

Northgate Primary School Art Progression Planning



“The true work of art is but a shadow of divine perfection” Michelangelo

Intent:

- To become skilled and confident, practising a range of art techniques using a variety of tools and media, whilst building a **resilient attitude** towards artistic creations and perceptions.
- To develop a **sense of belonging** to a world where they are exposed to a variety of art. To enquire and respond to the world around them with creativity and to understand how art and design reflects and expresses our culture and history and helps shape the future.
- To have the **confidence to communicate** through the use of art; to reflect on their own work and the work of others, making judgements, developing opinions and recognising their progress.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Overview						
Painting Printing Collage Exploring colour Clay Digital drawing Drawing Portraits	Colour Skills Mixing colour using white and black to create different shades.	Drawing Skills Sketching portraits of Nelson. Sketching Nelson’s battle ships and medals.	Drawing Skills Sketching fish in the style of Scarpace Sketching a body (correct body proportions)	Drawing Skills Sketch self portraits	Drawing skills Pet portraits - using graphite paper to transfer images, looking at light and dark, shading and textures created by lines	Autumn 1: Colour Skills/ Drawing Skills/ Painting Skills Graffiti Art - Looking at techniques by Cornbread and Banksy to depict a BLM mural. Links to history and culture of street art Poster Paint, mixing, tool exploration, thought-provoking designs

						Working collaboratively to create a class piece
	<p>Form Skills Create a car/type of transport.</p>	<p>Form Skills Creating Tudor houses</p>	<p>Form skills Create 3D clay fish Create magnetic games Create paper straw skeleton</p>	<p>Painting Skills / Colour Skills / Collage Skills / Critical and Contextual Skills Create Roman Mosaic (with portraits)</p>		
	<p>Printing Skills Lino printing in the style of Moroccan tiles.</p>	<p>Colour Skills Colour mixing to create fire scenes</p>	<p>Colour Skills Colour mixing, creating different tones and shades Blending Colour mixing technique - pointillism</p> <p>Painting Skills / Collage Skills Paint a picture in the style of Georges Seurat (Pointillism) Paint a picture in the style of Brain Lewis (Great Yarmouth The Quay) Elements of collage (Great Yarmouth The Quay picture - cut out and stick boats)</p>			<p>Autumn 2: Texture and Textile Skills</p> <p>Cross Stitch and Weaving - Links with Victorians</p>

Spring Overview

<p>Painting Printing Collage Exploring colour Clay Digital Drawing Drawing Portraits</p>	<p>Drawing Skills Observational sketches of castles using charcoal to create tone and shade. Portraits of kings and queens.</p>	<p>Form Skills Design and build 3D islands using Modroc and card, matchsticks, etc</p>	<p>Form Skills / Texture & Textiles Skills Make Stone Age paints and dyes Tie dying Sew a simple drawstring bag Make a stone age necklace (clay) Sewing - make a bookmark Sewing - make a card Sewing - make a game Sewing - design and make a sea creature Assemble materials to make a ship in a bottle Printing skills making handprints using stencils</p>	<p>Painting Skills / Colour Skills / Collage Skills / Printing Skills / Critical & Contextual Skills Analyse the work of Henri Rousseau Create own multi-media artwork taking inspiration from HR</p>	<p>Collage skills/digital skills Create a collage to represent the life of a Viking warrior (ideas planned and sourced digitally, made using textures, choosing colours to represent characteristics)</p>	<p>Spring 1: Drawing Skills - tone, texture, shading - Exploring pencils - using different gradients Using chalk and charcoal Shading to create the appearance of 3D objects Still life - <i>Still Life with Skull</i>, Paul Cézanne, Wayne Thiebaud, Gumball Machine, 1977 (POP ART) Roy Lichtenstein, Still Life with Palette, 1972 (POP ART) Vincent Van Gogh, Sunflowers (MODERN, POST-IMPRESSIONISM) Pablo Picasso - Still life with lamp (CUBISM) Fruit of Life - Frida Kahlo (SURREALISM)</p>
	<p>Texture and Textile Skills Making a flag – sticking fabric and using fabric pens.</p>	<p>Printing Skills string/block printing</p>	<p>Painting Skills Collage Skills watercolours</p>	<p>Digital Skills Animation (Computing) – use Onion Skin tool</p>	<p>Painting skills Local landscape artist study: Jonathan Trimble,</p>	<p>Spring 2 - Form skills, collage skills, painting skills, colour skills</p>

