

Progression of Art – Cycle B

Drawing

	KNOWLEDGE	PERFORMANCE OF SKILLS
<p>Year 1/2</p> <p>Drawing</p>	<p>Prior knowledge In EYFS Responded to work by an artist. Show different emotions in their paintings. Control pencil and pen to make simple marks.</p> <p>Year 1 (Cycle A). Make observational drawings, developing mark making. Begin to develop tone using scribbling and blending. Use a variety of tools inc. pencils, graphite, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Explored drawing shells using different mark making techniques and media.</p> <hr/> <p>Knowledge 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 Make observational drawings, developing mark making. Begin to develop tone using scribbling and blending. Exploring basic shading techniques to create shadows.</p> <hr/> <p>Artist Henrietta Rae (The lady and the lamp painting).</p> <p>Outcome Draw a portrait of Florence Nightingale.</p> <p>Key vocabulary Tone, mark making, scribbling, blending, shadows, shading, observational.</p>	<p>Skills 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 ➤ Explore marks and lines made by a drawing tool. ➤ Use colour to develop drawing ➤ Make first hand observational drawings. <p>Most children (EXS)</p> <ul style="list-style-type: none"> ➤ Make marks of different thicknesses and tone by varying pressure ➤ Add facial features for their self-portrait when making observations. ➤ Make observational drawings adding detail. ➤ Use shading techniques to create shadows accurately. <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. ➤ Reflect and evaluate their final piece.
<p>Year 3/4</p> <p>Drawing</p>	<p>Prior knowledge In Year 2: Respond to ideas and starting points.</p>	<p>Skills All children (WTS)</p>

<p>Explore ideas and collect visual information. Draw from observation making a variety of marks with a pencil. Explore tone and shading to create still life observational drawing of fruit and flowers.</p> <p>In year 3 (Cycle A) Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Work in a variety of media including pen. Still life observational drawings – this support them when drawing Viking symbols.</p>	<p>➤ Make visual notes using a variety of media looking at other artists work and recording in sketchbook.</p> <p>➤ Making marks using pencils to create accurate observational drawings of Viking symbols.</p> <p>➤ Use shapes and patterns which can be turned from a 2D design into a 3D Viking ship.</p> <p>Most children (EXS)</p> <p>➤ Use imaginative and observational drawing skills to make drawings of shapes to turn into a 3D Viking boat which can be animated.</p> <p>➤ Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry.</p> <p>➤ Refer back to their design to create a Viking boat with symbols in 2D. Then adapt it so it is in 3D.</p>
<p>Knowledge Work in a variety of media including pen. Sketching skills focusing on tone and shading. Exploring shapes looking at repetition and symmetry to design their 3D Viking ship. Make a 2D model drawing into a 3D shape, understanding the techniques and tools to do this.</p>	<p>Some children (GDS)</p> <p>➤ Understand that artists and illustrators interpret narrative texts and create sequenced drawings.</p> <p>➤ Lead and explain the techniques of making a 2D drawing into a 3D drawing.</p> <p>➤ Evaluate and reflect on their final piece.</p>
<p>Artist Pablo Picasso – Making 2D drawings 3D</p> <p>Outcome Sketching symbols and Viking patterns. Final piece is the Viking boat in 3D.</p> <p>Key vocabulary Observational, tone, shading, repetition, sequencing, symmetry, blending, stippling, cross hatching, 2-dimensional (2D), 3-dimensional (3D)</p>	

