

Progression in Art at Whale Hill Primary School

Intent Statement

Our Art & Design curriculum aims to inspire, enthuse and encourage children to explore and engage boldly and confidently with the Art world. We want them to think of art as something which caters to their individuality, allows them to take risks, embraces their mistakes and offers them their own unique journey, believing they are an artist like no other. By studying local artists, we hope our children will believe that art is an option for them. Our children will access a variety of artists, both the renowned and the obscure, male and female, local and international, gaining a deeper knowledge of differing artist backgrounds, styles, techniques, and influences in order to motivate, influence and foster criticisms and discussion around art. By offering a range of artists from over the years, the children will appreciate how art has both shaped and reflected our history and has made a valuable contribution to our society.

PROGRESSION IN ART AND DESIGN

Skills

National Curriculum aim:

all pupils will: produce creative work, exploring their ideas and recording their experiences; become proficient in drawing, painting, sculpture and other art, craft and design techniques; evaluate and analyse creative works using the language of art, craft and design; know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Whale Hill Curriculum aim:

all pupils will engage confidently and boldly, learning that taking risks is part of the creative journey.

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing	<ul style="list-style-type: none"> -Experiment with a range of drawing materials to make marks; different pencil types, colour, lead, crayon, pastel, chalk, charcoal. -Explore different scales of drawing. How does the way we move affect our line drawing? -Develop and practice different line types, curved, straight, wavy, thick and thin. - Make simple representations of objects familiar to 	<ul style="list-style-type: none"> -Continue to experiment and practise using a variety of drawing materials. -Use different pencil tones and identify their properties (eg. HB/2B/2H). -Use a pencil to create lines of a different thickness in drawings. - Develop control of pencil for detail in their pictures including basic facial features in portraits. -Complete simple observational 	<ul style="list-style-type: none"> -Continue to add detail to picture and begin to use varied pressure to add shading for detail. -Choose and use three different grades of pencil when drawing. -Extend use of drawing materials- charcoal, pencil and pastel to create drawings. - Practise further control of drawing media and recognise the type of line needed for a drawing. - Convey emotion through facial 	<ul style="list-style-type: none"> -Build on skills of tonal shading in their drawing, using pencils and charcoal and introducing formal shading methods to create shade, tone and texture. (I.e. hatching/cross hatching and using smudging for charcoal). - Vary pressure and hold of drawing material to alter the quality of line. - Begin to draw people/portraits from different perspectives (using a viewfinder to focus on particular 	<ul style="list-style-type: none"> -Begin to make individual choice in their media. -Build on formal shading techniques, introduce stippling and contour shading for curved forms and chalk to add light. -Use line, tone, shape and colour to represent figures and forms in movement. - Build on the concept of scale and proportion in drawing bodies, using body language and introducing movement to express a feeling or action. 	<ul style="list-style-type: none"> -Begin to include measuring skills to help with proportion in their drawings and practise using a simple grid. -Use shading to create mood and texture; Working negatively and focussing on light e.g. using chalk on black paper, scratch paper, using rubber to add light into pencil/charcoal. -Organise line, tone, shape and colour to represent figures and forms with 	<ul style="list-style-type: none"> - Draw with increased precision, choosing different gradient pencils or other mediums for effect. -Show shape, proportion and perspective in drawings and artwork using measuring skills and a simple grid. - Experiment with direction of light and how it alters mood and shadow in drawings. - Draw landscapes/structures from life.

