

## Progression in Art Document

*"All children are artists."* Pablo Picasso

The National Curriculum 2014 states – A high quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

STGBS uses other subjects, festivals or events to inspire the children's art work. The aim is therefore to provide an experience of art and crafts across a range of cultures, countries and periods of history.

|                 | Early Years                                                                                                                                                                                                                                                | KS1                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Lower KS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Upper KS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Exploring ideas | <ul style="list-style-type: none"> <li>-Use imagination to form simple images from given starting points or description</li> <li>-Share their ideas, try things out and make changes</li> <li>-Begin to think what materials best suit the task</li> </ul> | <ul style="list-style-type: none"> <li>-Record and explore ideas from first hand observations and imaginations</li> <li>-Ask and answer questions about the starting point of their work</li> <li>- Develop and share their ideas, try things out and make changes</li> <li>-Describe the differences and similarities between different disciplines, making links to their own work</li> <li>- Think critically about their art and design work</li> </ul> | <ul style="list-style-type: none"> <li>-Create sketch books to record observations and use them to review and revisit ideas</li> <li>-Record and explore ideas from first hand observations, experience and imagination and for different purposes</li> <li>- Develop artistic/visual vocabulary to discuss their work</li> <li>-Question and make observations about starting points and select ideas for use in work, recording and annotating in sketchbooks</li> <li>- Think critically about their art and design work</li> </ul> | <ul style="list-style-type: none"> <li>-Create sketch books to record observations and use them to review and revisit ideas</li> <li>-Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes</li> <li>-Develop artistic/visual vocabulary when talking about own work and that of others</li> <li>-Question and make thoughtful observations about starting points and select ideas for use in work, recording and annotating in sketchbooks</li> <li>- Think critically about their art and design work</li> </ul> |
| Drawing         | <ul style="list-style-type: none"> <li>- Begin to use a variety of drawing tools and media</li> <li>- Use drawings to tell stories</li> <li>- Investigate different lines, patterns and shape</li> </ul>                                                   | <ul style="list-style-type: none"> <li>- Experiment with and begin to control marks made with different media</li> <li>- Draw lines and shapes from observations</li> <li>- Investigate tone by drawing light/dark lines, patterns and shapes</li> <li>-Investigate pattern and texture by describing, naming, rubbing and copying</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>- Use a sketchbook to collect and develop ideas from a range of sources</li> <li>- Experiment with marks and lines with a wide range of implements, developing further control</li> <li>- Experiment with different grades of pencil to achieve varied tone</li> <li>- Create texture and pattern in drawing with a range of implements</li> </ul>                                                                                                                                              | <ul style="list-style-type: none"> <li>- Use sketchbook to collect and develop ideas</li> <li>- Develop close observational skills</li> <li>- Use different techniques for different purposes eg/ shading, hatching, blending</li> <li>- Develop drawing using tonal contrast</li> <li>- Begin to use simple perspective in work</li> <li>- Begin to develop awareness of composition, scale and proportion</li> </ul>                                                                                                                                                          |
| Painting        | <ul style="list-style-type: none"> <li>-Experiment with and using primary colours (naming) and mixing</li> <li>- Use a range of tools and brushes</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>- Name and mix primary colours, shades and tones</li> <li>-Use and experiment with a variety of tools and techniques</li> <li>- mix and match colours to artefacts and objects</li> <li>- Work on different scales</li> </ul>                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>-Use language of and mix primary and secondary colours and use tints and shades</li> <li>- Experiment with and create different effects and textures including blocking colour, washes, adding depth and distance</li> </ul>                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>-Identify, mix and use primary, secondary, complimentary and contrasting colours</li> <li>-Experiment with different media and materials for painting</li> <li>- Mix and match colours to create atmosphere and light effects</li> </ul>                                                                                                                                                                                                                                                                                                 |

