

PF ST SCSJ Art Concepts Progression

Informed by National Curriculum, these concepts will repeat and be revisited over each year group so that children's understanding deepens as progress through the school.

List the main concepts that will be covered and the reasoning behind this


- From the National Curriculum

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

	Producing, exploring and recording.	Drawing	Painting	Printing <u>Progression examples</u>	3d form and other techniques	Evaluate and Analyse Creative Works	Great Artists
E Y F S	<ul style="list-style-type: none"> ● Use different media and surfaces to apply marks ● Experiment with different scales of art making (small to large) ● Noticing and naming colours ● Identify the names of the primary colours ● Observe and describe 	<ul style="list-style-type: none"> ● Children know the names of different drawing tools including chalk, crayons and pencils and understand their properties. ● Children begin to colour in-between lines with increasing accuracy. ● Children know that drawing tools create marks. ● Children demonstrate control over the types of marks made with a range of media such 	<ul style="list-style-type: none"> ● Children begin to develop control when using a variety of tools: standard and self-made painting tools. ● Children describe textures and techniques - for example: 'thick', 'thin', 'wet', 'dry' and 'dribble', 'splatter' and 'drip'. ● Children experiment with colour mixing and begin to use primary colours to make secondary colours 	<ul style="list-style-type: none"> ● Experiment with printing using different objects and body parts ● Create patterns using repeated shapes ● Make rubbings of textures ● Create table top/tray mono prints 	<ul style="list-style-type: none"> ● Experiment in a variety of malleable media in particular dough and junk modelling. ● Shape and model materials from observation and imagination. ● Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. ● Impress and apply simple decoration techniques, including painting. 	<ul style="list-style-type: none"> ● Share artwork with others and talk about what they have created and why ● Express preferences and state the changes and additions they would like to make ● Explore the work of a range of artists, craft makers and designers, making links to 	<p>Goldsworthy</p> <p>Monet</p> <p>VanGogh</p> <p>Kahlo</p> <p>Chris Ofili</p> <p>Georgia O'Keefe</p> <p>Work of Arabic tile makers</p>

	<p>patterns and textures in the environment</p> <ul style="list-style-type: none"> • Talk about their art work and ascribe meaning to it 	<p>as crayons, pastels, felt tips, and chalk.</p> <ul style="list-style-type: none"> • Children engage in observational drawing with adult support 			<ul style="list-style-type: none"> • Use tools and equipment safely and in the correct way with adult support 	<p>their own work.</p>	
KS1	<ul style="list-style-type: none"> • Use a variety of papers and surfaces to plan and develop simple ideas. • Build information on colour mixing, the colour wheel and colour spectrums. • Collect textures and patterns to inform other work. • Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work and the processes they have used. 	<ul style="list-style-type: none"> • Use a variety of different tools to draw: pencils, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. • Layer different media, e.g. crayons, pastels and charcoal. • Draw for a sustained period of time looking at still life - both single objects and a simple composition. • Experiment with the visual elements; line, shape, pattern and colour. • Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create 	<ul style="list-style-type: none"> • Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. • Build confidence in mixing colour shades and tones. • Understand the colour wheel and colour spectrums. • Be able to mix all the secondary colours using primary colours confidently. • Continue to control the types of marks made with the range of media. • Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. 	<ul style="list-style-type: none"> • Using the technique of finger printing and printing with objects to create repeating patterns • Appreciate the impact of the pressure, positioning & repetition on the quality of the print (PPP position, pressure, paint amount) 	<ul style="list-style-type: none"> • Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. • Shape and model materials from observation and imagination. • Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. • Impress and apply simple decoration techniques, including painting. • Use tools and equipment safely and in the correct way independently 	<ul style="list-style-type: none"> • Use mini-plenaries to evaluate on-going work. • Review what they and others have done and say what they think and feel about it. • Talk in pairs and groups. Give three stars and a wish. • Identify what they might change in their current work or develop in their future work. • Explore the work of a range of artists, craft makers and designers, making comparisons and describing the 	<p><u>Year 1</u></p> <p>Chris Ofili</p> <p>Kenojuak Ashevak</p> <p>Zaha Hadid</p> <p>Paul Gauguin</p> <p>Yayoi Kusama.</p> <p><u>Year 2</u></p> <p>Wassily Kandinsky</p> <p>Claude Monet</p> <p>Salvador Dali</p> <p>Emily Kame Kngwarreye</p>

