

Progression of Art – Cycle A

Drawing

	KNOWLEDGE	PERFORMANCE OF SKILLS
<p>Year 1/2</p> <p>Drawing</p>	<p>Prior knowledge</p> <p>In EYFS: Explored arrange of media and tools to make marks. Responded to work by an artist. Describe my drawing, painting or model and explain the process.</p> <p>In Year 1 (Cycle B) Can use drawing to record what they see. Make simple marks using a range of tools. Completed observational drawings to create a self-portrait.</p>	<p>Skills</p> <p>All children (WTS)</p> <ul style="list-style-type: none"> ➤ Understand that we can hold and use drawing materials in different ways and the speed and pressure will affect the line. ➤ Know that each person’s sketchbook is unique to them. ➤ Use a variety of tools, inc. pencils, graphite, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. ➤ Explore marks and lines made by a drawing tool. <p>Most children (EXS)</p> <ul style="list-style-type: none"> ➤ Understand that we can combine different media in one drawing ➤ Make marks of different thicknesses and tone by varying pressure ➤ Make observational drawings <p>Some children (GDS)</p> <ul style="list-style-type: none"> ➤ Develop mark making for observational drawings focusing on how the pressure affects the line. ➤ Develop tone using scribbling and blending. ➤ Review their own work and evaluate.
	<p>Knowledge Use a variety of tools, inc. pencils, graphite, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Explore marks and lines made by a drawing tool. Make marks of different thicknesses and tone by varying pressure. Use colour to develop drawing Draw from first hand observation Explore the qualities of different media and begin to select media for different purpose. Make observational drawings, developing mark making. Begin to develop tone using scribbling and blending.</p>	
	<p>Artist Robert Hooke</p> <p>Outcome Drawing shells</p> <p>Key vocabulary Graphite, pastils, charcoal, chalk, thickness, tone, pressure, observational drawing, mark making, tone, scribbling, blending.</p>	

<p>Year 3/4</p> <p>Drawing</p>	<p>Prior knowledge</p> <p>In Year 2: Respond to ideas and starting points. Explore ideas and collect visual information. Draw from observation making a variety of marks with a pencil.</p> <p>In Year 3 (Cycle B) Making detailed drawings able to develop an idea from a starting point and respond to an artist's work. Create 2D designs and turn them into 3D models.</p>	<p>Skills</p> <p>All children (WTS)</p> <ul style="list-style-type: none"> ➤ Explore the qualities of charcoal and blending for shading. ➤ Make visual notes using a variety of media looking at other artists work and recording in sketchbook. ➤ Use a range of different mark making techniques to complete observational drawings. <p>Most children (EXS)</p> <ul style="list-style-type: none"> ➤ Use imaginative and observational drawing skills to make drawings of flowers and fruit. ➤ Explore tone in drawing to create shadows and objects looking 3D. ➤ Understand working with pattern uses lots of different concepts including repetition, sequencing and symmetry. <p>Some children (GDS)</p> <ul style="list-style-type: none"> ➤ Understand that artists and illustrators create sequenced drawings. ➤ Work in a variety of media including pen accurately. ➤ Choose different media effectively focusing on the impact this has on the final piece. ➤ Evaluate and reflect upon their final piece.
	<p>Knowledge</p> <p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Understand charcoal and earth pigment were our first drawing tools as humans. Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Work in a variety of media including pen. Understand shading techniques looking at blending. Understand tone in drawing</p>	
	<p><u>First 3 weeks – observational</u></p> <p>Artist Michelangelo Caravaggio</p> <p>Outcome Still life observational drawing of fruit focusing on shading. Pastels to finish</p> <p><u>Last 3 weeks – still life</u></p> <p>Artist Georgia O Keefe</p> <p>Outcome Still life observational drawing of flowers – remembrance poppies.</p> <p>Key vocabulary Shading, patterns, repetition, sequencing, symmetry, blending,</p>	