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| 3D/sculpture         | <ul style="list-style-type: none"> <li>-Explore, manipulate and handle a range of malleable materials</li> <li>- Build, shape and model recycled, manmade and natural materials</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>-Explore sculpture with a range of malleable media</li> <li>-Manipulate malleable materials in a variety of ways ie/ rolling, joining and kneading</li> <li>- Experiment with constructing and joining recycled, natural and manmade materials</li> <li>-Work safely with materials and tools</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>-Plan, design and make models from observation or imagination</li> <li>- Develop skills in joining, extending and modelling clay</li> <li>- Use papier mache to create simple 3D effects</li> <li>- Experiment with constructing and joining recycled, natural and manmade materials</li> <li>-Create textures ad patterns in malleable materials including clay</li> </ul>                                                      | <ul style="list-style-type: none"> <li>- Plan sculpture through drawing and other preparatory work</li> <li>-Develop skills in using clay including slabs, coils, slips, etc</li> <li>- Shape, form, model and construct from observation and imagination</li> <li>-Use recycled, natural and manmade materials to create sculptures</li> <li>- Produce patterns and textures in malleable materials</li> </ul>                                                           |
| Collage and textiles | <ul style="list-style-type: none"> <li>-Handle, manipulate, cut and tear different fabrics and apply for texture and/or colour</li> <li>-Choose, sort and begin to group materials</li> <li>-Arrange and glue materials to different backgrounds</li> </ul> | <ul style="list-style-type: none"> <li>-Choose fabric based on colour or purpose</li> <li>- Cut and shape fabric using scissors</li> <li>- Apply shapes and decorations with glue or stitching</li> <li>-Create images from a variety of media</li> <li>- Collect sort and group materials for different purposes</li> <li>- Arrange and glue materials to different backgrounds</li> <li>- Fold, crumple, tear and overlap papers</li> </ul> | <ul style="list-style-type: none"> <li>-Use a variety of techniques eg/ printing, dying, weaving and stitching to create different textures</li> <li>- Develop skills in stitching, cutting and joining</li> <li>- Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</li> <li>- Use collage as a means of collecting ideas and information and building up a visual vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>-Use a variety of techniques with control including printing, dying, weaving, batik and stitching</li> <li>- Experiment with a range of media to overlap and layer. Creating textures, effects and colours</li> <li>-Use different techniques, colours and textures when designing and making pieces of work</li> <li>-Use a range of media to create collages</li> <li>-Add collage to a printed or painted background</li> </ul> |
| Printing             | <ul style="list-style-type: none"> <li>Print with a range of different objects, hands, feet, etc</li> <li>Begin to create simple repeating pattern based on colour or block</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>-Print with a range of hard and soft materials</li> <li>-Design and build repeating patterns and recognise pattern in the environment</li> <li>-Create simple printing blocks for press print</li> <li>-Experiment with overprinting motifs and colour</li> </ul>                                                                                                                                      | <ul style="list-style-type: none"> <li>- Create printing blocks using relief method</li> <li>- Develop print techniques</li> <li>- Create more complex repeating patterns</li> <li>- Print with 2 colour overlays</li> </ul>                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>-Create printing blocks using sketch book ideas</li> <li>- Develop and refine printing techniques eg/ block, relief, mono printing</li> <li>- Experiment with overprinting motifs and colour</li> </ul>                                                                                                                                                                                                                            |

