

Progression in Art

Curriculum Drivers: Well-being, Diversity & Inclusion, Real-life experiences, Oracy, Vocabulary Development

Early Years	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. This is facilitated through the planning of the EYFS’s Expressive Arts and Design development. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. Children are provided with opportunities to experiment with colour mixing, exploring different textures, mediums to create a range of artwork, creating models through junk modelling. Both EYFS classrooms provide a creative station where a variety of resources and mediums are available for children to access independently.</p>					
Cultural Capital Experiences (clubs, visitors, trips)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Visit to the park-rubbings/natural objects/ observational drawings Artist visit	Outdoor learning - using materials from nature	National Gallery	Tate Britain	Outdoor learning - using materials from nature	The Wallace Collection
SUBSTANTIVE KNOWLEDGE						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Topics and key vocabulary

Simple printmaking

Discipline: Printmaking, collage, drawing
Medium: Paper, printing ink, plasticine, printing foam

Playful making

Discipline: Sculpture, drawing
Artists: Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett
Medium: Construction materials (card, paper, wood, wire, string, fabric including recycled and found objects)

Exploring Watercolour

Discipline: Painting (watercolour)
Artists: Paul Klee, Emma Burleigh
Medium: Watercolour

Explore and draw

Discipline: Drawing, sketchbooks, collage
Artists: Rosie James, Alice Fox
Medium: Graphite, handwriting pen, watercolour / brushes, wax resist

Expressive painting

Discipline: Painting, Sketchbooks
Artists: Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne
Medium: Acrylic Paint, Paper

Music and Art

Discipline: Drawing, making, sketchbooks
Artists: Kandinsky, various "Projection Mapping" artists
Medium: Paper, drawing materials, paint, construction materials

Gestural drawing with charcoal

Discipline: Drawing, Sketchbooks
Artists: Laura McKendry
Medium: Charcoal, Paper, Body

Working with shape and colour

Discipline: Printmaking (stencil/screen print), collage
Artists: Henri Matisse, Claire Willberg
Medium: Paper, printmaking ink, stencils & crayons

Telling stories through drawing and making

Discipline: Drawing, Sculpture, Sketchbooks
Artists: Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake
Medium: Paper, Drawing Materials, Modelling & Construction Materials (Modroc, clay, plasticine etc).

Storytelling through drawing

Discipline: Drawing, sketchbooks
Artists: Laura Carlin, Shaun Tan
Medium: Drawing Materials (charcoal, soft pencils), Paper

Exploring through pattern

Discipline: Drawing, Collage, Design
Artists: Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont
Medium: Paper, pens, paint

Sculpture, structure, inventiveness & determination

Discipline: Drawing, sketchbooks sculpture
Artists: Marcus Coates
Medium: Various drawing materials, construction materials

Making monotypes

Discipline: Printmaking (Monotype), Drawing, Painting, Collage, Sketchbooks
Artists: Kevork Mourad
Medium: Paper, Ink, Carbon Copy Paper, Paint
 Kevork Mourad

Mixed media land and cityscapes

Discipline: Painting, Drawing, Sketchbooks
Artists: Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones
Medium: Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue)

Fashion design

Discipline: Fashion, Painting, Collage, Sketchbooks
Artists: Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla
Medium: Paper, Acrylic Paint, Tape

Activism

Discipline: Printing, Collaging, Drawing
Artists: Luba Lukova, Faith Ringgold, Shepard Fairey
Medium: Paper, Pen, Paint

Exploring identity

Discipline: Collage, Drawing, Sketchbooks
Artists: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett
Medium: Drawing Materials, Tablet (if digital), Paper

2D drawing to 3D making

Discipline: Drawing, Sculpture, Graphic Design, Collage, Sketchbooks
Artists: Lubaina Himid, Claire Harrup
Medium: Card, Paper, Drawing materials

Print, colour, collage

That we can make a “plate” from which to “print”

That there is a relationship between plate and print: e.g. negative / positive.

That we can use print to create “multiples”

That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention.

That we can be inspired by key artworks and make our own work in creative response.

