



Art Progression Document

	Key Stage 1	Key Stage 2 (Lower)	Key Stage 2 (Upper)
Objectives 1	<p>National Curriculum Pupils should be taught to: use a range of materials creatively to design and make products use drawing, painting and sculpture. To develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>National Curriculum. Pupils should be taught to: create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p>	
Creating ideas	<ul style="list-style-type: none"> . Work with different materials . Begin to think what materials best suit the task . Use imagination to form simple images from given starting points or a description . Work from observation and known objects . To use a sketchbook to explore ideas. 	<ul style="list-style-type: none"> . Experiment with a wider range of materials . Develop artistic/visual vocabulary to discuss work . Begin to suggest improvements to own work . Present work in a variety of ways . Develop sketch books to explore and annotate ideas . Use a variety of ways to record ideas including digital cameras and iPads 	<ul style="list-style-type: none"> . Begin to explore possibilities, using and combining different styles and techniques . Select and develop ideas confidently, using suitable materials . Select own images and starting points for work . Develop artistic/visual vocabulary when talking about own work and that of others . Improve quality of sketchbook with mixed media work and more detailed annotations Use a variety of ways to record ideas using technology
Drawing	<ul style="list-style-type: none"> . Using images and symbols to name and describe feelings and ideas. . Use a variety of media- 2B-6B pencils, crayons, felt/ gel/pens, biro, charcoal, chalk on coloured papers/ printed papers/ cardboard, playground. . Explore drawing techniques hatching, scribbling, stippling, and blending to create light/dark lines . Represent familiar objects as a 'schema' by combining shapes. . Draw confidently from imagination. . Add detail to artwork. . Observe and record the shapes, patterns and textures found in objects. . Work in an observational way with confidence in placing objects. 	<ul style="list-style-type: none"> . Use an increasing variety of media (see KS1) . Represent objects with correct proportions showing form by using shape, colour and tone. . Begin to show awareness of representing texture through the choice of marks and lines made use hatching, scribbling, stippling, and blending to create light/dark lines . Use line, tone and texture to represent objects in three dimensions. . Use observational drawings as opening studies for more developed work. . Use tools, such as viewing frames, effectively. . Begin to explore perspective in drawing using focal point and horizon. . Attempt to show reflections and movement in a drawing 	<ul style="list-style-type: none"> . Use and combine an increasing variety of media (see KS1) . Depict shadows and reflections using light and shade. . Combine different pressures and shading techniques. . Develop a personal style. . Choose appropriate techniques to convey meaning or atmosphere . Further explore perspective in drawing using focal point and horizon. . Develop their own style using tonal contrast and mixed media . Develop an awareness of composition, scale and proportion in their drawings. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.

	<ul style="list-style-type: none"> . Use drawing as the starting point for work in other media as well as in its own right. 	<ul style="list-style-type: none"> . Use drawing as part of the investigation process and present work well in a sketchbook. 	<ul style="list-style-type: none"> Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.
Painting	<ul style="list-style-type: none"> . Explore the tactile and visual qualities of a paintbrush. . Combine materials and tools and enjoy finding out how to achieve different effects. . Mix paints from a limited range. . Show control in the use of colour- making tints by adding white, tones by adding black to make lighter and darker shades. . Understand that paint is used in different ways for different effects. e.g. layering, mixing media, and adding texture. . With guidance, add detail to work. 	<ul style="list-style-type: none"> . Use and control a range of different brushes, sponges and paints with confidence. . Use and combine different papers eg cartridge, tissue, card . Adopt a systematic approach when mixing and applying colours, shades and tones and work with increasing confidence . Use light and dark within paintings. . Begin to understand and identify complementary colours and warm and cool colours and use them to create effects. . Work in stages using different materials for particular effects including blocking in colour, washes, thickened paint to creating textural effects, resist techniques- wax or tape. 	<ul style="list-style-type: none"> . Choose, use and combine a range of brushes and papers to create different effects. . Include texture gained through paint mix or brush technique. . Show their increasing control of materials when blocking in colour, using washes, resist techniques and thickened paint to achieve different effects. . Mix appropriate colours, shades and tones with confidence to create a suitable colour palette that conveys mood and atmosphere. . Speak about the emotional impact of colour. . Work over a period of time to develop a painting, layering colours and shapes, adding detail.
3D/ sculpture	<ul style="list-style-type: none"> . Explore a range of materials and cutting and fixing techniques. . Join simple objects and materials together to create models. . Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. . Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. . Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. . Impress and apply simple decoration techniques, including painting. . Use tools and equipment safely and in the correct way. 	<ul style="list-style-type: none"> . Take part in extended activities through different stages eg papier mache sculptures . Work independently with a wider range of materials, card, wire, wood, Modroc. . Use familiar materials but with an increased sensitivity and control. . Use recycled, natural and man-made materials to create sculptures. . Decorate, coil, and produce models confidently . Model over an armature/frame eg a newspaper frame for modroc. . explore and experiment in making environmental sculpture and found object art. 	<ul style="list-style-type: none"> . Make models on a range of scales that communicate observations from the real or natural world. . Produce sculptures that are well proportioned. . Use more advanced materials like wire and plaster . Show experience in combining pinch, slabbing and coiling to produce end pieces. . Develop understanding of different ways of finishing work: glaze, paint, polish . Model over an armature eg newspaper frame for modroc. . Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. . Recognise and respond to sculptural forms in the environment: natural, Furniture, buildings.
Materials and Textiles	<ul style="list-style-type: none"> . Sort, match and name different materials. . Explore the tactile qualities of materials and disassemble to see how they are made. . Use joining processes such as tying and gluing. . Weave on simple frames for different effects. . Use paints, dyes, crayons and other media to make individual and group designs on textiles. . Join, position and manipulate materials with some Independence 	<ul style="list-style-type: none"> . Develop more control over the making process, cutting and joining with more independence. . Collect materials and ideas for their work and experiment with materials before using them. . Use more advanced printing and dyeing techniques, combining different processes. . Embellish materials, including textiles to create patterns and textures. 	<ul style="list-style-type: none"> . Build collections of materials: investigate and sort colours, textures, qualities before combining in their work. . Combine a range of sewing, printing, dyeing and joining techniques to good effect. Eg tie dye, resist, appliqué, embroidery, plaiting and finger knitting etc together. . Layer textiles and using cutting techniques to reveal those underneath to create effects. . Embellish materials including textiles to create, textures and patterns. . Display greater precision in work, cutting and fixing more accurately.
Printing	<ul style="list-style-type: none"> . Use objects and basic tools and equipment to make patterns and images. . Make shapes by cutting into or moulding materials to print with (eg potatoes, salt dough) . Work with a range of processes, controlling materials and tools. . Use printing to illustrate and explore ideas, commenting on what is done. 	<ul style="list-style-type: none"> . Approach work in stages to use simple processes to make more complex designs. . Develop work from initial studies and investigations. . Understand how printing differs from other art processes and how it is used in different cultures. . Use a number of colours/ shapes built up in a sequence. . Use precise repeating patterns by creating accurate printing blocks. 	<ul style="list-style-type: none"> . Choosing the appropriate materials on which to print to suit the purpose eg paper, fabric, maps, newspaper . Using drawings and designs to bring fine detail into my work. . Combining printing techniques within one piece of work to create impact and effect. Eg block printing and templates- inside or outside. . print by building up layers of colours or shapes in repeating patterns.