## Progression of Knowledge in Art

|         | Early Years                                                                                                                                                                                             | Key Stage 1                                                                                                                                                                                                                                                                                                                                                                                                                           | Lower Key Stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Upper Key Stage 1                                                                                                                                                                                                                                                                                                                                                                                        |
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| Pattern | <ul style="list-style-type: none"> <li>-To know that a pattern is a design in which shapes or colours are repeated</li> <li>- To know that patterns can be created using a variety of medias</li> </ul> | <ul style="list-style-type: none"> <li>-Know that a pattern is a design in which shapes, colours or lines are repeated</li> <li>-Know that surface rubbings can be used to make patterns</li> </ul>                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>-To know that patterns can be man-made (like a printed wallpaper) or natural (like a giraffe's skin.</li> <li>-To know that symmetry can be used to create repeating patterns</li> </ul>                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>-To know that artist create pattern to add expressive detail to art works, for example, Rousseau</li> <li>-To know pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting or in repeated shapes within a composition</li> <li>-To know how pattern has been used to communicate across historical civilisations</li> </ul> |
| Texture | <ul style="list-style-type: none"> <li>-To know that materials can have different textures</li> <li>-To know words that describe 'what something feels like' e.g. soft, hard, bumpy.</li> </ul>         | <ul style="list-style-type: none"> <li>-Know that texture means 'what something feels like'</li> <li>-Know that different marks can be used to represent the textures of objects</li> <li>-Know that different drawing tools make different marks</li> <li>-Know that collage materials can be chosen to represent real-life textures.</li> <li>-Know that collage materials can be overlapped and overlaid to add texture</li> </ul> | <ul style="list-style-type: none"> <li>-To know that texture in artwork can be real(what the surface actually feels like) or a surface can be made to appear textured as in a drawing using shading to recreate a fluffy object</li> <li>-Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</li> </ul>                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>-To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface</li> <li>-To know how to create texture on different materials.</li> </ul>                                                                                                                                                                              |
| Tone    | <ul style="list-style-type: none"> <li>-To know that colours can be described as light or dark.</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>-Know that 'tone' in art means 'light and dark'</li> <li>-Know that we can add tone to a drawing by shading and filling a shape</li> <li>-Know that different pencil techniques and pressure make different tones.</li> </ul>                                                                                                                                                                  | <ul style="list-style-type: none"> <li>-Know that shading helps make drawn objects look more three dimensional</li> <li>-To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</li> <li>-To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling</li> <li>-To know that using lighter and darker tints and shades of a colour can create a 3D effect.</li> <li>-To know that tone can be used to create contrast in an artwork.</li> </ul> | <ul style="list-style-type: none"> <li>-To know that tone can help show the foreground and background in an artwork.</li> <li>-To know that tone can help show perspective in artwork.</li> </ul>                                                                                                                                                                                                        |
| Colour  | <ul style="list-style-type: none"> <li>-To know that colours can be mixed together to make a new colour.</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>-Know that the primary colours are red, yellow and blue.</li> </ul>                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>-Know that different amounts of paint and water can be used to mix hues of secondary colours</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>-To know that artists use colour to create an atmosphere or to represent feelings in an</li> </ul>                                                                                                                                                                                                                                                                |

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|       |                                                                                                                                             | <p>-Know that primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> <li>● Red + yellow = orange</li> <li>● Yellow + blue = green</li> <li>● Blue + red = purple</li> </ul> <p>-Know that colours can be mixed to 'match' real life objects or to create things from your imagination</p> <p>-Know that colour can be used to show how it feels to be in a particular place, eg the seaside</p> | <p>-Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created.</p> <p>-Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p>-To know that adding black to a colour creates a shade.</p> <p>-To know that adding white to a colour creates a tint.</p> | <p>artwork, for example by using warm or cool colours.</p> <p>-To know that colours can be symbolic and have meanings that vary according to your culture or background, eg Rewa and Warhol</p>                                                                                                        |
| Form  | <p>-To know that we can create work that is flat (2D) or 3D</p> <p>-To know that we can join materials together to create a 3D effect.</p>  | <p>-Know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</p> <p>-To know that three dimensional art is called sculpture.</p> <p>-Know that pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>-Know that a clay surface can be decorated by pressing into it or by joining pieces on.</p>                                                                                        | <p>-To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>-Know that simple structures can be made stronger by adding layers, folding and rolling</p>                                                                                                                                                                                                                        | <p>-To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>-To know that the size and scale of three-dimensional art work changes the effect of the piece.</p>                                                              |
| Shape | <p>-To know that we can create shapes ourselves as well as see them around us.</p> <p>-To know that patterns can be made using shapes.?</p> | <p>-Know that paper can be shaped by cutting and folding it.</p> <p>-Know that collage materials can be shaped to represent shapes in an image.</p> <p>-Know that shapes can be organic (natural) and irregular</p>                                                                                                                                                                                                                     | <p>-To know that negative shapes show the space around and between objects</p> <p>-To know how to use shape to create an image or effect</p> <p>-To know that a silhouette is a shape filled with a solid flat colour that represents an object.</p>                                                                                                                                                                     | <p>-To know how to use basic shapes to form more complex shapes and patterns.</p> <p>-To know how an understanding of shape and space can support creating effective composition.</p> <p>-To know how regular and irregular shapes have been used for effect across historic periods and cultures.</p> |
| Line  | <p>-To know that lines are used to create a drawing or painting.</p> <p>-To know that lines can be straight, curved, wavy or zigzag.</p>    | <p>-Know that drawing tools can be used in a variety of ways to create different lines.</p> <p>-Know that lines can represent movement in drawings.</p> <p>-Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>                                                                                                                                                                              | <p>-To know that different drawing tools can create different types of lines.</p> <p>-To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>                                                                                                                                                                                                  | <p>-To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p>                                                                                                                  |