	cross-hatching, stippling, pastels, charcoal, shadows, 3 dimensional (3D).	
Year 5/6 Drawing	<p>Prior Knowledge: In Year 4:</p> <ul style="list-style-type: none"> • Use a variety of different mark making tools to focus on colour, element, line and shape to create patterns. • Explore tone in drawing. <p>In Year 5 (Cycle B):</p> <ul style="list-style-type: none"> • Use shading, hatching and stippling. • Use a range of pencils to create different effects. • Understand light and how it can be used to empathise shadows, tone, shade and highlights. • Looked at scaling objects up and down and proportions in their drawing. • Understand the impact of tone and use of pressure. • Understand a range of shading techniques. <hr/> <p>Knowledge: Use terms and language appropriate to the method and media. Know and understand about what perspective is and how this technique is used in drawing. Understand the style of Frida Kahlo's self-portraits. Understand the different shading techniques and how they are used.</p> <hr/> <p>Artist Frida Kahlo – Self-Portrait Along the Border Line Between Mexico and the United States.</p> <hr/> <p>Outcome Design a self-portrait focusing on the background and its realistic</p> <hr/> <p>Key vocabulary</p>	<p>Skills: All children (WTS):</p> <ul style="list-style-type: none"> ➤ Be able to say what they notice about a self-portrait. ➤ Know that things further away will be smaller in a picture and objects closer will be larger. ➤ Use a picture to help guide and plan their own background. ➤ Children will be able to apply more and less pressure to different areas of their drawing. <p>Most children (EXS):</p> <ul style="list-style-type: none"> ➤ Analyse self-portraits from a range of artists. ➤ Experiment with rhythm, grip, line weight, mark making and shapes. ➤ Use a range of shading techniques to create a life-like self-portrait. ➤ To plan a background and explore techniques to develop their own style using tonal contrast and mixed media. ➤ Apply the effect of light on objects from different directions. ➤ Begin to use perspective in work using a single foci point and horizon. ➤ Refer back to notes and ideas in sketchbooks to produce a final self-portrait. <p>Some children (GDS):</p> <ul style="list-style-type: none"> ➤ Add different elements into their background to really show their understanding of perspective throughout their drawing. ➤ Choose and select their own media to enhance their picture and explain their choices. ➤ Use the idea of light throughout their drawing to create a realistic 3D self-portrait and background. ➤ Review their own work and analyse and evaluate it in detail.

	Perspective, shading, self-portrait, background, tonal contrasts, 3 dimensional (3D), light, reflection, single foci point, horizon line, scaling.	
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Painting

	KNOWLEDGE	PERFORMANCE OF SKILLS
<p>Year 1/2</p> <p>Painting/ Printing</p>	<p>Prior knowledge In EYFS: Explored arrange of media and tools to make mark. Responded to work by an artist. Use rollers to apply paint. Use fingers to crate prints and patterns. Use colour and mixing.</p> <p>In Year 1 (Cycle B) Explored colour mixing understand primary and secondary colours Use a range of materials to create composition for the background.</p> <hr/> <p>Knowledge Use hands to make simple prints Use textured objects to make a plate for printing. Explore transferring the image and concepts like repeat. Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line.</p> <hr/> <p>Artist Andy Warhol</p> <p>Outcome Andy Warhol inspired Christmas cards.</p> <p>Key vocabulary Printing, mono printing, oil pastels, reverse image, mark making, transfer, indent, repetition.</p>	<p>Skills All children (WTS)</p> <ul style="list-style-type: none"> ➤ Understand prints are made by transferring an image from one surface to another. ➤ Know a print gives a reverse image. ➤ Create a basic print using the tools. <p>Most children (EXS)</p> <ul style="list-style-type: none"> ➤ Understand that the type of paint and how it's used will affect the marks you can make. ➤ Transfer their printed image accurately to create another image that looks similar when printing. ➤ Know a print can use an indent to make a pattern ➤ Know a print gives a reverse image. ➤ Understand monoprint is made by drawing through an inked surface ➤ Know that repetition is made using the same print multiple times ➤ Create a detailed print using the tools <p>Some children (GDS)</p> <ul style="list-style-type: none"> ➤ Choose the patterns they will use carefully to complete their final piece. ➤ Link the final piece to Andy Warhol. ➤ Make detailed Christmas cards using the pattern. ➤ Evaluate their final piece explaining how their print matches to Andy Warhol and what techniques they have used.
<p>Year 3/4</p> <p>Painting</p>	<p>Prior knowledge In Year 2 Respond to ideas and starting points. Explore ideas and collect visual information.</p>	<p>Skills All children (WTS)</p> <ul style="list-style-type: none"> ➤ Experiment with pigment ➤ Understand that paint acts differently on different surfaces

