

# Progression in Art

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

<b>Early Years</b>	<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>					
<b>Cultural Capital Experiences (clubs, visitors, trips)</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	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
<b>SUBSTANTIVE KNOWLEDGE</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

## 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 / brusho, 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

## 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 &amp; 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 &amp; 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, sequencing, symmetry. <u>Exploring Pattern</u></p> <p>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or</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>

				cultural. <u>Exploring Pattern</u>		
<b>Sketchbooks</b>		<p>Continue to build understanding that sketchbooks are places for personal experimentation. <u>All Pathways for Year 2</u></p> <p>Understand that the way each persons' sketchbook looks is unique to them. <u>All Pathways for Year 2</u></p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <u>Explore &amp; Draw</u></p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. <u>All Pathways for Year 3</u></p> <p>Understand that the way each persons' sketchbook looks is unique to them. <u>All Pathways for Year 3</u></p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <u>All Pathways for Year 3</u></p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. <u>All Pathways for Year 4</u></p>		
<b>Printmaking</b>	<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 &amp; Colour</u></p> <p>Understand that mono print can be used effectively to create prints which use line. That screen</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</p>

			prints can be used to create prints which use thicker lines and / or shapes. <u>Working with Shape &amp; Colour</u>			(artwork in gallery, 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 &amp; Draw</u>	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <u>Working with Shape &amp; 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</p>	<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 &amp; Structure</u></p>	<p>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>	<p>Understand that designers &amp; 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>

			sculpture. <u>Telling Stories</u>			
<b>Painting</b>	<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 &amp; 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>
<b>Purpose/ Visual Literacy/ Articulation</b>			To understand that visual artists look to other artforms for inspiration.	Look at the work of illustrators and graphic artists, painters and sculptors.	Look at the work of designers, artists, animators, architects.	Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.

			<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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