	<p>them eg. Me (self-portrait), my house, my cat, my family.</p>	<p>drawings from life or photographs.</p>	<p>expressions in portraits and begin to consider facial features in proportion. -Use a viewfinder to focus on a specific part of an artefact/object before drawing it. -Complete still life paintings/drawings with increased detail.</p>	<p>features/sections of the face) with increasingly accurate proportion of facial features. - Begin to draw people from life (in pose). Understanding how a person's body language can convey a certain feeling/emotion.</p>	<p>- Use life/photography/an art mannequin to understand and inspire how action can be portrayed in a still image.</p>	<p>opportunity to draw from life. -Use colour choice and shading to create mood and feeling.</p>	
<p>Painting</p>	<ul style="list-style-type: none"> - Experiment with, name and use primary colours - starting to consider appropriate colour choices for chosen subjects. - Experiment with colours and how they can be changed, exploring what happens when they are mixed. - Learn the names of some different tools that can be used with paint. - Use a range of tools to make coloured marks on paper. -Apply paint using straight and curved lines. -Begin to use different tools to experiment with using dots (pointillism). (paintbrushes, cotton 	<ul style="list-style-type: none"> - Name all primary colours and which secondary colours they make when mixed. - Find collections of colour - different shades of various colours - starting to understand how to brighten/darken colours using white and black to create different shades/tints. -Identify some appropriate colours for different effects. -Discuss effect of using block colours in art. - Experiment with a variety of tools and marks which can be made with paint. -Apply colour using a range of tools and 	<ul style="list-style-type: none"> - Recall primary and secondary colours and introduce some names of different tones (Violet/Indigo, Turquoise/Navy) -Mix as many shades/tints of one colour as possible - using black/white. - Experiment with darkening colours (creating shades) without using black. -Understand and choose some colours for a specific purpose/theme' -Use colour on a large scale. - Experiment with a variety of tools and varieties of paint and the different marks which can be made with different paints (powder paint, poster paint, acrylic paint, 	<ul style="list-style-type: none"> -Make secondary colour wheels and tonal swatches - experiment with different types of paint (introducing watercolour more formally to paint types, acrylic, powder paint, gouache). -Experiment with paper batik using wax crayons. -Understand how different paintbrushes can be used for different kinds of mark making and start to choose appropriate brushes/tools for purpose. - Apply colour using a variety of techniques (dotting/pointillism, scratching, splashing, flooding, dripping, blowing.) Onto different mediums (clay, different types of paper, how does 	<ul style="list-style-type: none"> -Make tertiary colour wheels and tonal swatches, Begin to understand the use of complimentary colours - Use a variety of paint types (watercolour, acrylic, powder paint, gouache, brusho) and experiment with adding water to different types of paints. - Experiment with and understand the use of hot/cool palettes to create mood/atmosphere or add purpose. - Choose tools to apply paint which are appropriate for purpose, understanding when to change tool. - Use and compare the application of watercolour paint (wet on wet/wet on dry). -Apply colour onto a 3D object, experiment 	<ul style="list-style-type: none"> -Identify use of different palettes (shades, tones and tints) and complimentary colours in artworks. - Use a variety of paint types and experiment with the qualities of different paints and how they can be applied (this could be watercolour, acrylic, powder paint, gouache, brusho for example). -Introduce concept of a 'hue' - colours which occur naturally in the light spectrum, - Experiment with and understand the use of fauve colours in artworks and their purpose. -Use and experiment with combination of palettes/colour types and styles in paintings for different purposes. -Combine paint with other mediums to create 	<ul style="list-style-type: none"> -Identify use of different palettes (shades, tones and tints) and complimentary colours in artworks. -Identify where hues are used in artworks. - Choose appropriate paint types for artworks where possible and choose a method of application for that paint - showing some understanding of its properties. - Experiment with and understand the use of hues in artworks to create mood and their purpose, comparing how they are used to previous colour types/tones. - Continue to use and experiment with combination of palettes/colour types and styles in paintings for different purposes. -Combine paint with other mediums to create texture