	<p>Name the primary and secondary colours. Explore mixing water colours. Mono printing.</p> <p>In Year 3 (Cycle B) Landscape painting and observational drawing to create an accurate representation. Explore colour mixing Consider light and dark colours to create reflection on water.</p> <hr/> <p>Knowledge Continue to develop colour mixing skills exploring light Explore creating pigments from materials around you (earth, vegetation). Explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background.</p> <hr/> <p>Artist Range of modern-day artists inspired by Stone Age art – Pablo Picasso, Jackson Pollock</p> <p>Outcome Stone Age Cave paintings of animals using natural paints.</p> <p>Key vocabulary Colour mixing, line, shape, pattern, composition, lighting, surface, foreground, background, still life, Stone Age, observations, natural paints.</p>	<ul style="list-style-type: none"> ➤ Understand the concept of still -life and making observations ➤ Explore Stone Age images and describe what they can see. ➤ Focus using accurate colours and natural paints that they would have used in the Stone Age for their final piece. <p>Most children (EXS)</p> <ul style="list-style-type: none"> ➤ Know that still life is the name given to painting a collection of objects. ➤ Explore colour mixing using line, shape and pattern to create still-life. ➤ Ensure they have used images from focus artists to inspire them for their final piece. <p>Some children (GDS)</p> <ul style="list-style-type: none"> ➤ That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today. ➤ Evaluate and explain their choices for their final piece. ➤ Use detail and natural paints effectively. ➤ Use colour mixing to create a range of different colours that are accurate to what the Stone Age artwork would have looked like.
<p>Year 5/6</p> <p>Painting</p>	<p>Prior knowledge In year 4 Explore colour mixing Understand that paint acts differently on different surfaces. Explore light reflecting on water and how this can be created using different colours. Use natural paints to create Stone Age inspired cave paintings. Observational drawings of landscapes which they draw lightly to then paint so the lines are not seen.</p>	<p>Skills All children (WTS)</p> <ul style="list-style-type: none"> ➤ Know that there is a tradition of artists working from land sea or city ‘scapes’ and can name an example. ➤ Paint to capture a response to a place. ➤ Explore brush techniques and the qualities of paint to create different textures. ➤ Create a realistic background using photographs. ➤ Think about light and dark, movements and energy in their paintings.

	<p>In Year 5 (Cycle B) Understanding of colour wheel and tonal range make a variety of marks. Knowledge of artists' work and sketchbook to inspire a piece of work individually or collaboratively.</p> <p>Knowledge Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Think about colour, composition and mark making. Think about light and dark, movement and energy Sketch and plan a painting Make decisions as to which colours and paint are best to use and which methods and media will best help you explore the view for the final piece. Create a realistic background using texture, lighting and composition</p> <p>Artist Famous Caribbean artists exploring culture – Denzil Forrester</p> <p>Outcome Use mark marking and colour to re-interpret his style to create a sense of sound and movement.</p> <p>Key vocabulary Paint, colour, composition, mark making, light, dark, movement, energy, background, texture, lighting, shape, brush techniques, mood, sketching.</p>	<p>Most children (EXS)</p> <ul style="list-style-type: none"> ➤ Experiment with mood and colour ➤ Sketch lightly before painting ➤ Use brush techniques and the qualities of paint to create different textures. ➤ Create a realistic background which has texture and shape. ➤ Use the idea of perspective and reflection in paintings to create distance and depth. ➤ Evaluate paintings and add finishing touches. <p>Some children (GDS)</p> <ul style="list-style-type: none"> ➤ Explore colours observed in the natural world ➤ Explain decisions made to the colours and paint that is best to use. ➤ Explain thoughts to create light and dark, movements and energy in their paintings. ➤ Make adaptations throughout the painting process to make improvements. ➤ Explain how they want their artwork to make someone feel. ➤ Explain how they have created a sense of sound and movement in their final piece.
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Sculptures

	KNOWLEDGE	PERFORMANCE OF SKILLS
<p>Year 1/2</p> <p>Sculptures</p>	<p>Prior knowledge In EYFS Make models with different materials and represent my ideas in 3D. Describe different materials and textures and join surfaces together. Tear paper into small pieces. Explored arrange of simple tools when exploring malleable materials (recycled materials).</p>	<p>Skills All children (WTS)</p> <ul style="list-style-type: none"> ➤ Understand that sculpture is the name given to artwork existing in three dimensions ➤ Use construction methods to build. <p>Most children (EXS)</p> <ul style="list-style-type: none"> ➤ Understand the role of an architect know that when we make sculpture by adding materials it is called construction.