<p>Year 5/6</p> <p>Drawing</p>	<p>Prior Knowledge:</p> <p>In Year 4: Use a variety of different mark making tools to focus on colour, element, line and shape to create patterns. Explore tone in drawing. Made 2D drawings into 3D using shading techniques.</p> <p>In Year 5 (Cycle A): They have looked at rhythm and grip to create different shading techniques. They have experimented with line weight, mark making and shapes. Apply the effect of light on objects from different directions. They have begun to use perspective in their work using a single foci point and horizon.</p> <hr/> <p>Knowledge: Use terms and language appropriate to the method and media. Know and understand the names of different pencils (HB) Know that there are processes which we can use to help us see, draw and scale up our work. Understand how different artists work and make visual notes to capture, consolidate and reflect upon the artists studied. Understand what composition, scale and proportion mean.</p> <hr/> <p>Artists: Look at a range of artists who have centred their work around Egypt: Mahmoud Said Alaa Awad's mural work William James Muller</p> <p>Outcome Sketch an observational drawing of Egyptian pyramids focusing on perspective.</p> <p>Key vocabulary Composition, scale, proportion, shadows, tones, shading, scaling, grid, thickness, cross hatching, stippling, blending, 2D and 3D, horizon.</p>	<p>Skills:</p> <p>All children (WTS):</p> <ul style="list-style-type: none"> ➤ Show that you can attempt and use some shading in your work. ➤ Use a sketchbook to record ideas. ➤ Start to think about how shadows work in their drawings. ➤ Use the grid process to break up the drawing into smaller parts. ➤ Say what they like and dislike about their own artwork. <p>Most children (EXS):</p> <ul style="list-style-type: none"> ➤ To use sketchbooks to record their observation and use them to review and revisit ideas. ➤ Use a range of pencils to make objects appear 3D (Tonal shading). ➤ Use different techniques for different purposes i.e. shading, hatching and stippling within their own work. ➤ Use direct light to emphasise shadows, tone, shade and highlights. ➤ Develop an awareness of composition, scale and proportion - Draw figures using the grid process (understand how scaling works). ➤ Practice working in different ways and on different colour and shaded paper. (Make a piece of artwork look realistic and authentic – making papyrus paper). ➤ Construct a final piece and evaluate <p>Some children (GDS):</p> <ul style="list-style-type: none"> ➤ Explain in detail why they are selecting different tools (pencil thickness) and how it changes their drawing. ➤ Compare ideas, methods and approaches used by themselves and others. ➤ Produce accurate drawings from observation and use tonal contrast in drawings ➤ Explore how 2D can become 3D and create realistic drawings using these skills.
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Painting

	KNOWLEDGE	PERFORMANCE OF SKILLS
Year 1/2 Painting	<p>Prior knowledge In EYFS: Mix colours for purpose and enjoyment with poster paint or water colours Describe my painting and explain the process</p> <p>In Year 1 (Cycle B) Develop understanding of primary and secondary colours (sketchbook)</p> <hr/> <p>Knowledge Explore watercolour to build experience of the medium wet on wet, flooding etc develop understanding of primary and secondary colours (sketchbook) Colour wheel and colour mixing. Show collections of colours in sketchbooks. Explore different materials to create the texture of the sea (bubbles, water colours, salt, flicking paint).</p> <hr/> <p>Artist Kara Walker</p> <p>Outcome Use water colours to create under the sea silhouette paintings.</p> <p>Key vocabulary Mark making, pigment, sea silhouette, paints, mixing, texture</p>	<p>Skills All children (WTS)</p> <ul style="list-style-type: none"> ➤ Know that we can use a variety of brushes, holding them in different ways to make marks and effects. ➤ Understand that watercolour is a media which uses pigment and water. ➤ Explore water colours. <p>Most children (EXS)</p> <ul style="list-style-type: none"> ➤ Name the primary and secondary colours. ➤ Understand that the type of paint and how it's used will affect the marks you can make. ➤ Create sea silhouette paintings using accurate colours and inspiration from Kara Walker. ➤ Experiment and explore water colours – mixing a range of different colours to make different shades of blue and green <p>Some children (GDS)</p> <ul style="list-style-type: none"> ➤ Choose the colours they will mix and use carefully to complete their final piece. ➤ Use inspiration from Kara Walker when mixing water colours. ➤ Evaluate and explain their choices when creating their final piece. ➤ Use a range of different brush strokes.
Year 3/4 Painting	<p>Prior knowledge In Year 2 Respond to ideas and starting points. Explore ideas and collect visual information. Name the primary and secondary colours. Explore mixing water colours. Mono printing.</p> <p>In Year 3 (Cycle A) Using natural paints and colours to create accurate designs of Stone Age cave paintings.</p>	<p>Skills All children (WTS)</p> <ul style="list-style-type: none"> ➤ Understand that paint acts differently on different surfaces ➤ Understand the concept of still -life and landscape ➤ Begin to explore light and reflection and what this looks like in paintings. <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.

