

Art



Art Progression

Skills



	Nursery	Reception	Year 1	Year 2
Developing, planning and communicating ideas	<p><u>Range 5</u></p> <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p>	<p><u>Range 6</u></p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discussing their understanding.</p>	<p>Make appropriate decisions when selecting objects and ideas.</p> <p>Investigate portraits by a variety of artists</p> <p>Talk about their work</p> <p>Investigate a range of drawing media and the marks they can make.</p>	<p>Make appropriate decisions when selecting objects and ideas.</p> <p>Investigate portraits by a variety of artists</p> <p>Talk about their work</p> <p>Investigate a range of drawing media and the marks they can make.</p> <p>Express personal responses to the work of well known artists.</p>
Working with equipment, tools and components to make quality artworks	<p><u>Range 5</u></p> <p>Continues to explore colour and how colours can be changed</p> <p>Uses tools for a purpose</p> <p>Creates sounds, movements, drawings to accompany stories</p>	<p><u>Range 6</u></p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> <p><i>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p>	<p>Mix primary colours and create secondary colours</p> <p>Create light and darker shades of colour</p> <p>Use paper and paper techniques to create pieces of artwork such as; collage, and sculpture.</p> <p>Select , use and manipulate materials to make different forms of art.</p>	<p>Mix primary colours and create secondary colours</p> <p>Create light and darker shades of colour</p> <p>Use paper and paper techniques to create pieces of artwork such as; collage, and sculpture.</p> <p>Select , use and manipulate materials to make different forms of art.</p> <p>Make a sculpture where light, shape and colour make an interesting effect.</p>
Evaluating processes and finished artwork.		<p><u>Range 6</u></p> <p>Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</p> <p><i>ELG: Share their creations, explaining the process they have used.</i></p>	<p>Evaluate their finished artwork and state what they think and feel about it.</p> <p>Talk about their own processes and identify ways of improving their own art.</p> <p>Compare their work to artists they have studied</p>	<p>Evaluate their finished artwork and state what they think and feel about it.</p> <p>Talk about their own processes and identify ways of improving their own art.</p> <p>Compare their work to artists they have studied</p>

Art Progression

Skills



	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas	<p>Make choices about colours, materials and media to use in their artwork.</p> <p>Constructively discuss their finished artwork</p> <p>Study and comment on different design features</p> <p>Describe ways in which their artwork fits into the area it was designed for.</p>	<p>Make choices about colours, materials and media to use in their artwork.</p> <p>Constructively discuss their finished artwork</p> <p>Study and comment on different design features</p> <p>Describe ways in which their artwork fits into the area it was designed for.</p>	<p>Articulate why people want to view historical artwork.</p> <p>Follow instructions correctly.</p> <p>Apply perspective in their own artwork.</p> <p>Plan their own artwork from scratch.</p> <p>Record from a first-hand observation.</p> <p>Understand how they can adapt the style of artists for their own purpose.</p>	<p>Apply perspective in their own artwork.</p> <p>Understand that materials and colours used affect the product design.</p> <p>Apply perspective in their own artwork.</p> <p>Plan their own artwork from scratch.</p> <p>Record from a first-hand observation.</p> <p>Understand how they can adapt the style of artists for their own purpose.</p>
Working with equipment, tools and components to make quality artwork	<p>Use colour and symbols in their artwork.</p> <p>Sketch features of iconic buildings</p> <p>Incorporate shape, line and colour into their designs.</p> <p>Design and use 'found' materials to create a sculpture.</p> <p>Create a self-portrait in the style of Andy Warhol.</p> <p>Create a piece of artwork in the style of aboriginal art.</p> <p>Design and create a model set and design costumes for a pantomime.</p> <p>Be able to use finishing techniques to complete</p>	<p>Use colour and symbols in their artwork.</p> <p>Sketch features of iconic buildings</p> <p>Incorporate shape, line and colour into their designs.</p> <p>Design and use 'found' materials to create a sculpture.</p> <p>Create a self-portrait in the style of Andy Warhol.</p> <p>Create a piece of artwork in the style of aboriginal art.</p> <p>Design and create a model set and design costumes for a pantomime.</p> <p>Be able to use finishing techniques to</p>	<p>Create a creative and informative leaflet/ brochure.</p> <p>Use pop art techniques and layering to create a 3D cityscape</p> <p>Replicate cityscape photos using different mediums.</p> <p>Use a palette knife and explain the technique.</p> <p>Create patterns using ink and ink pens and add detail into drawings using them,.</p> <p>Create a montage to portray movements</p> <p>Use printing to create movement art</p> <p>Use perspective to create realistic interiors.</p>	<p>Design a costume to a specific design criteria.</p> <p>Create their own designs based on the work of designers.</p> <p>Use pop art techniques and layering to create a 3D cityscape</p> <p>Replicate cityscape photos using different mediums.</p> <p>Use a palette knife and explain the technique.</p> <p>Create patterns using ink and ink pens and add detail into drawings using them,.</p> <p>Create a montage to portray movements</p> <p>Use printing to create movement art</p> <p>Use perspective to create realistic interiors</p>
Evaluating processes and finished artwork	<p>Evaluate their artwork and how they think and feel about it.</p> <p>Fairly evaluate their artwork and the artwork of others.</p>	<p>Evaluate their artwork and how they think and feel about it.</p> <p>Fairly evaluate their artwork and the artwork of others.</p>	<p>Discuss their artwork and what they think and feel about it.</p> <p>Discuss their own work and the work of others.</p>	<p>Discuss their own work and the work of others.</p> <p>Compare their work with others as a process of evaluation.</p>