Collage	<ul style="list-style-type: none"> . Use cut and torn papers and other materials to make simple patterns and images. . Recognise that materials look and feel different, choosing the most suitable materials for an effect. . Mix paper and other materials with different textures and appearances. 	<ul style="list-style-type: none"> . Use collage to explore wider art themes- other cultures . Return to work using a range of materials and techniques to develop the final image, building up layers and detail. . Experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned) 	<ul style="list-style-type: none"> . Choose the most appropriate materials to fit the purpose. . Create own patterned and textured materials to use in a multimedia collage or photomontage. . Experiment with ceramic mosaic techniques to produce a piece of art.
Art through Technology	<ul style="list-style-type: none"> . Take a self-portrait or a photograph. . Use a simple computer paint program to create a picture . Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it 	<ul style="list-style-type: none"> . Use printed images taken with a digital camera and combine them with other media to produce art work . Use IT programs to create a piece of work that includes their own work and that of others . Take a photo from an unusual or thought-provoking viewpoint 	<ul style="list-style-type: none"> . Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning. . Compose a photo with thought for textural qualities, light and shade. . Have opportunity to explore modern and traditional artists using ICT and other resources. . Combine a selection of images using digital technology considering colour, size and rotation.
Objectives 2	<p>National Curriculum Pupils should be taught : 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</p>	<p>National Curriculum. Pupils should be taught to: about great artists, architects and designers in history</p>	
Responding to Art	<p>To include examples from... Henri Roussea- animal paintings Picasso- object painting. Van Gogh- landscapes, colour Da Vinci- used for portraits. Kadinsky- pattern, shapes and colour Miro- colour, shape Georgia O’Keeffe- flowers Henry Moore- sculpture</p> <p>Also local, contemporary artists, illustrators, designers and craft makers including art from different times and cultures.</p>	<p>To include examples from... (Yorkshire artists in Bold) David Hockney- landscape and portraits Andy Goldsworthy- art from the environment Andy Warhol- pop art Lowry- used to develop basic colours and mixing colours. Monet- impressionism painting and can be used for water scenes. Warhol- bright use of colours and can be used for self-portraits. Michelangelo- used for sculpture. Rembrandt- used for self-portraits and print making. Barbara Hepworth- sculpture Damien Hirst- conceptual, installation Frida Kahlo- portraits, colour and pattern Banksy- Street artist Gaudi- architect</p> <p>Also local, contemporary artists, illustrators, designers and craft makers including art from different times and cultures.</p>	
Vocabulary	<p>Colour, primary, secondary, mix, shade, lighter / darker, tone, attach, design, pattern, strengthen, brush-stroke, observe, print, back wash, dab, model, craft, blend</p>	<p>As for KS1 plus: Primary, secondary, tertiary, style, design, observe, perspective, construct, model, blend, structure, create, compose, layer, palette, illustrate, focus, Pop Art, Impressionist,</p>	<p>As for Years 3 and 4 plus: Impressionism, perspective, structure, construct, surrealism, project, shadow, effective, composition, statement, prototype, mood, board, display, political, sepia, illustration, focal point, limited palette.</p>