	<p>Using a range of paints and water colours.</p> <hr/> <p>Knowledge Explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. Continue to develop colour mixing skills exploring light To consider lighting, surface, foreground and background. Focus on water reflections and how light looks on water. Observational drawing for accuracy.</p> <hr/> <p>Artist JMW Turner (Norham Castle)</p> <p>Outcome Landscape painting of a Castle (look at reflection on the water). Using water colours/ water pencils. Links to local study – Oxford Castle</p> <p>Key vocabulary Colour mixing, pattern, composition, observational drawing, reflection on water, colour mixing, foreground, background, lighting, surface.</p>	<ul style="list-style-type: none"> ➤ Explore and create accurate observational drawings of the castle. ➤ Use different colours to create the effect of light on water, using techniques from JMW Turner. ➤ Ensure their observational drawing lines are light so this doesn't show when they paint. <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. ➤ To consider lighting, surface, foreground and background. ➤ Use different colours effectively to portray light reflecting on water. ➤ Explain JMW Turners techniques in detail and use these in the final piece. ➤ Evaluate and explain their artist choices, adding in elements of their own ideas into their landscape.
<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. In Year 5 (Cycle A) 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</p>	<p>Skills All children (WTS)</p> <ul style="list-style-type: none"> ➤ Explore brush techniques and the qualities of paint to create different textures. ➤ Create a realistic background using colours that will make their animal stand out and be clearer. ➤ Use abstract painting to create a simple painting of an animal. <p>Most children (EXS)</p> <ul style="list-style-type: none"> ➤ 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. ➤ Evaluate paintings and add finishing touches, making their animal painting unique to their style. ➤ Use techniques from Kent Paulette in their final piece.

	<p>Knowledge 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. Explore different colour mixing to create accurate colours of their animal.</p>	<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. ➤ Make adaptations throughout the painting process to make improvements. ➤ Evaluate and explain their artistic choices. ➤ Explain the techniques they used from Kent Paulette and why they have been influenced to use them.
	<p>Artist Kent Paulette</p> <p>Outcome An abstract painting of an animal</p> <p>Key vocabulary Sketching, colour mixing, brush techniques, realistic background, abstract painting.</p>	

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). Responded to work by an artist Use glue sticks/glue spreaders and scissors effectively.</p> <p>In Year 1 (Cycle A) Manipulate clay in a variety of ways e.g., rolling, kneading, shaping Explore slipping and scoring to combine clay together so it doesn't break when dried. Push down and use objects to imprint</p> <p>Knowledge Use construction methods to build. Use a combination of two or more materials to make a sculpture. Ensure objects stay together in their sculpture form effectively using wire and glue guns.</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. ➤ Explain how Stephane Kilgast's artwork makes them feel. ➤ Draw a simple sculpture design ➤ Choose a range of materials they want to use for the class sculpture. <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. ➤ Use a combination of two or more materials to make a sculpture (using recyclable materials). ➤ Explain techniques used by Stephane Kilgast and the importance of her artwork. ➤ Explain how Stephane Kilgast's artwork has influenced and inspired them. ➤ Draw a sculpture design using inspiration from Stephane Kilgast. ➤ Understand what plastic materials are and why they can make good sculptures. ➤ Choose a range of materials that will be effective when creating the class sculpture.