	<p>Responded to work by an artist Use glue sticks/glue spreaders and scissors effectively.</p> <p>In Year 1 (Cycle B) Create sculptures using recyclable materials. Focus on how the sculpture makes them feel and will influence them. Understand techniques to use to hold the sculptures in place accurately.</p> <p>Knowledge Use construction methods to build. Blend and compress clay together. Slip and score to combine clay together when making their sculpture so it stays together when dry. Manipulate clay in a variety of ways e.g., rolling, kneading and shaping. Push down and use objects to imprint</p> <p>Artist Andy Goldsworthy</p> <p>Outcome Make natural land sculptures using clay.</p> <p>Key vocabulary Construction, blend, compress, combine, clay, manipulate, rolling, kneading, shaping, architect, 3 dimensional (3D).</p>	<ul style="list-style-type: none"> ➤ Manipulate clay by rolling and kneading <p>Some children (GDS)</p> <ul style="list-style-type: none"> ➤ Manipulate clay in a variety of ways e.g., rolling, kneading, shaping ➤ Explain the process of making a model using terminology and explain why they have used certain manipulative techniques to create their model focusing on how affective they are.
<p>Year 3/4</p> <p>Sculptures</p>	<p>Prior knowledge In Year 2: Created sculptures by slipping and scoring clay Created a class sculpture using recyclable materials. Focus on how the sculptures made them feel and influenced them. Ensure their sculpture stays together and doesn't break when dry using blending and compressing techniques.</p> <p>In Year 3 (Cycle B) Choose the media and materials for the desired result can respond to an artist's work. Manipulating clay in a range of ways – rolling, shaping and kneading. Carve intricate patterns</p>	<p>Skills All children (WTS)</p> <ul style="list-style-type: none"> ➤ Create a simple collage using painting, media and techniques to make a landscape. ➤ Create a simple sketch of the landscape using observational drawing techniques when looking the real-life experience of the Ridgeway or a photo. ➤ Explore different techniques used by Megan Coyle <p>Most children (EXS)</p> <ul style="list-style-type: none"> ➤ Construct with a variety of media, using tools. ➤ Combine collage with other disciplines such as drawing, printmaking and painting. using a range of media and techniques to make a piece based on landscape.

	<p>Knowledge Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture and space when creating their landscape drawing. Use a range of magazine cuttings focusing on the colours of them that are an accurate representation of the landscape picture. Sketch an observational drawing of the landscape.</p> <p>Artist Megan Coyle</p> <p>Outcome Trip to the Ridgeway to take pictures to help make a landscape collage. Start with natural materials and then use different coloured paper and magazine clippings.</p> <p>Key vocabulary Scale, foreground, background, lighting, texture, space collage, magazine clippings, combining, drawing, painting, landscape, observational.</p>	<ul style="list-style-type: none"> ➤ Explore Megan Coyle and use her techniques when creating their final piece. ➤ Ensure they use fine lines and press lightly on the page when sketching so the lines cannot be seen in their final piece. ➤ Explore and use accurate colours from magazine clippings that are accurate to the real-life photo of the Ridgeway. <p>Some children (GDS)</p> <ul style="list-style-type: none"> ➤ Explain and use scale, foreground, background, lighting, texture and space focusing on the impact this will have on the final design/ product. ➤ Combine collage with other disciplines such as drawing and painting. ➤ Using a range of media and techniques to make a piece based on landscape with a focus on the key artist using their techniques in the final piece. ➤ Evaluate and explain the choices and techniques they used in their final piece, providing reasons as to why it is effective.
<p>Year 5/6</p> <p>Sculptures</p>	<p>Prior knowledge In Year 4: Manipulate clay in a variety of ways, rolling, kneading and shaping. Use a range of different tools to model Carve intricate patterns and complete mark marking. Focus on painting sculpture and adding effective and accurate detail. Design a clay tile adding mosaic pieces accurately.</p> <p>In Year 5 (Cycle B) Use a clay sculpture to form part of the installation working collaboratively (link to Chinese terracotta army and Africa traditional art). Using paper-mache and building it up to form the base of their mask. Using a range of materials accurately linking to real African masks.</p>	<p>Skills All children (WTS)</p> <ul style="list-style-type: none"> ➤ Understand that a plinth is a device for establishing the importance or context of a sculptural object. ➤ Understand the Biome landscape and explain how this has influenced their final piece. ➤ Manipulate clay and mould it accurately to create their base tile. ➤ Choose a range of materials that link to their Biome environment. <p>Most children (EXS)</p> <ul style="list-style-type: none"> ➤ Understand that sometimes people themselves can be the object, as in performance art. ➤ Manipulate and use clay accurately by kneading and moulding to create the base of the tile. ➤ Use a range of materials linked to their Biome environment to add to their tile, ensuring it

	<p>Knowledge To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us. (Starting point For Life drawing) Understand the Biome landscape and how this can be created into art form. Use a range of clay techniques to create the base of the tile. Choose a range of materials that link to their Biome. Carve intricate patterns using a range of different tools.</p> <p>Artist Anna Dillon (local artist from Didcot).</p> <p>Outcome Make 3D clay tiles based on Biome landscapes.</p> <p>Key vocabulary Collaboration, Biome, landscape, carving, intricate, patterns, tools, blending, score, slip, kneading, moulding, manipulate, clay, 3 Dimensional.</p>	<p>doesn't fall off or become loose. Use score and slipping techniques.</p> <p>Some children (GDS)</p> <ul style="list-style-type: none"> ➤ Explain and evaluate their final piece in detail, focusing on the effectiveness and how the materials they used have linked to their Biome environment. ➤ Explain the impact this has and how it could influence others. ➤ Carve and add intricate patterns using a range of tools to add detail.
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