	<p>Printing Skills Vegetable printing to make a picture in style of Orla Kierly.</p>		<p>(background for the Stonehenge picture) Cut out the stones and glue them to create the Stonehenge picture</p> <p>Drawing Skills Charcoal picture - use different lines, consider light and shade when drawing use charcoal and pastels to create cave paintings Animal skins - use oil pastels to create different textures</p> <p>Colour Skills watercolours - different shades of a colour</p>	<p>Create Stop Motion Animation</p>	<p>analysis of his work, exploring brush strokes in the medium of acrylic paint and gouache, looking at layering of paint for textures of water and landscape</p> <p>Field sketching of local landscapes using viewfinders on trip</p>	<p>Design, make, evaluate Greek theatre masks</p>
	<p>Form Skills Clay fish</p>	<p>Painting / Collage Skills Comparing artists – Frida Kahlo/ Kieran Williamson. Create own art work using inspiration from two artists above.</p>				

Summer Term

Painting Printing Collage Exploring colour Clay Digital drawing Drawing portraits	Painting Skills (Study of Artists) Monet – Waterlillies – mixing colours using watercolours. Van Gogh – Multimedia Sunflowers	Texture & Textiles Skills Sewing using binca as part of Make Do and Mend lessons	Drawing Skills shading, showing light and dark	Drawing Skills / Digital Skills Create a tourist brochure for The Waterways Use a digital camera / device to capture own image	Printing skills Fabric printing on Bag For Life (cross-curricular with DT and Geography)	Summer 1: Drawing Skills, Painting Skills, Colour skills. Perspective Art Michelangelo, Raphael, Botticelli and Titian
	Printing Skills Andy Warhol Leaf rubbing	Painting / Drawing Skills Study Leonardo da Vinci's Mona Lisa and recreate using sketching		Form Skills Clay work inspired by Ancient Egyptians (tbc)	Form skills Figurines from clay and wire inspired by the work of Giacometti (TBC)	Summer 2 Digital Art Make a leavers Video and Brochure - TBC?
		Painting / Collage Skills Study art work from across the world appreciating use of colour and pattern in different cultures		Texture and Textiles Skills Printing on fabric using simple block print/stencil		
Vocabulary						

Drawing Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoys making marks on a variety of types of paper and will explore all tools/media provided. Will work spontaneously and expressively making marks, lines and curves.</p>	<p>Can hold and use drawing tools with some control and purpose. Use lines to represent objects seen, remembered or working imaginatively.</p>	<p>Will explore the potential of different graded pencils. Can draw carefully from observation including some features and positioning. Can begin to observe features such as light/dark tones, colour, pattern and details such as anatomy (facial features, limbs) with more consideration. Can make quick sketches to aid developing work, ideas and skills.</p>	<p>Can use a sketchbook to support the development of ideas. Draws familiar things from different angles. Uses different lines, considers light and shade when drawing. Explores the possibilities of different graded pencils, charcoal, pastels to convey shape, depth, tone, shade.</p>	<p>Can use a sketchbook to support the development of ideas. Consider scale and proportion when drawing from observation. Can draw with increasing accuracy and attention to detail. Make closer observations particularly on faces. Can use a viewfinder to support sketching and drawing of landscapes. Consider scale and proportion when drawing from observation. Attempts to draw the effect of light.</p>	<p>Can use a sketchbook to support the development of ideas. Draws objects and people from different angles and directions. Can use drawing tools such as pencils, charcoal, pastels to convey texture and surface (cross hatching, filling, rubbing, dotting). Uses different lines, considers light and shade when drawing. Can use a viewfinder to capture what is in the frame and complete several studies as visual evidence for further drawings or paintings.</p>	<p>Can use a sketchbook to support the development of ideas. Can produce increasingly accurate drawings of people. Considers scale, proportion and perspective when drawing from observation. Attempts to draw the effect of light. Can record movement and action with more fluency, returning to each sketch to improve detail. Can annotate work in sketch books with notes, ideas, more sketches, colour swatches and changes.</p>

