



St Walburga's Catholic Primary School Whole School Art Progression Overview



EYFS

Early Learning Goal / EYFS Ages and Stages:

Generating ideas Skills of Designing and Developing Ideas Work purposefully responding to colours- explore colour and how colours can be changed, shapes- understand that they can use lines to enclose a space and then begin to use these shapes to represent objects, materials- begin to describe the texture of things.

Create simple representations of people and other things

Making (Skills of making Art, craft and Design) work spontaneously and enjoy the act of making/creating

Sustain concentration and control when experimenting with tools and materials.

Evaluating (Skills of judgement and Evaluation) recognise and describe key features of their own and others work.

Knowledge and understanding (acquiring and applying knowledge to inform progress) By the end of EYFS pupils should know: that art, (design and craft) is made by artists exhibiting skills and is valued for qualities. How to explain what they are doing.

Early Learning Goals: Expressive arts and design

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key stage 1

Subject content KS1

Pupils should be taught:

to use a range of materials creatively to design and make products.

to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2

Subject content KS2

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.

This document aims to give guidance on the progression of Art knowledge, skills and techniques across the year groups. It can also be used to differentiate work and expectations appropriately for children working above and below ARE.

Potential GD pupils should also be encouraged to record more independently and freely in their sketch books as well as be encouraged to experiment with and use materials and media of their own choice. Their increasingly critical thinking and in-depth evaluation of their own and others' art work should be reflected in their sketch books and the works of art they create with increasing confidence and independence of thought.

Teaching Sequence in Art– scheme of lessons where our children produce creative work, exploring ideas and record experiences.	1. Introducing key skills (making any links with artists);
	2. Experiment and investigating with different techniques and media;
	3. Creating own artwork, applying new techniques, skills and media to own art work;
	4. Critically evaluating their own art work;
	5. Improving work after evaluation.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. To investigate different lines. Explore producing lines of different thickness, patterns, textures and tones. To explore different textures and coloured paper. To encourage accurate drawing of people.	To use sketch books to share sketches and ideas. To begin to develop use and control an increasing variety of media (pencils, crayons, pastels, charcoal, pen, chalk), to name them and begin to predict the results that they might achieve.	To use sketch books to share sketches and ideas. To begin to annotate some pictures. Develop and practice the use and control of and increasing variety of media (tone and shape), to name them and to begin to predict the results that they might achieve.	To use sketch books to share sketches and ideas. To annotate and evaluate some pictures. To control a pencil with increasing confidence. Develop intricate patterns/ marks with a variety of media. (thick, thin, wavy and curved). Demonstrate experience in different grades of pencil and other	To use sketch books to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. To draw whole sketches with details of surrounds (including the background).	To use sketch books to collect and record visual information from different sources as well as planning ideas. Adapt work as and when necessary and explain why. To use a range of pencil (Including different grades of pencil). To interpret the texture of a surface.	To use sketch books and collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketch book. To use a range of drawing media (Pencil- including different grades of pencil, ink, biro, pastel, charcoal,

