



Progression Map: Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	<p>The learning journey for Art begins in The Early Years when children begin experimenting with different textures, colours and mark making. Through continuous provision, child led learning and adult directed activities children in the Early Years will develop their artistic skills through the teaching of Expressive Arts and Design. This ensures children have strong foundations and are prepared for the National Curriculum. In our Early Years we understand the importance of 'the unique child' and therefore understand that children will take individual journeys to reach these goals. Adults are aware of the journey that children in our Early Years embark on and use assessment of the children and in the moment planning to identify their next steps and ensure progression for each individual child.</p> <p>Children will:</p> <ul style="list-style-type: none"> • Use a range of tools for mark making. • Show increasing control when using tools for mark making. • Use a tripod grip when using tools for mark making • Have a plan in mind before beginning their art work • Create texture in their art work • Explore and create different textures • Mix colours to create a desired colour • Join materials together using different strategies • Select resources to suit their intentions • Combine different media • Draws with care and adds some detail to their drawings • Makes comments on their artwork and that of others. • Makes improvements to their own artwork • Can work collaboratively with peers to create artwork. 					
Year 1	<p>Block A: Drawing</p> <p>Core Content: Explore materials and tools for mark making.</p> <p>Skills: To be able to select appropriate tools</p>	<p>Block B: Painting</p> <p>Core Content: Explore mark making with paint, using primary colours.</p>	<p>Block C: Printmaking</p> <p>Core Content: Explore resist and relief block printing, negative stencils and clay printing blocks.</p>	<p>Block D: Textiles</p> <p>Core Content: Explore weaving with natural and man-made materials. Work with wax and oil crayon resist on fabric.</p>	<p>Block E: 3D Art</p> <p>Core Content: Use natural and man-made materials.</p> <p>Create plaster casts from clay impressions.</p>	<p>Block F: Collage</p> <p>Core Content: Explore the visual and tactile qualities of objects and layer paper to build an image.</p>



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	<p>to make a range of marks.</p> <p>Knowledge: To know that marks can be made using a variety of drawing tools.</p> <p>Linked Artists: Albrecht Durer.</p>	<p>Skills: To be able to make thick and thin marks and identify shades of primary colours.</p> <p>Knowledge: To know that paint can be used to create marks and know the names of the primary colours.</p> <p>Linked Artists: Piet Mondrian.</p>	<p>Skills: To be able to apply paint using controlled brushstrokes and stippling.</p> <p>To be able to combine printing techniques such as stencilling and relief printing.</p> <p>Knowledge: To know that prints can be made from ordinary objects.</p> <p>To know how to make and use a stencil and relief block.</p> <p>Linked Artists: Karen Lederer.</p>	<p>Skills: To be able to combine a range of materials to produce textile art.</p> <p>Knowledge: To know that mixed-media, including fabrics, yarn and beads, can be used to create artwork.</p> <p>Linked Artists: Anne Kelly.</p>	<p>Skills: To be able to select materials based on their properties.</p> <p>To be able to take inspiration from the work of an artist.</p> <p>Knowledge: To know that sculptures can be made out of many different materials.</p> <p>To know that artists take inspiration from the work of others.</p> <p>Linked Artists: Kenojuak Ashevak.</p>	<p>Skills: To be able to build up layers, using collage to create a background.</p> <p>To be able to tear paper and use scissors to cut for precision.</p> <p>Knowledge: To know that collage can be used as a background.</p> <p>To know that paper can be torn or cut for effect.</p>
Year 2	<p>Block A: Drawing</p> <p>Core content: Evoke mood and represent movement through mark making.</p> <p>Skills: To be able to use a range of mark makers to create a variety of effects which are</p>	<p>Block B: Painting</p> <p>Core content: Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours.</p>	<p>Block C: Printmaking</p> <p>Core content: Create repeated patterns with positive and negative space.</p> <p>Print using natural objects as a stimulus.</p>	<p>Block D: Textiles and Collage</p> <p>Core Content: Explore dip-dye technique. Use relief and block printing techniques on fabric. Create work focussing on pattern, line and colour using mixed-media.</p>	<p>Block E: 3D Art</p> <p>Core Content: Take inspiration from the designs of indigenous art. Create 3D sculptures using paper and cardboard.</p>	<p>Block F: Creative Response - Drawing and Collage.</p> <p>Skills: To be able to refer to previous knowledge and skills to make creative choices.</p> <p>To be able to apply and refine previously taught</p>