Art Progression
Knowledge Yr1/2



Year 1 Autumn:

Andy Goldsworthy

- I can sort items by material and colour.
- I know about the different works of Andy Goldsworthy.

Year 1 Spring:

Colour creations

- I can identify colours and the objects that are associated with them
- I know what primary and secondary colours are.
- I know who Piet Mondrian is and what his artwork was like.
- I know who Kandinsky is and create artwork in the style of him.

Year 1 Summer:

Paper Art

- I can explore different types of paper used in art.
- I know who Rachel Whiteread is and what her sculptures look like.

Year 2 Autumn:

Self Portrait

- I can explore the use of objects to convey meaning in a self-portrait.
- I can record self-portraits from observation
- I can explore how colour can be used to convey portraits and emotions.

Year 2 Spring:

Giuseppe Arcimboldo

- I can find out about the work of Arcimboldo
- I can explore and recreate Arcimboldo's four seasons paintings.
- I can explore Arcimboldo's representation of the four elements.
- I can select, arrange and use flowers to make portraits.

Year 2 Summer:

Super Sculptures

- I can explore sculptures with 'inside' and 'outside' spaces.
- I can use simple shapes to make sculptures of the human form.
- I know the types of sculptures created by Henry Moore and Dale Chihuly.

Art Progression
Knowledge Yr 3/4



Year 3 Autumn:

At the Pantomime

- I can explore design features of a pantomime.

Year 3 Spring

Famous Buildings

- I can explore and examine buildings in a range of architectural styles.
- I can explore the architecture of Sir Christopher Wren.
- I can explore colour and pattern in the design of St. Basils Cathedral.
- I can explore the design features of the Taj Mahal.
- I can examine the architecture of Sydney Opera House

Year 3 Summer:

Journeys

- I can identify different ways of representing objects and features relating to different maps and journeys.
- I can investigate the work of Paul Klee and Christine Yukenbarri.
- I can investigate the use of symbols in Aboriginal art.



Year 4 Autumn:

Warhol and the Pop Art Movement

- I can find out who Andy Warhol was and explore the pop art movement.
- Compare the work of Warhol and Yayoi Kusama.
- I can use Warhol's dotted line techniques to create artwork.
- I can explore and recreate Warhol's 'Campbell's Soup' artwork.
- I can explore Warhol's portraits of celebrities.

Year 4 Spring:

Can we change places?