	<p>Explore a range of materials they can use for their sculpture.</p> <p>Artist Stephane Kilgast – uses discarded objects she has found to create sculptures.</p> <p>Outcome Create a whole class sculpture based on the explorers. Create rockets using plastic bottles and create a space background.</p> <p>Key vocabulary 3 Dimensional (3D), modeling, recyclable materials, construction, assembling.</p>	<p>Explain why they are more effective than others.</p> <p>Some children (GDS)</p> <ul style="list-style-type: none"> ➤ 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. ➤ Evaluate how effective the class sculpture is and provide ideas on how it can be improved. ➤ Explain how the sculpture has made them feel or inspired them to recycle more waste and protect the environment.
<p>Year 3/4</p> <p>Sculptures</p>	<p>Prior knowledge In Year 2: Created sculptures using clay techniques. Created a class sculpture using recyclable materials. Focus on how the sculptures made them feel and influenced them. Ensuring their sculpture stays together and doesn't break.</p> <p>In Year 3 (Cycle A) Construct clay using a range of 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. Sketch and design an accurate Roman pot.</p> <p>Knowledge Use slipping, scoring, blending and compressing techniques to ensure the clay stays intact when dry. Use mosaic piece effectively to make a tile focusing on the artist's techniques. Explore a range of patterns and different style of pots.</p>	<p>Skills All children (WTS)</p> <ul style="list-style-type: none"> ➤ Know that clay and Modroc are soft materials that set hard. ➤ Manipulate clay in a variety of ways, rolling, kneading and shaping ➤ Make a base for their pot. ➤ Decorate their pot with patterns <p>Most children (EXS)</p> <ul style="list-style-type: none"> ➤ Manipulate clay in a variety of ways, rolling, kneading and shaping. ➤ Choose the most effective way to create their pot and explain why they have chosen this method. ➤ Understand and use the techniques used by Sosus of Pergamon and Antoni Gaudi. ➤ Make comparisons between the two focus artists. ➤ Understand that paint acts differently on different surfaces. This will impact the paint their choose when decorating their pot. ➤ Use colours and patterns that would have been used by the Romans. ➤ Carve detailed patterns using a range of tools. ➤ Focus on slipping, scoring, blending and compressing the clay so it stays intact and doesn't break when dry. <p>Some children (GDS)</p> <ul style="list-style-type: none"> ➤ Evaluate in detail methods to improve their clay pot design.

	<p>Manipulate clay in a variety of ways - rolling, kneading and shaping. Make a base for extending and modelling other shapes. Carve intricate patterns onto clay. Explore artists style and techniques.</p> <p>Artist Sosos of Pergamon (ancient mosaics) compared to Antoni Gaudi (present day mosaics)</p> <p>Outcome Make Roman pottery (vases). Paint orange/black and carve intricate patterns. Create a mosaic tile using tile pieces and artist techniques of their choice.</p> <p>Key vocabulary Carving, modelling, rolling, kneading, shaping, intricate, slipping, scoring, blending, compressing, intact, breakable.</p>	<ul style="list-style-type: none"> ➤ Use a range of techniques and explain why they have decided to use them to create their pot. ➤ Use colours and patterns used, explaining their choices based on real examples and artist impressions. ➤ Use a range of media and techniques to make a piece with a focus on the key artist using their techniques in the final mosaic tile piece.
<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. Carve intricate patterns and complete mark marking. Focus on painting sculpture and adding effective and accurate detail.</p> <p>In Year 5 (Cycle A) 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)</p> <p>Knowledge Make links to China and terracotta army and Africa traditional art. Explore the effect of paper-mache and how to construct a mask while using it. Explore techniques to hold the sculpture in place when using paper mache – adding more layers and no gaps.</p>	<p>Skills All children (WTS)</p> <ul style="list-style-type: none"> ➤ Design, draw and create an African mask using paper-mache ➤ Use a range of different decorative materials. ➤ Ensure their mask is strong by building up layers of paper-mache. ➤ Explore a range of different masks and use these examples to help design their own. <p>Most children (EXS)</p> <ul style="list-style-type: none"> ➤ Research and record ideas in a sketchbook ➤ Design and explain choices for a final piece ➤ Use sculpture techniques to create a detailed shape ➤ Build up pattern and texture to decorate a sculpture ➤ Use a range of materials to add detail and texture to a final piece ➤ Evaluate a final piece and make changes based on feedback

	<p>Explore a range of different African mask examples to support their designs.</p>	<p>Some children (GDS)</p> <ul style="list-style-type: none"> ➤ Explain why they have used certain colours/ patterns on their final product linked to their topic or historical artifacts they have explored in their topic lessons. ➤ Evaluate and explain the effectiveness of their mask using artist techniques and pictures of real African masks that have influenced their design.
	<p>Artist Pablo Picasso</p> <p>Outcome Use paper-mache to create African masks</p> <p>Key vocabulary Paper-mache, African, layers, decorative, pattern, texture, construct, materials.</p>	