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	<p>dependent on the surface on which they are placed.</p> <p>Knowledge: To know that the surface drawn on will create different effects.</p> <p>Linked Artists: Beth Krommes.</p>	<p>Skills: To be able to select colours and painting tools.</p> <p>To be able to make painted marks to express feelings.</p> <p>Knowledge: To know that colour and line can be used to show mood, movement and feeling.</p> <p>Linked Artists: Wassily Kandinsky</p>	<p>Skills: To be able to create repeated patterns.</p> <p>To be able to combine printing techniques.</p> <p>Knowledge: To know that prints can be made from natural objects.</p> <p>To know how to make a collagraph printing block.</p> <p>Linked Artists: William Morris</p>	<p>Skills: To be able to select appropriate pre-used images, colours and textures to create a new picture.</p> <p>Knowledge: To know that reconstructed paintings are made using images (and materials) that were originally part of something else.</p> <p>Linked Artists: Katie Vernon</p>	<p>Skills: To be able to join materials together to form a 3D work of art.</p> <p>To be able to make a small rough draft of a sculpture to explore ideas.</p> <p>Knowledge: To know that sculptors make their ideas come to life by joining or molding materials together.</p> <p>To know that sculptors sometimes first make small-scale models of their work called maquettes.</p> <p>Linked Artists: Danny Eastwook.</p>	<p>drawing and collage techniques.</p> <p>Knowledge: To know that there are a series of steps in the creative process.</p>
Year 3	<p>Block A: Drawing and Painting</p> <p>Core Content: Combine drawing and resist to explore colour, line and shape.</p>	<p>Block B: Printmaking</p> <p>Core Content: Create monoprints and explore mark making and pattern with printing tools.</p>	<p>Block C: Textiles and Collage.</p> <p>Core Content: Explore pattern and colour combinations.</p>	<p>Block D: 3D Art</p> <p>Core Content: Create relief sculptures.</p> <p>Use wire to make 3D insects.</p>	<p>Block E: Painting</p> <p>Core Content: Use a range of paint techniques to create backgrounds for effect.</p> <p>Skills: To be able to use a range of techniques</p>	<p>Block F: Creative Response - Painting and Printmaking.</p> <p>Core Content: Combine painting and printmaking techniques.</p>