That we can use shape and colour as a way to simplify elements of the world.

That shapes have both a positive and negative element.

That we can arrange shapes to create exciting compositions.

That we can build up imagery through layering shapes.

That we can use collage to inspire prints.

That Monotype is a process where we make images by transferring ink from one surface to another to make a single print.

That we can use the “distance” that monotype gives us between mark making and outcome to make images with texture and a sense of history/process.

That we can combine monotype with other disciplines such as painting and collage.

That we can make art by expressing our own personal response to literature or film.

That artists can use art as a way to express their opinions, using their skills to speak for sectors of society.

That artists acting as activists often use print because it allows them to duplicate and distribute their message.

That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language.

That through art as activism we can come together.

Drawing and sketchbooks

That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art.

That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity.

That we can use the things we find to draw

That when we draw we can use gestural marks to make work.

That when we draw we can use the expressive marks we make to create a sense of drama.

That when we draw we can move around.

That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the

That we can tell stories through drawing.

That we can use text within our drawings to add meaning.

That we can sequence drawings to help viewers respond to our story.

That we can use line, shape, colour and composition to develop evocative and characterful imagery.

That drawing and making have a close relationship.

That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object.

That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern

		<p>from, using close observational looking.</p> <p>That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes.</p> <p>We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like</p>	<p>material (charcoal) to capture the drama.</p>			<p>and composition to help us create our artwork.</p> <p>That we can use methods such as the grid method and looking at negative space to help us draw.</p> <p>That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.</p>
<p>Paint, surface, texture</p>	<p>That watercolour paint has special characteristics.</p> <p>That we can use the elements of surprise and accident to help us create art.</p> <p>That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery.</p>	<p>That artists sometimes use loose, gestural brush marks to create expressive painting.</p> <p>Expressive painting can be representational or more abstract.</p> <p>Artists use impasto and sgraffito to give texture to the painting.</p> <p>Artists sometimes use colour intuitively and in an exploratory manner.</p> <p>That we can enjoy, and respond to, the way paint and colour exist on the page.</p>		<p>That the act of making drawings can be mindful.</p> <p>That we can use line, shape and colour to create patterns.</p> <p>That we can use folding, cutting and collage to help us create pattern.</p> <p>That we can create repeated patterns to apply to a range of products or outcomes</p>	<p>That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes.</p> <p>That artists often work outside (plein air) so that all their senses can be used to inform the work.</p> <p>That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things “wrong”.</p> <p>We can share our artistic discoveries with, and be inspired by each other.</p>	<p>That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.</p> <p>That people are the sum of lots of different experiences, and that through art we can explore our identity.</p> <p>That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.</p>

					<p>We can use sketchbooks to focus this exploration and we do not always need to create an “end result” – sometimes the exploratory journey is more than enough.</p>	<p>That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.</p>
<p>Working in 3D</p>	<p>That when we make art in 3 dimensions it is often called Sculpture.</p> <p>That we can generate ideas through playful exploration.</p> <p>That we can build understanding of the properties of materials through manipulation.</p> <p>That making sculpture is a partnership between materials, ideas, hands and tools.</p> <p>That we can reflect upon our intention when we see our ideas made physical.</p>		<p>That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response.</p> <p>That through making work in another medium we can make the work our own, re-interpreting and re-inventing.</p> <p>That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.</p>	<p>That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves.</p> <p>That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world.</p> <p>That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism.</p> <p>That we can express our personality through the art we make.</p> <p>That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure.</p>		