		light/ dark lines.				differences and similarities and making links to their own work.	
L K S 2	<ul style="list-style-type: none"> ● Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. ● Express likes and dislikes through annotations Use a sketchbook to adapt and improve original ideas Keep notes to indicate their intention. ● Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ● Question and make thoughtful observations 	<ul style="list-style-type: none"> ● Develop intricate patterns using different grades of pencil and other implements to create lines and marks. ● Draw for a sustained period of time at an appropriate level. ● Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. ● Have opportunities to develop further drawings using 3d and perspective. ● Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of techniques and begin to understand why they best suit. ● Begin to show awareness of representing texture through the choice of 	<ul style="list-style-type: none"> ● Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. ● Start to develop a painting from a drawing. Begin to choose appropriate media to work with. ● Use light and dark within painting and show understanding of complementary colours (able to talk about tint, tone, shade, hue). ● Mix colour, shades and tones with increasing confidence. ● Work in the style of a selected artist (not copying). 	<ul style="list-style-type: none"> ● Explore positive and negative space in printing ● Explore how layering and mixing ink affects the print ● Create press prints using inks and rollers ● Look at print making in the environment to create wall papers fabrics etc ● Use card and string blocks to create a collograph printing block 	<ul style="list-style-type: none"> ● Work in a safe, organised way, caring for equipment. ● Secure work to continue at a later date. ● Handle and sculpt clay effectively (coil, pinch, flatten, roll etc) ● Make a slip to join two pieces of clay. ● Decorate, coil, and produce marquettes confidently. ● Use recycled, natural and man-made materials to create sculptures. ● Adapt work as and when necessary and explain why. ● Gain more confidence in carving as a form of 3D art. ● Use language appropriate to skill and technique. ● Demonstrate awareness in 	<ul style="list-style-type: none"> ● Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. ● Begin to explore a range of great artists, architects and designers in history and the present. 	<p><u>Year 3</u> Edward Tingatinga</p> <p>Darrell Wakelam</p> <p>David Hockney</p> <p>Pablo Picasso</p> <p><u>Year 4</u> Roa (Belgian Street Artist)</p> <p>Vincent van Gogh</p> <p>Stephen Wiltshire</p> <p>Morandi</p> <p>Albrecht Durer</p>

	about starting points and select ideas to use in their work.	marks and lines made <ul style="list-style-type: none"> ● Attempt to show reflections in a drawing Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms. 			environmental sculpture and found object art. <ul style="list-style-type: none"> ● Show awareness of the effect of time upon sculptures. 		
U K S 2	<ul style="list-style-type: none"> ● Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. ● Annotate work in sketchbook. ● Use the sketch book to plan. ● Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ● Question and make thoughtful 	<ul style="list-style-type: none"> ● Work in a sustained and independent way to develop their own style of drawing. ● This style may be through the development of: line, tone, pattern, texture. ● Draw for a sustained period of time over a number of sessions working on one piece. ● Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. ● Develop their own style using tonal contrast and mixed media. ● Have opportunities to develop further simple perspective in their 	<ul style="list-style-type: none"> ● Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. ● Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. ● Mix colour, shades and tones with confidence building on previous knowledge, understanding which works well in their work and why. 	<ul style="list-style-type: none"> ● Create printing blocks with an understanding of positive and negative space and how scraping away the block to create layers affects negative space ● know how to use printing tools effectively and safely ● Explore how position including rotation can affect composition 	<ul style="list-style-type: none"> ● Work in a safe, organised way, caring for equipment. ● Secure work to continue at a later date. ● Model and develop work through a combination of pinch, slab, and coil. ● Work around armatures or over constructed foundations. ● Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. ● Demonstrate experience in relief and freestanding work using a range of media. ● Recognise sculptural 	<ul style="list-style-type: none"> ● Discuss and review own and others work, expressing thoughts and feelings explaining their views. ● Identify artists who have worked in a similar way to their own work. ● Explore a range of great Artists, architects and designers in History and the present. 	<p><u>Year 5</u> Augusta Savage</p> <p>Alma Thomas</p> <p>Carolina Sardi</p> <p>Leonardo da Vinci</p> <p>Paul Nash</p> <p>Lowry</p> <p><u>Year 6</u> Frida Kahlo</p> <p>Wilhemina McApplin Godfrey</p> <p>Damien Hirst</p>

	observations about starting points and select ideas and processes to use in their work.	work using a single focal point and horizon. <ul style="list-style-type: none">● Develop an awareness of composition, scale and proportion in their paintings.			forms in the environment: Furniture, buildings. <ul style="list-style-type: none">● Solve problems as they occur.● Use language appropriate to skill and technique.		Marianne North Henry Moore
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