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	<p>Create tints and learn painting techniques of tonking and sgraffito.</p> <p>Skills: To be able to identify lines and patterns in nature and use.</p> <p>Knowledge: To know that there are lines and patterns in natural objects and that a range of effects can be made with paint.</p> <p>Linked Artists: Vincent Van Gogh</p>	<p>Knowledge: To know how to use a printing slab and roller.</p> <p>To know how to create different printing blocks.</p> <p>Linked Artists: Neil Bousfield</p>	<p>Use collograph and Plasticine™ blocks and tie dye.</p> <p>Explore positive and negative space.</p> <p>Explore line and shape and create paper collage.</p> <p>Skills: To be able to create collaged patterns within concentric circles.</p> <p>To be able to tell a story using textiles and collage.</p> <p>Knowledge: To know that a mandala means circle in Sanskrit.</p> <p>To know that mandalas are designs used in Hinduism and Buddhism.</p> <p>To know that quilting is a way of conveying a message.</p>	<p>Skills: To be able to produce relief work, placing objects into gesso.</p> <p>To be able to make an insect installation using wire to create structure and form.</p> <p>Knowledge: To know that relief work is a sculptural technique where parts of a sculpture remain attached to a surface. To know that sculptures can be any size and created with a wide range of materials.</p> <p>To know when displayed, sculptures are called an installation.</p> <p>Linked Artists: Louise Bourgeois.</p>	<p>to create backgrounds for effect.</p> <p>To be able to paint backgrounds that create a negative space.</p> <p>Knowledge: To know that backgrounds can be painted for effect.</p> <p>To know that negative space is the area behind and around the main focus of the painting.</p>	<p>Skills: To be able to use knowledge of techniques and skills to make creative choices using painting and printmaking</p> <p>Knowledge: To know there are a series of steps in the creative process.</p>
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			Linked Artists: Faith Ringgold			
Year 4	<p>Block A: Drawing</p> <p>Core Content: Create contour drawings using still life and natural forms as stimulus.</p> <p>Skills: To be able to assemble objects to create an interesting composition.</p> <p>To be able to use a viewfinder and use fine control to add detail.</p> <p>Knowledge: To know what is meant by still life.</p> <p>To know how to identify details.</p> <p>To know how to use a viewfinder to create a focal point or an area of interest.</p>	<p>Block B: Painting.</p> <p>Core Content: Learn about abstract art and develop colour mixing skills to include tertiary colours.</p> <p>Skills: To be able to make comparisons and form opinions.</p> <p>To be able to create an abstract painting of a natural object.</p> <p>Knowledge: To know similarities and differences between the work of two artists.</p> <p>To know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction.</p>	<p>Block C: Printmaking and Textiles</p> <p>Core Content: Create monoprint and press prints on fabric and make collages. Create repeated patterns by flipping and rotating images.</p> <p>Use tie dye, knotting and weaving techniques.</p> <p>Skills: To be able to create printing to represent Kente designs. To be able to use tie dye to create colour designs.</p> <p>To be able to combine media to create texture.</p> <p>Knowledge: To know Kente cloth is a woven fabric from West Africa.</p>	<p>Block D: 3D Art and Collage</p> <p>Core Content: Create wire structures, focusing on line and form. Combine 3D materials. Combine a range of techniques such as overlapping and layering.</p> <p>Skills: To be able to assemble pieces of paper to create the illusion of movement. To be able to create figures that are in proportion and out of proportion.</p> <p>Knowledge: To know that an illusion can suggest movement.</p> <p>To know that proportion will make a figure seem realistic.</p>	<p>Block E: Painting</p> <p>Core Content: Mix tints and tones to create an ombre effect with paint.</p> <p>Skills: To be able to position images on a plane to create space. To be able to add grey to a colour to create a tonal change.</p> <p>To be able to add white to a colour to create tints.</p> <p>Knowledge: To know that painted images can be layered to create space.</p> <p>To know that an ombre effect can be created with paint by changing the tint and tone.</p>	<p>Block F: Creative Response - Drawing and Textiles.</p> <p>Core Content: Refine previously taught drawing and sewing techniques.</p> <p>Skills: To be able to refer to previous knowledge and skills to make creative choices.</p> <p>To be able to apply and refine previously taught drawing and textile techniques.</p> <p>Knowledge: To know there are a series of steps in the creative process.</p> <p>To know that running stitches can be joined together to create a fern stitch.</p>



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	<p>Linked Artists: Giorgio Morandi</p>	<p>Linked Artists: Georgia O’Keeffe and Matthew F Fisher.</p>	<p>To know that tie dye is a method used to create designs and colour.</p> <p>To know that textile artists use a range of materials to create textured designs</p>	<p>Linked Artists: Alberto Giacometti.</p>	<p>Linked Artists: Helen Frankenthaler</p>	
Year 5	<p>Block A: Drawing and Painting.</p> <p>Core Content: Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes.</p> <p>Skills: To be able to combine drawing techniques to achieve desired effects.</p> <p>To be able to transfer and enlarge an image and work in the style of an artist.</p>	<p>Block B: Printmaking</p> <p>Core Content: Create three colour prints and combine printing techniques.</p> <p>Skills: To be able to create reduction prints and explain and record the process.</p> <p>Knowledge: To know that reduction is a method of block printing where part of the block is removed and each colour is printed on top of the last.</p> <p>Linked Artists: Andy Warhol and John Brunsdon.</p>	<p>Block C: Textiles and Collage</p> <p>Core Content: Create wall hangings using layered collage and weaving techniques.</p> <p>Use natural forms as a starting point for artwork.</p> <p>Skills: To be able to combine fabrics in a range of ways.</p> <p>To be able to weave, braid and construct art using natural objects.</p> <p>Knowledge: To know that appliqué is a technique where fabric is stuck or sewn onto a</p>	<p>Block D: 3D Art</p> <p>Core Content: Create slab and coil pots and learn techniques to join and seal clay sections.</p> <p>Create tissue paper bowls.</p> <p>Skills: To be able to use armatures to produce 3D forms.</p> <p>To be able to join two or more pieces of clay.</p> <p>Knowledge: To know that an armature can be used to create a piece of 3D art.</p>	<p>Block E: Painting</p> <p>Core Content: Explore a range of effects which can be achieved using watercolour paint.</p> <p>Skills: To be able to select materials to create specific marks using watercolour paint.</p> <p>Knowledge: To know that different effects can be achieved with watercolour paint.</p> <p>Linked Artists: Jim Dine</p>	<p>Block F: Creative Response - Printmaking and Textiles.</p> <p>Core Content: Combine printmaking and textiles to embellish fabric.</p> <p>Skills: To be able to refer to previous knowledge and skills to make creative choices.</p> <p>To be able to apply and refine printmaking and collage techniques.</p> <p>Knowledge: To know that there are a series of steps in the creative process.</p>