	<p>buds, the end of the paintbrush as oppose to bristles).</p>	<p>experimenting with different lines.</p>	<p>watercolour - informally). -Use different tools to experiment with using dots (pointillism). (paintbrushes, cotton buds, the end of the paintbrush as oppose to bristles). -Apply colour onto a 3D object and understand how this changes the texture/quality of the paint.</p>	<p>paint work alongside other mediums I,e. wax crayons/oil pastels?)</p>	<p>with adding PVA to alter texture and finish. - Experiment further, applying colour using a variety of techniques, tools and textures onto a variety of mediums, beginning to express movement through paint.</p>	<p>texture and depth using appropriate tools. -Apply colour onto a 3D object, considering tools, application and mixing other media with paint to alter texture and the finish - choosing appropriately for purpose of object. - Apply colour using a variety of techniques, tools and textures onto a variety of mediums to express emotion and movement.</p>	<p>and depth using appropriate tools. -Apply colour onto a 3D object with aspects chosen appropriately for purpose of object. Considering colour choice (referring to previous knowledge of colour, tones, shades, hues, palettes etc.) as well as tools, method of application and mixing other media with paint to alter texture finish. - Apply colour using a variety of techniques, tools and textures onto a variety of mediums to express emotion, mood or movement.</p>
<p>3D/ Sculpture</p>	<ul style="list-style-type: none"> - Know that sculpture is a form of art. - Consider differences in scale for a sculpture, what differences will it make to constructing it? - Manipulate materials to shape and mould simple forms. - Use a selection of simple tools to imprint and apply simple decoration. - Cut shapes using scissors and other modelling tools. - Begin to describe the textures of things and experiment to create different textures. - Experiment with handling, feeling and 	<ul style="list-style-type: none"> - Consider different types of sculpture and the different materials they can be constructed from. - Shape and model materials for a purpose. - Explore a range of tools and techniques to manipulate materials. (Rigid, malleable, Do they change depending on the required end shape/ form? -Consider how we can start to join materials together. -Cut more complex shapes in different directions. 	<ul style="list-style-type: none"> - Understand why particular materials are suitable to a particular 3D form. - Shape and model materials from a simple design or a direct source. -Explore the use of natural materials to create sculptures. -Explore how materials can be combined/joined without using adhesive materials. (stacking, weaving, intertwining, leaning) - Referring to artist works. - Begin to use the correct vocabulary to talk about the techniques they are 	<ul style="list-style-type: none"> - Understand some properties of different materials and how they can be manipulated. - Consider and discuss placements of different sculptures (Why are they there? What would happen if we displayed them elsewhere?) - Shape, form, model and construct materials from a sketched plan. -Understand different adhesives and methods of construction to combine parts/sections. - To practice and combine a range of techniques to 	<ul style="list-style-type: none"> - Discuss the choices sculptors make and the effects used in their works. How do our choices effect the outcome of our sculptures? - Shape, form, model and construct materials from a sketched plan and develop techniques through trial. - To practise and adapt different methods of construction for a purpose. - To combine a range of techniques to construct a chosen form. - To combine sculpture with other artistic 	<ul style="list-style-type: none"> - Discuss and analyse own 3D works and the works of other sculptors, the effects they have on an audience and their purpose. - Know different sculptors and their style of working. -Understand properties of sculptures and their media. - Shape, form, model and join materials from a sketched plan and develop techniques through trial. - To practise and adapt different methods of construction for a purpose. - To combine a range of techniques to construct a chosen form from observation or imagination. - To choose ways to combine sculpture with appropriate chosen artistic 	