		<p>To explore how to use lines and marks to create an increasing range of shapes, patterns and textures. To consolidate the use of fine motor control through the use of different pencils and move towards solid infilling with colour pencils.</p> <p>To begin to explore different media to achieve different tones and affects.</p> <p>To begin to shape and scale drawing correctly. To begin to draw for different purposes.</p> <p>To begin to explore facial features and create a self- portrait.</p>	<p>To confidently use lines and marks to create an increasing range of shapes, patterns, lines, tones and textures. To show increasing pencil control (can draw selected detail).</p> <p>To use a range of tones with a single pencil. To explore and work from direct observation and imagination.</p> <p>To solidly infill shapes using colour, pencils, pastels, etc.</p> <p>To use soft pastels and begin to experiment with oil pastels.</p> <p>To produce accurate drawings of themselves focusing on a self- portrait.</p> <p>To use appropriate language. To ask and answer questions about the starting points for their work.</p>	<p>implements to draw different forms and shapes. To draw from close observation. To draw whole sketches working confidently from observation. To create texture through rubbings and create surface patterns with pencils (focus on different textures).</p> <p>To produce accurate drawings of people particularly faces. Begin to indicate facial expressions in drawings.</p>	<p>To confidently work from imagination. To solidify infill shapes with coloured pencils and produce a range of tones with each. To express different feelings through drawing. To use appropriate language.</p> <p>To produce accurate drawings of people and facial expressions. To express different feelings through drawing and annotations.</p> <p>To draw with greater accuracy looking at scale and proportion. Keep notes to indicate their intentions/purpose of a piece of work and support EVALUATIONS. To use appropriate language.</p>	<p>To begin to create a depth in composition through the use of very simple perspective. Experiment with shading techniques (light and dark- pencil). To look at the effect of light on objects and people from different directions.</p> <p>To produce increasingly accurate drawings of people including face and figure.</p> <p>To use language appropriate to skill and techniques. To draw with greater accuracy using a range of pencil (including different grades of pencil) looking at scale and proportion. Keep notes to indicate their intentions/purpose of a piece of work and support EVALUATIONS. To use appropriate language.</p>	<p>etc) to interpret the texture of a surface. To use perspective in their drawing.</p> <p>To draw the layout of a figure in motion.</p> <p>To select different techniques for different purposes. To use appropriate language for skill and technique.</p> <p>To look at the effect of light on objects and people from different directions.</p> <p>To produce increasingly accurate drawings of people.</p> <p>To explore the concept of perspective. Keep notes to indicate their intentions/purpose of a piece of work and support EVALUATIONS. To use appropriate language.</p> <p>GDS:</p> <p>To draw using tonal contrast. To draw with greater accuracy looking at scale and proportion. To use mixed media in completed work.</p>
<p>Painting</p>	<p>Name choose, match primary and secondary colours. Paint on a range of surfaces and scales. Children should understand that different media makes different types of marks.</p> <p>To begin to explore facial features and create a self- portrait.</p>	<p>To begin to mix and match basic colours and make them lighter or darker – name primary, and secondary colours. To begin to explore the relationship between colour and moods. To create a range of marks with a paint brush and a variety of tools- fingers, cotton bud, twigs.</p>	<p>To confidently and with accuracy mix and match basic colours and make them lighter or darker; name primary, secondary and some tertiary colours and qualify their tonal value. To mix colours to represent objects. To begin to explore the relationship between colour and mood.</p>	<p>To use paint and equipment correctly. With confidence and accuracy mix and match colours making them lighter and darker –be able to the primary colours and mix secondary and tertiary colours looking at tonal value.</p>	<p>To use paint and equipment correctly and with increased confidence control the types of marks made. Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. (exploring large flat areas of colour) Begin to use tints in their work.</p>	<p>Work in a sustained and independent way to develop their own style of painting. Purposely control the types of marks made and experiment with different effects and texture including blocking in colour, washes, thickened paint creating textural effects.</p>

		<p>To use the brush to create a wide range of marks that is being used in their work.</p> <p>To colour match, replicating patterns and textures around them.</p> <p>To begin to work using different coloured, sized, shaped and chapped papers.</p>	<p>To use colour washes to build up thick layers and paint detail.</p> <p>To colour in accurately with paint. To use different brushes and tools to show a range in their work.</p> <p>Make paintings to show increasing detail, context, and use of visual elements.</p> <p>To colour match replicating patterns and textures around them.</p> <p>To work in different ways and on a variety of coloured and chapped paper.</p> <p>To use appropriate language.</p>	<p>To use colour washes to build up thicker layers and paint detail.</p> <p>To use a brush to produce marks appropriate for work (dots and dashes).</p>	<p>Start to develop painting from drawing.</p> <p>Begin to choose appropriate media to work with.</p> <p>To understand tints and tones (use light and dark with painting – black and white and show understanding of complementary colours.</p> <p>Mix colour, shades, tones and consistencies with increasing confidence.</p> <p>To use language appropriate to skill.</p>	<p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge looking at their relationships. (hot and cold colours)</p> <p>To confidently work from direct observation.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>To use appropriate language to skill and technique.</p>	<p>Mix colour, shades and tones with confidence building on previous knowledge. (Use complementary colours).</p> <p>To use different types of paints (acrylics and watercolour).</p> <p>Understand which works well in their work and why.</p> <p>To confidently use language appropriate to skill and technique.</p> <p>GDS:</p> <p>To use mixed media experimentations in their work on a surface made up of torn pasted pieces, working on cardboard, involving biros and coloured pencils).</p> <p>To paint using a limited palette.</p> <p>To use perspective in their paintings and compositions.</p>
Collage	<p>Experiment to create different textures.</p> <p>Uses simple tools and techniques competently and appropriately.</p>	<p>Create images from a variety of media-material, fabric, crepe paper. Arrange and glue materials to different backgrounds. To impress and apply simple decoration. Sort and group materials for different purposes.</p> <p>Colour, texture, fold, crumple tear, and overlap paper.</p> <p>To cut shapes using scissors.</p>	<p>To cut a variety of shapes to complete a composition.</p> <p>To investigate texture with paper.</p> <p>To use a range of decorative techniques.</p> <p>Create, select and used textured paper for an image.</p> <p>To continue to develop skills grouping materials for different purposes.</p> <p>Work on different scales and colour.</p>	<p>To use ripping as a technique for collage.</p> <p>Name the tools and the materials they have used.</p> <p>Experiment with a range of media eg overlapping and layering.</p>	<p>To use the technique of overlaying (building up layers on the surface/colour mixes).</p> <p>Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using key vocabulary.</p>	<p>To use the techniques of folding, repeating and overlapping with a variety of different collage mediums.</p>	<p>To arrange and re-arrange colours, shapes and texture for effect before completion of the final composition.</p> <p>Awareness of the potential of the uses of material.</p> <p>GDS:</p> <p>To produce collages that express mood (use of all other previous techniques-consolidated).</p>