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	<p>Knowledge: To know what is meant by 'subtractive drawing' and 'abstract'.</p> <p>To know that lines can be used to suggest harmony.</p> <p>Linked Artists: Friedensreich Hundertwasser</p>		<p>larger piece to form a pattern or picture.</p> <p>To know that textile comes from the Latin word, texere, meaning to braid, weave or construct.</p> <p>Linked Artists: Lesly Richmond</p>	<p>To know that clay can be joined by a score and slip method.</p> <p>Linked Artists: Barbara Hepwoth.</p>		<p>To know that mediums can be combined to create texture.</p>
Year 6	<p>Block A: Drawing</p> <p>Core Content: Combine techniques to create abstract images. Learn about surrealism and portraiture.</p> <p>Skills: To be able to work artistically using: shape, line, form, texture, colour, value and space.</p> <p>Knowledge: To know about the different elements of art and design.</p>	<p>Block B: Painting and Collage</p> <p>Core Content: Create still life compositions by combining different media and in response to cubist work.</p> <p>Adapt and refine ideas and techniques and respond to different styles of artists and art movements.</p> <p>Skills: To be able to create a still life using a variety of colours,</p>	<p>Block C: Printing and Textiles</p> <p>Core Content: Use perspective drawings as a starting point for textiles work.</p> <p>Explore batik technique.</p> <p>Draw and paint on fabric surfaces.</p> <p>Skills: To be able to apply wax to the surface of fabric and dye it to create coloured designs.</p>	<p>Block D: 3D Art</p> <p>Core Content: Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass'.</p> <p>Explore combining techniques to create sculptures using mixed-media including recycled materials.</p> <p>Skills: To be able to use different media to create shapes and forms.</p>	<p>Block E: Painting</p> <p>Core Content: Combine techniques to create the illusion of water and depth.</p> <p>Skills: To be able to select and combine appropriate techniques to create the illusion of water and depth.</p> <p>Knowledge: To know that depth can be created by layering effects one on top of the other.</p>	<p>Block F: Creative Response - Drawing and Textiles</p> <p>Core Content: Combine drawing and batik to add detail.</p> <p>Skills: To be able to refer to previous knowledge and skills to make creative choices.</p> <p>To be able to apply and refine drawing and textile techniques.</p>



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	<p>Linked Artists: Frida Kahlo.</p>	<p>textures and materials, including paint.</p> <p>Knowledge: To know that observation of still life can be responded to through a combination of different media and styles.</p> <p>Linked Artists: Patrick Caulfield and Pablo Picasso.</p>	<p>To be able to create a simple one-point perspective sketch.</p> <p>Knowledge: To know that batik is a method of making marks on cloth using hot wax.</p> <p>To know that perspective is a technique that enables artists to create the illusion of depth to a painting or drawing.</p> <p>Linked Artists: Patrick Hughes</p>	<p>To be able to match visual and tactile elements to their intentions to create visual balance.</p> <p>Knowledge: To know that a 2D object can change its form and shape to become 3D.</p> <p>To know that asymmetrical means balance is created where there are elements of colour or shape on both sides that make each side equally important.</p> <p>Linked Artists: Dale Chihuly.</p>	<p>Linked Artists: Terry Gilecki</p>	<p>Knowledge: To know that there are a series of steps in the creative process.</p> <p>To know that mediums can be combined to create texture and detail.</p>
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