Painting Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can apply and spread paint using wide brushes.</p> <p>Begin to select and use different brushes to explore different marks and thicknesses.</p>	<p>Continue to select different brushes to explore different marks and thicknesses.</p> <p>Can explore paint textures and paint surfaces by adding materials to the paint (glue, sand, flour)</p>	<p>Can investigate the use of paint to convey mood.</p> <p>Can explore brush effects such as sponging, splatting, dotting, dragging and blending.</p>	<p>Can select appropriate brushes to represent things, observed, remembered or imagined.</p> <p>Can begin to understand how artists use different colours with different brush techniques to convey mood, emotion and feeling (warm/cool colours, gentle/harsh brush strokes).</p> <p>Can take research into an artist and begin to use this to communicate own idea through painting.</p> <p>Can use music and select genres as a stimulus for painting.</p>	<p>Can understand how artists use different colours with different brush techniques to convey mood, emotion and feeling (warm/cool colours, gentle/harsh brush strokes).</p> <p>Introduces different types of brushes for different purposes (ie wash, line, dots, splats, blend).</p> <p>Can take research into an artist and use this to communicate own idea through painting.</p>	<p>Can apply paint in layers to create texture and surface.</p> <p>Can use brushes more accurately when demonstrating techniques – dotting, washes, scratches, splashes.</p> <p>Can select and use different brushes and brush marks/strokes to convey mood or emotion.</p> <p>Can study paintings from different cultures and make comparisons to others.</p>	<p>Can use brushes more accurately when demonstrating techniques – dotting, washes, scratches, splashes.</p> <p>Can study paintings from different cultures and make comparisons to others.</p> <p>Can plan and adapt early drawings/paintings to improve finished work.</p> <p>Can use paint to show the effect of light.</p>

Colour Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can name most colours.</p> <p>Begin to explore colour mixing with a variety of media.</p>	<p>Can name all colours including primary colours.</p> <p>Explore colour mixing with a variety of media.</p>	<p>Make as many tones of one colour as possible (adding white or black to create shades).</p> <p>Begin to understand how to mix colours to create new colours (primary and secondary colours).</p> <p>Can use colour on a large scale (create background colours).</p>	<p>Can make their own colour wheels.</p> <p>Can mix primary and secondary colours with the addition of black and white to create hues.</p> <p>Can begin to explore colour mixing with greater consideration to tone and shades.</p>	<p>Can identify and use colours suitable for the task.</p> <p>Can begin to use different colours to represent mood, feeling and emotions.</p> <p>Can continue to explore colour mixing with greater consideration to tone and shades.</p>	<p>Consider and select colours for different purposes – to reflect mood, emotion, seasons, weather, time of day.</p> <p>Can explore and experiment with creating texture using colour.</p>	<p>Can consider hue, tone, shades and tint when adding colour.</p> <p>Can use colour expressively, respond to music using colour.</p>

Form (3D work) skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can handle and manipulate rigid and malleable materials such as clay, card, play dough and junk modelling materials.</p>	<p>Can model in malleable materials to assemble basic structures.</p> <p>Can experiment using tools with the surface of pliable materials (scratching, poking, drawing, dotting and carving).</p>	<p>Can comment on the work of sculptures, crafts people and artists and use their idea to adapt their own work.</p> <p>Can use clay to make a functional object (pot). Can pinch, roll, coil, smooth and join clay with some care.</p>	<p>Can design and made a 3D model imagined as a larger piece/structure/ sculpture.</p> <p>Can work as part of a group to create structure or form.</p> <p>Begin to explore different joining methods – glue gun, clay, pins, tags and tapes.</p>	<p>Can build with clay a functional piece using 2 and 3 building techniques (rolling, coiling, cutting, joining).</p> <p>Can use a wider range of tools to create textured surfaces.</p> <p>Can plan and develop ideas for 3D work.</p>	<p>Can understand and investigate how different stimuli can be inspirations for 3D work.</p> <p>Can study 3D work from different cultures to develop their own response.</p> <p>Can use a 2D image to produce a 3D response – landscape, person, vehicle.</p>	<p>Can study 3D work from different cultures to develop their own response.</p> <p>Can try to capture weight and scale in their work.</p> <p>Can work from observation, memory or imagination.</p> <p>Can plan, develop and evaluate ideas.</p>

		Can assemble materials to make a new form carefully covering with ModRoc or papier mache.			Can use knowledge they have acquired of tools and materials to express own ideas and feelings.	
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Collage Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can begin to select with thought, different materials from resources provided considering surface, colour and texture.	Can modify materials by cutting, tearing, scrunching, adding marks or colour to represent an idea. Can use adhesives and place materials with some thought to convey an idea.	Can select materials suitable by qualities for different purposes (shiny, rough, warm, cold, smooth). Can overlap and layer to create effects.	Can begin to techniques of layering and overlapping by placing materials in front and behind with consideration. Can manipulate materials by cutting, tearing, folding and arrange these on the surface for a purpose.	Can improve techniques of layering and overlapping by placing materials in front and behind with consideration. Can begin to interpret mood, movement and feeling by using different media. Can use natural and man made environments as a stimulus for work. Can select and create different textures from found materials.	Can select and use adhesives and cutting tools with care and accuracy to achieve desired outcome. Can embellish a surface using a wide range of materials and techniques.	Can assemble a surface to create a specific surface – water, fire, land, sky. Can embellish decoratively using more layers of materials. Can create abstract collages reflecting mood or create patterns using collage meant for purpose.