<p>3D</p>	<p>Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools to assemble and join materials they are using. Build a construction sculpture using a variety of objects.</p>	<p>Experiment in a variety of malleable media – clay, papier mache, salt dough. Shape and model materials for a purpose from observation and imagination. To use techniques such as rolling, pinching and kneading when working with mouldable materials. To join using modelling media. To build a construction/sculpture from a variety of objects. Impress and apply simple decoration techniques, including painting. Use tools and equipment safely and in the correct way. To use appropriate language to describe tools, media, etc...</p>	<p>Use equipment and media with increasing confidence in a correct and safe way. To shape and form from direct observation or imagination. To join with confidence. Use clay, Modroc or other malleable material to create an imaginary or realistic form. To use a range of decorative techniques (applied, impressed, painted). To use simple tools for shaping, mark, making, etc... To construct from junk materials. Explore carving as a form of 3D art. Replicate patterns and textures in a 3D form. To look at and discuss their own work and that of other sculptures.</p>	<p>Use equipment and media with confidence. Begin to show awareness that objects having a third dimension and perspective. Learn to secure work to continue at a later date. Join two parts successfully. Construct a simple model for a base for extending and modelling other 3D shapes. Use sketch books to plan, collect and develop ideas. To record media explorations and experimentations as trying out ideas. Produce more intricate surface. Produce larger ware using pinch/slab/coil techniques. Continue to explore carving as a form of 3D art. To evaluate and suggested improvements.</p>	<p>Work in a safe organised way, caring for equipment. Secure work to continue at a later date. Make a slip to join a piece of clay. Decorate coil and produce Marquette's (small model) confidently when necessary. Model over armature: newspaper from Modroc. Adapt work as and when necessary and explain why. Gain more confidence in carving as a form of 3D art. Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time on sculptures.</p>	<p>Work in a safe organised way, caring for equipment. To shape, form, model and join with confidence. To work directly from observation with confidence to shape, form and join a model. Secure work to continue at a later date. Show experience in combing pinch slabbing and coiling to produce end pieces. Develop understanding of different ways to finish work: glaze, paint, Gain experience in modelling over armature: newspaper from Modroc. Use natural and manmade materials to create sculptures confidently and successfully joining. Show increasing confidence to carve a simple form. To use appropriate language, skill and technique.</p>	<p>Work in a safe organised way, caring for equipment. To be able to produce more intricate patterns and textures. To work directly from imagination with confidence. Secure work to continue at a later date. Model and develop work through a combination of pinch, slab and coil. Demonstrate experience in the different ways of finishing work, glaze, paint polish. Recognise sculpture forms in the environment: furniture, buildings.</p>
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<p>Printing</p>	<p>Enjoy taking rubbings: leaf, brick, coin. Create simple pictures by printing from objects. Develop simple patterns by using objects. Enjoy using stencils to create a picture.</p>	<p>To take a rubbing showing a range of textures and patterns. Explore printing from a range of objects– leaf, hand, onion. Printing simple pictures with a range of hard and soft materials- string, card, etc Use equipment and media correctly and be able to produce simple pictures by printing objects. Explore printing in relief eg string and card. Use print making to create a repeated pattern. To work from imagination and observation.</p>	<p>Continue to explore creating patterns and pictures by using more than one colour with increased confidence using a range of hard and soft materials. eg sponge, cork. Demonstrate experience at impressed printing eg printing from objects (to produce a clean printed image). Make simple marks on rollers and printing palettes. Make simple prints eg mono printing and relief printing. - repeated patterns. Experiment with over print motifs and colour (and overlays) To use appropriate language to describe tools, media, process, etc... To identify the different forms printing takes (books, pictures, wallpaper, fabrics, etc..)</p>	<p>Print simple pictures using different printing techniques using equipment and media with increasing confidence. Continue to explore mono printing and relief printing – creating repeated patterns. Demonstrate experience in 1 colour printing (and overlaying) Demonstrate experience in combining prints from different objects to produce an end piece.</p>	<p>Increase awareness of mono and relief printing. Demonstrate experience in fabric printing. Demonstrate experience in 2 colour printing (and overlaying) Demonstrate experience in combining prints from different objects to produce an end piece.</p>	<p>Use tools in a safe way. Continue to gain experience in overlaying colours. Expand experience in 2 colour printing. Continue to experience in combining prints taken from different objects to produce an end piece. Create repeated patterns.</p>	<p>Demonstrate experience in a range of print making techniques. To produce pictorial and patterned prints To use printing techniques such as relief works (batik and tie- dye). To combine prints taken from different objects to produce an end piece. Describe techniques and processes. Adapt and develop their own style.</p>
<p>Artists</p>	<p>Describe a piece of work created by an artist. Experiment with a technique that an artist has used. Kandinsky</p>	<p>Describe the work of notable artists and designers. Use some of the ideas of artists studied to create pieces. Mondrian- Lines and Drawing Andy Goldsworthy – Sculpture</p>	<p>Describe the work of artists and designers and begin to make links to their own work. Use some of the ideas of artists studied to create pieces. George Seurat- Pointillism. Eileen Downs -collage.</p>	<p>Replicate some of the techniques used by artists and designers. Create original pieces which are influenced by the study of others. Frank Bowling – Abstract art. Da Vinci William Morris</p>	<p>Replicate some of the techniques used by artists and designers. Create original pieces which are influenced by the study of others. Jackson Pollack</p>	<p>Give details (including own sketches) about the style of some Artists and designers. Begin to show how their work influenced society and other artists. Create original pieces that show a range of influence and style.</p>	<p>Give details (including own sketches) about the style of some Artists and designers. Begin to show how their work influenced society and other artists. Create original pieces that show a range of influence and style.</p>