	<p>enjoying malleable materials. Trying to construct, build, destroy, shape and model.</p>	<ul style="list-style-type: none"> - Experiment with creating different textures for a purpose. - Carve, pinch and roll, create joins and slabs to create shape for a particular purpose. 	<p>using e.g. roll, pinch, and carve.</p> <ul style="list-style-type: none"> - Replicate texture and patterns for a 3D form using techniques. 	<p>construct a chosen form.</p> <ul style="list-style-type: none"> - To combine sculpture with other artistic skills for decorative purposes (drawing/painting). - Replicate texture and patterns for a 3D form using different techniques and tools. 	<p>skills for functional and decorative purposes.</p> <ul style="list-style-type: none"> - Mimic appropriate texture and patterns for a 3D form using different techniques and tools to create effect. 	<p>chosen form from observation or imagination.</p> <ul style="list-style-type: none"> - To combine sculpture with appropriate chosen artistic skills for functional and decorative purposes. - Create appropriate texture and patterns for a 3D form using different techniques and tools to create effect. 	<p>skills for functional and decorative purposes.</p> <ul style="list-style-type: none"> - Create appropriate texture and patterns for a 3D form using different techniques and tools to create effect.
<p>Printmaking / Collage</p>	<ul style="list-style-type: none"> - enjoy taking rubbings from a variety of objects. -Experiment printing with a range of objects. - Discuss whether a particular printing task results in an exact copy of the original object or whether a different image /form/ effect has been created. - Understand that different media can be combined to create new effects. - Select and use a variety of materials to create simple collages. - Explore how art can be permanent or transient by using everyday objects and natural materials to create collages. 	<ul style="list-style-type: none"> -Make rubbings for a purpose to inform a drawing or painting. -Use a range of smaller related objects to create a large scale artwork. -Understand that being a designer can be a job. Understand that a print can be planned and designed. - Know that a design is made on a surface then transferred using ink. -Experiment with different printing techniques - Can select, sort and modify by, cutting / tearing with care before adding other marks and colour to represent an idea. 	<ul style="list-style-type: none"> -Use a variety of tools / techniques to create an overall effect / picture. -Can sort and use according to specific qualities, e.g. warm, cold, shiny, smooth -Can use natural resources to create a piece of art, thinking carefully about the finished piece and editing as required. - Interpret environmental and manmade patterns. 	<ul style="list-style-type: none"> - Experiment with relief and impressed printing. - Create a print by covering a space to block paint/ink etc (negative prints). - Record textures/patterns on a range of surfaces. 	<ul style="list-style-type: none"> - Colour mixing through overlapping colour prints in collage. -Use sketchbook for recording textures/patterns. - Experiment with monoprinting. 	<ul style="list-style-type: none"> - Combine printing with other techniques in artworks. - Create own abstract pattern to reflect experiences and emotion. -Create a pattern for a purpose. 	<ul style="list-style-type: none"> -Build up drawings/paintings/images using various techniques and skillsets. - Explore printing techniques used by various artists.

<p>Artist Knowledge</p>	<ul style="list-style-type: none"> -Know that being an artist can be a job and that anyone has the opportunity to be an artist - referring to some local artist work. -Know that different artists have different styles. -Know that <i>Piet Mondrian, Wassily Kandinsky and George Seurat (Nursery) and Pablo Picasso, Mackenzie Thorpe, Louise Bourgeois (sculpture) and Claude Monet (Reception)</i> are artists -Know that people can have different opinions on the same art work. -Know that some artists make many attempts / sketches / mistakes, before they achieve the final 'masterpiece'. 	<ul style="list-style-type: none"> -Know that some artists focus on a particular subject e.g. landscapes or portraits. - Understand why portraits were/are painted and reasons why a particular person might have their portrait painted. -Begin to know some of the names given to different art styles e.g. Impressionism, Arts and Crafts, Art Deco. -Know that designers are artists and what design is. -Understand that design is used to achieve a desired effect / response from the audience. -Know that portraits could be used to portray their subjects in a particular way - Know that <i>Van Gogh, Rachel Ruysch, William Morris (design)</i> are all artists. -Know that artists can be male or 	<ul style="list-style-type: none"> -Know that art can take different forms e.g. painting, sketches, sculpture. -Know that artists may work with different materials. -Begin to recognise that there are different art movements. -Begin to recognise different areas of life that use art and design and how that it affects those areas. -Know that <i>Georgia O'Keeffe, Andy Goldsworthy, Sydney Parkinson, Henry Tayali and Agnes Buya Yambwe</i> are all artists. - Begin to recognise different areas of life that use design and how that design affects those areas. -Know that artists can be from any country, any ethnicity. - Begin to understand that an artist's surroundings, background and life experiences can influence their art. 	<ul style="list-style-type: none"> - Understand what street art is. - Compare two artists who fall into the same genre. - Start to analyse deeper meanings behind art. - Name some local artists and describe their different styles. -Understand the difference between a rural and an industrial landscape. -Begin to understand the impact art has on a viewer and how its placement can affect this. -Discuss how art has permanence and can depict a part of history. -Describe some techniques and styles used to create art in different time periods. 	<ul style="list-style-type: none"> -Begin to understand the relationship between colour and mood. -Discuss how an art movement can happen. -Understand and recall some artists' individual styles and their contributions to art movements/the art world. -Be able to recall some aspects of Romanticism/Expressionism. -Understand what a palette is. -Discuss the different ways in which an artwork can express movement. -Relate certain styles of working to specific periods in history. - Discuss stories/ideas/messages expressed in a piece of art. - Compare different interpretations of artists' works based on the same general topic/focus. 	<ul style="list-style-type: none"> -Understand how pattern can describe a point in history. -Consider why artefacts can be classed as art. - Understand how colour is used in pop art and why colour choices are made. -Begin to understand the purpose of repetition in artworks. -Discuss what messages are being conveyed through use of repetition. - Recall famous American artists and describe why they are pioneers in their mediums. -Explain the purpose of scale and the impact it has on a viewer. - Consider and discuss why some artists create ephemeral works. -Explain why a combination of mediums are sometimes used. -Understand what the word abstract means and make links with abstract expressionism (Jackson Pollock). -Understand the difference between Impressionism/Romanticism and Realism. 	<ul style="list-style-type: none"> - Describe the links between historical artefacts and art, referring to techniques and crafts used to create things in the past. - Understand a range of colour palettes and describe how they relate to specific art movements/artists. - Compare artists in depth, referring to technique, medium and meaning. - Consider and discuss the role of gender in the art world. -Analyse a range of local and non-local artists, understanding some of their inspirations/reasoning for work. -Consider how art can be political and relate to current world issues. - Discuss and consider how works can be more environmentally friendly. -Understand what 'surrealism' is. -Compare multiple art movements and give some examples of differences. -Describe how art has moved on and changed in the modern world. - Appreciate that most art is open to interpretation