- I can investigate how the environment changes a place and how art can be used to improve a place.
- I can collect visual information and explore ideas for a site-specific sculpture.

Year 4 Summer:

Seurat and Pointillism

- I can find out who Georges Seurat was and explore his style of art.
- I can explore how to create art in the style of pointillism.
- I can explore how Seurat used his art in the style of pointillism.
- I can explore Seurat's paintings and how he created effects and shading.
- I can explore the work of other pointillist artists.

Art Progression

Knowledge YR 5/6



Year 5 Autumn:

Leonardo da Vinci

- I understand who Leonardo da Vinci was and what he was famous for during the Renaissance.
- I can explore Leonardo da Vinci's portraits and paintings.
- I can explore and understand how to use da Vinci's drawing techniques.
- I can explore inventions designed by Leonardo da Vinci.

Year 5 Spring

People in Action

- I can study facial expressions relating to movement.
- I can study the techniques of artists (such as Yinka Shonibare) when portraying movements.

Year 5 Summer:

Cityscapes

- I understand how to use a palette knife and paint to create textured cityscapes.
- I can explain how to create reflections of cityscapes on water through researching the artwork of Charles Fazzino.
- I understand how to add detail into cityscape ink drawings.

Year 6 Autumn:

Art Illusions

- I can explore how artists create perspective in their work.
- I can explore how artists use foreshortening to give perspective.
- I can explore how artists (Jacques Rousseau and Borrell de Caso) to create illusions.
- I can explore how artists create illusions by playing with perspective.

Year 6 Spring:

Monet and the impressionists

- I can explore what impressionism is and where and when it began.
- I can explore some of Monet's landscape paintings.
- I can explore Monet's haystack paintings and his paintings of cities.
- I can explore Monet's artwork produced in his garden years later.

Year 6 Summer:

Famous Fashions

- I can explore how design is used in the home.
- I can explore shoes by different designers.
- I can explore hats by different designers.
- I can explore the work of William Morris.
- I can explore clothes designs.

Art Progression

Outcomes



Year 1:

Andy Goldsworthy: The children will explore creating their own works of art using mirrors and natural construction materials.

Colour Creations: The children will create their own Kandinsky inspired artwork using one colour but different shade variations.

Paper Art: The children will create their own paper sculpture.

Year 2:

Self Portrait: Children will sketch and paint their own portrait.

Giuseppe Acrimboldo: The children will create animal pictures through sketching and oil/ acrylic paints or pastels.

Super Sculptures: The children will create Chihuly-inspired sculptures.

Year 3:

At the Pantomime: The children will create a poster to advertise a pretend pantomime.

Famous Buildings: The children will design their own building for a particular purpose.

Aboriginal Art– Journeys: The children will create their own unique piece of artwork representing a particular journey.

Year 4:

Andy Warhol and the Pop Art Movement: The children will create pop art pictures or sculptures using a range of techniques, materials and found objects.

Can we change places?: The children will make a small model (maquette) of their sculpture design.

Seurat and Pointillism: The children will create their own piece of Pointillism artwork.

Year 5:

Leonardo da Vinci: Children will design some inventions of their own and recreate some of da Vinci's designs.

People in Action: The children will create their own piece of movement art.

Cityscapes: The children will create their own cityscape artwork.

Year 6:

Illusions: Children will create their own optical artwork.

Monet and the Impressionists: The children will create his 'Water Lilies' series as part of a class project.

Famous Fashions: The children will design a costume for a character of their choice.

Art Progression

Vocabulary



Year 1/2:

planning, design, research, evaluate, create, purpose, ideas, sculpture, materials, natural, reflection, moulding, sketching, portrait, light, dark, shade, primary and secondary colours.

Year 3/4:

Observations, design, sculpture, finishing, pointillism, blending, complimentary, features, symbols, pattern, architect, architecture, popular, culture, investigate, set, costume and prop design.

Year 5/6:

Impressionism, technique, silhouette, represent, perspective, depth, mediums, media, observation, montage, methods, composition, Renaissance, optical, illusions, foreshortening, trompe l'oeil, milliners, style.