		<p>Van Gogh-Post Impressionism.</p>				<p>Romero Brito-Pop Art Hokusai</p>	<p>Lowry- perspective Henri Edmund Cross - Pointillism GDS: To analyse and comment on ideas, methods and approaches in their own and others work relating these to context.</p>
<p>Responding to Art</p>	<p>Look at and talk about what they have produced describing simple techniques and media used.</p>	<p>Look at and talk about own work and that of other artists and the techniques they have used expressing their likes and dislikes. Ask sensible questions about a piece of art work. Identify what they might change in their current work or develop in their future work. To communicate ideas using a variety of media.</p>	<p>Look at and talk about own work and that of other artists and the techniques they have used expressing their likes and dislikes. To identify different forms art takes: books, pictures, wallpaper, etc... Ask sensible questions about a piece of art work. Identify what they might change in their current work or develop in their future work.</p>	<p>Look at and talk about own work and that of other artists and the techniques they have used expressing their likes and dislikes. Ask sensible questions about a piece of art work. Evaluate and suggest some improvements to their work. To use visuals and other information for their work.</p>	<p>Look at and talk about own work and that of other artists and the techniques they have used expressing their likes and dislikes. Ask sensible questions about a piece of art work identifying that art takes different forms: books, pictures, wallpapers, fabrics, etc... To communicate their own ideas and meanings through a range of materials and processes for a range of purposes. Evaluate and suggest some improvements to their work.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. To relate ideas, methods and approaches to context in which a work was created. Adapt and describe how they might develop their work in the future.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt and describe how they might develop their work in the future. GDS: To develop their work considering purpose.</p>