		female, dead or alive, local or international.					-Analyse different emotions portrayed in artworks. -Understand that art is constantly evolving through technique, medium and ideas.	and is no longer a means of aesthetic value.
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YEAR GROUP VOCABULARY BY STRAND

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<i>(REVISE AND SECURE VOCABULARY INTRODUCED IN PREVIOUS YEAR GROUPS)</i>							
Drawing	drawing pencil lead pastels charcoal chalk mark line straight curved wavy zigzag thick thin	portrait landscape tone HB/2B bold detail features shape / form sketch observational drawing scale	pressure shading light dark pencil grade proportion Viewfinder Still life	shading techniques -hatching -cross hatching - smudging scale perspective blend mark-making pose facial expression	shading techniques: -stippling -contouring Viewfinder Profile Anatomy motion	Negative drawing Silhouette Scratch paper tone	
Painting	painting paint paint brush names of a range of colours primary mix	dark shade light tint secondary warm colours cool colours	tone earthy Name different paints - acrylic, watercolour, poster.	bleeding stencil street art spray paint landscape painting (of landscapes)	Expressive Warm Shades - try to be clear between the difference. Tones colours/palettes	Drip paintings Action painting Hue	

	shape pointillism	portrait (as orientation) landscape (as orientation) background block colour form	Begin to know the difference between them. scraping pointillism scale	portrait (as painting) palette	Cool colours/palettes Gloss/Matte Palette knife Pipette swatch		
3D / Sculpture	model playdough clay roll squash flatten join tool shape cut push / press	sculpture design sculpt wire bend twist wire cutter	mould pinch carve combine impress / impression air dry varnish decorate pattern design	monument ruins weaving texture imprinting artefacts	Indentations Pottery Engravings malleable	Mixed media Ephemeral Temporary	
Print making /collage	rubblings pattern print block printing texture	design designer block printing relief printing ink transfer roller textile	transient materials composition overlap	negative print flutings impression	Mosaic Tiles Monoprints Printing ink Printing plate/tile	Silk screening Screen print Interactive artwork Print (as in make prints of artworks) Repetition Mass production	
Artist Knowledge	artist art work pointillism Be able to say whether they like a piece of art or not. Begin to say how art makes them feel.	portrait landscape sculptor designer (textile) art style Impressionism Arts and crafts Art Deco audience effect	illustrator sketch Discuss difference in definition between art and design. transient Botanical observation Cultural Traditional International	abstract batik hieroglyphs papyrus paper curator gallery installation collective work series atmosphere media/medium realism	Mood Picture projection Zoetrope Impressionist/ Impressionism	Celtic Abstract Expressionist/express ionism Political Pop art Pop culture Viewing experience Cultural Idealism/Idyllic Textiles Mood board Realism	Romanticism Feminist Installation Immersive Symbolism Industrial landscapes Optical illusion Op art Illustrations Sustainability