Pencil & pastel

Suggested Outcome: Still life drawing containing 3D shapes

Focus Artist: Pablo Picasso



He was a Spanish painter, printer maker, ceramicist, and theatre designer.
His realistic drawing style captures light, shadow and 3D.

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YEAR 5/6

YEAR A

Autumn Term

Unit Focus: Drawing
Accurately draw faces (Y5) Movement in drawing (Y6)

Medium: Pencil, pastel

Suggested Outcome: Portrait, replication of picture to practice perspective (Y6)

Focus Artist: Leonardo Da Vinci's sketches





He was an Italian Renaissance artist.
Probably best known as the famous artist who painted the 'Mona Lisa'.
Da Vinci was also a sculptor, an architect, a poet, a composer, a scientist, a mathematician and an invento

Spring Term

Unit Focus: Painting
Tone, hint, hue, texture (Y5) Mood, colours, texture of paint (Y6)

Medium: Different paint types, textiles

Suggested Outcome: Create a multimedia with different techniques, adding textures to paints and layering

Focus Artist: Nancy Reyner



Nancy Reyner is a contemporary abstract painter from Santa Fe, New Mexico.
She paints exotic versions of heaven and is best known for her use of gold leaf and inventive painting techniques.

Summer Term

Unit Focus: 3D Sculpture
(Y5) Reinforcing a sculpture internally and externally to ensure it is stable. (Y6) Show an awareness of the finished product, attention to detail in decoration.

Medium: art straws and wire or thick card

Suggested Outcome:

Focus Artist / Architect: Damien Ortega





Mexican sculptor who uses everyday objects to create his art work.

YEAR B

Autumn Term

Unit Focus: Drawing
Positive and negative space (Y5) Angles and perspectives (Y6)

Medium: Pencil, pastel

Suggested Outcome: Landscape containing perspective / vanishing point.

Focus Artist: Paul Nash



He was a British artist, born in 1889.
He was most famous for his landscape paintings that make natural features look like animals, people, or other strange creatures.

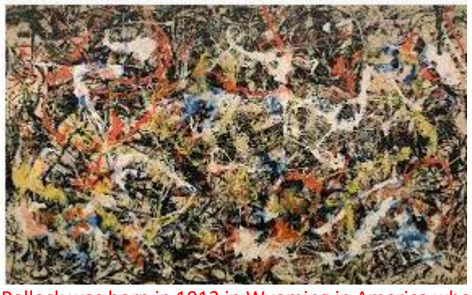
Spring Term

Unit Focus: Painting
Tone, hint, hue, texture (Y5) Mood, colours, texture of paint (Y6)

Medium: Different paint types, textiles

Suggested Outcome: Create a multimedia with different techniques, adding textures to paints and layering

Focus Artist: Jackson Pollock



Pollock was born in 1912 in Wyoming in America who trained as a mural painter.
Jackson Pollock was an abstract expressionist artist.
He tried to show emotions, like happiness or anger, in the expressive marks that he made in his art.

Summer Term

Unit Focus: Clay
(Y5) Mould and join pieces of clay together (Y6) Show an awareness of the finished product, designing their 3D model and showing attention to detail in decoration. Pinch and slab

Medium: Clay

Suggested Outcome: vase in the style of Grayson Perry

Focus Artist: Grayson Perry



Grayson Perry https://kids.kiddle.co/Commander_of_the_Order_of_the_British_Empire is an English contemporary artist, known for his ceramic vases.

			Perry's vases have classical forms and are decorated in bright colours, depicting subjects at odds with their attractive appearance.