				<p>That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it.</p>		
<p>Collaboration and community</p>		<p>That artists sometimes use sound to inspire their work.</p> <p>That artists sometimes work in partnership with musicians.</p> <p>That we can use both aural and visual senses to make art.</p> <p>That we can draw from our imagination, using lots of different kinds of abstract marks to express our feelings, whether they are quiet and focussed, or loud and expressive.</p> <p>That we can be inventive and make objects in 3 dimensions which make sounds, and which we want to interact with as humans.</p>			<p>That designers bring their own culture, experiences and passions into their designs, for other people.</p> <p>That as individuals we can grow our experience of the world by experiencing (seeing, listening, taking the time to understand) the creativity expressed by other people.</p> <p>That we can use colour, pattern, line, shape, form, material, texture to express our creativity.</p> <p>That when we design fashion, we can understand what it might feel like to wear the clothes. How would they change the person wearing or seeing them?</p> <p>That when we design clothes, we can build an awareness of how 2d</p>	

					shapes might become 3d forms	
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DISCIPLINARY KNOWLEDGE						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing		<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. <u>Explore & Draw</u></p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. <u>Explore & Draw</u></p>	<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. <u>Gestural Drawing with Charcoal</u></p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. <u>Gestural Drawing with Charcoal</u></p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. <u>Gestural Drawing with Charcoal</u></p>	<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. <u>Storytelling Through Drawing</u></p> <p>Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. <u>Exploring Pattern</u></p> <p>Understand working with pattern uses lots of different concepts including repetition,</p>		<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. <u>2D to 2D</u></p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. <u>2D to 2D</u></p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. <u>2D to 2D</u></p>

				<p>sequencing, symmetry. <u>Exploring Pattern</u></p> <p>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. <u>Exploring Pattern</u></p>		
Sketchbooks	<p>Introduce what a sketchbook is for.</p> <p>Understand it is owned by the pupil for experimentation and exploration.</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them.</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p>	<p>Understand that the way each persons' sketchbook looks is unique to them and discuss pages of their sketchbook to others.</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p> <p>To find their own way of working within a sketchbook.</p>
Printmaking	<p>Understand prints are made by transferring an image from one surface to another. <u>Simple Printmaking</u></p> <p>Understand relief prints are made when we print from raised images (plates). <u>Simple Printmaking</u></p>		<p>Understand that screen prints are made by forcing ink over a stencil. <u>Working with Shape & Colour</u></p> <p>Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to</p>		<p>Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book. <u>Making MonoTypes</u></p>	<p>Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. <u>Activism</u></p> <p>Understand that the nature of the object (artwork in gallery,</p>

			create prints which use thicker lines and / or shapes. <u>Working with Shape & Colour</u>			graffiti on wall, zine) can be specific to the intention of the artist. <u>Activism</u>
Collage		Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <u>Explore & Draw</u>	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <u>Working with Shape & Colour</u>			
Making	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. <u>Playful Making</u></p> <p>Understand the meaning of "Design through Making" <u>Playful Making</u></p>		<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. <u>Telling Stories</u></p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). <u>Telling Stories</u></p> <p>That clay and Modroc are soft materials which finally dry/set hard. <u>Telling Stories</u></p> <p>An armature is an interior framework which support a sculpture. <u>Telling Stories</u></p>	To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. <u>Sculpture & Structure</u>	Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. <u>Fashion Design</u>	<p>Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. <u>Exploring Identity</u></p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life. <u>Exploring Identity</u></p>

Painting	<p>Understand watercolour is a media which uses water and pigment. <u>Exploring Watercolour</u></p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. <u>Exploring Watercolour</u></p>	<p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. <u>Expressive Painting</u></p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making. <u>Expressive Painting</u></p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues. <u>Expressive Painting Music & Art</u></p> <p>Understand the concept of still life. <u>Expressive Painting</u></p>	<p>Understand that we can create imagery using natural pigments and light. <u>Telling Stories</u></p>		<p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. <u>Mixed Media Landscapes</u></p>	<p>Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function. <u>Exploring Identity</u></p>
Purpose/ Visual Literacy/ Articulation			<p>To understand that visual artists look to other artforms for inspiration.</p>	<p>Look at the work of illustrators and graphic artists, painters and sculptors.</p>	<p>Look at the work of designers, artists, animators, architects.</p>	<p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p>

			<p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <u>All Pathways for Year 3</u></p>	<p>Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <u>All Pathways for Year 4</u></p>	<p>Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <u>All Pathways for Year 5</u></p>	<p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <u>All Pathways for Year 6</u></p>
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