Printing Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Can apply ink or paint to a range of objects including hands, feet and found objects (leaves, corks, cotton reels, vegetables) to experiment with printing.	Can take rubbings from textures to learn and inform their own prints. Print with a growing range of objects, natural and man made.	Can monoprint by mark making into a block (polystyrene, potato, lino), experimenting using tools with some pressure. Can explore and create patterns and textures using printing.	Can cut a simple stencil and use this for making printed shapes.	Gain inspiration from man made and naturally made patterns. Can explore colour mixing through the use of printing. Can design a more complex pattern made up of two or more motifs. Can make comparisons of well-known artists and own work and adapt and modify as a result.	Can recognize design for a purpose linking patterns in the natural environment (wallpaper, curtains). Can print using relief techniques using card and mark making controlling line size, tone, texture and tone. Can evaluate and discuss own printings work and the work of others.	Can explore the use of colour in printing. Can consider colour options when printing with more than 1 colour or tone. Can design prints for fabrics, books, wallpapers, curtains. Can evaluate and discuss own printings work and the work of others.
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Texture & Textiles Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to select and use materials such as cottons, threads, wool, paper and other fibres to make a simple craft product.	Can select and use materials such as cottons, threads, wool, paper and other fibres to make a simple craft product. Can build simple surfaces by weaving (paper, wool, fabric	Can use large eyed needle to do simple running stitches or cross stiches. Can use fabric adhesives to attach beads/buttons.	Is aware of different fabrics and can discriminate between them when choosing suitable materials to use. Can begin to attach different elements such as buttons and	Can print on fabric using a simple block print or stencil.	Can combine weaving with different colours, textiles and include stitching. Can understand and consider seasonal colours when selecting materials for functional purpose.	Can control stitching and can use various needles to produce more complex patterns with care and accuracy. Can use tie dye techniques with control to create images on fabric.

	strips, natural materials).		<p>beads using stitching.</p> <p>Can use a needle to do simple running stitches and experiment with a wider range of stitches using finer threads.</p> <p>Can experiment with different fabric effects such as tie dying and batik.</p>		<p>Can use plaiting, pinning, stapling, stitching with care to join and decorate fabrics.</p>	<p>Can work collaboratively with fabrics on a larger scale.</p>
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Digital Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>With support can open and use an art program and can select and use different tools to make simple lines and shapes to represent an image.</p>	<p>Can open and use an art program and can select and use different tools to make simple lines and shapes to represent an image. Can begin to control the size of marks made and select colours, shapes and stamps.</p>	<p>Can begin to explore drawing tools in a simple art program (brushes, erasers, spray can, crayon, pens). Can use a digital camera to capture images.</p>	<p>Can use a painting program to create an image corresponding to their work in other media. Can create an image using a painting program using lines and shade. Can copy and paste to create a simple repeat pattern.</p>	<p>Can try to capture a moving object in quick sketches. Can use a digital camera with confidence to capture images. Can animate a simple sequence of marks over several frames to make a time based presentation or animation.</p>	<p>Can use a digital camera to capture images to be cut and pasted into another digital image to create collages. Can use a paint program to develop virtual representation of another painting, drawing, model or print.</p>	<p>Can create a virtual work of art of their own using digital skills. Can animate a simple sequence of drawings or photos to make a time based presentation with sound.</p>

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Critical and Contextual Skills (Study of art and artists)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Can look and describe what they see, think and feel when looking at works of art. Can use their judgements, knowledge, thoughts and opinions of artist's work to improve, adapt and alter their own.</p>	<p>Can look and describe what they see, think and feel when looking at works of art. Can identify different art forms and suggest intentions of the work. Can use their judgements, knowledge, thoughts and opinions of artist's work to improve, adapt and alter their own.</p>		

Questions

Yr 3 /4 – neither year can fit these two objectives in?

Printing

Can monoprint and relief print by mark making into a block (polystyrene, potato, lino) experimenting using tools with some pressure.

Textiles

Can weave with a variety of materials to represent an image, pattern, landscape or texture.