

Art Pupil Progression Plan

Three areas of disciplinary and substantive knowledge which underpin the primary Art curriculum




These materials are designed to inform how we plan for children to improve year by year and assess how well they are improving.

EYFS Exploring Arts and Design Expectations	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Children will be learning to:</p> <ul style="list-style-type: none"> • notice patterns with strong contrasts and be attracted by patterns resembling the human face. • start to make marks intentionally. • explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • express ideas and feelings through making marks and sometimes give a meaning to the marks they make. • explore different materials freely, to develop their ideas about how to use them and what to make. • develop their own ideas and then decide which materials to use to express them. • join different materials and explore different textures. • create closed shapes with continuous lines and begin to use these shapes to represent objects. • draw with increasing complexity and detail, such as representing a face with a circle and including details. • use drawing to represent ideas like movement or loud noises. • show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • explore colour and colour mixing. • explore, use and refine a variety of artistic effects to express their ideas and feelings. • return to and build on their previous learning, refining ideas and developing their ability to represent them. • create collaboratively, sharing ideas, resources and skills. • safely use and explore a variety of materials, 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products; • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; • to create sketch books to record their observations and use them to review and revisit ideas; • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; • about great artists, architects and designers in history.

<p>tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> • share their creations, explaining the process they have used. 		
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The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- 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.

<p>Generating and exploring ideas from sources, including the work of artists and designers</p> 	<p>Art projects often begin by selecting and using sources for observation, inspiration and generating discussion and thought. This is often the initial point of a process and is then revisited within projects as children explore multiple starting points, discuss and explain their own and other artists' choices and make choices as to how they might experiment with media and techniques to reflect their thinking. They explore a range of possibilities and learn that unexpected developments have value as well as careful attention to what was initially planned. The use of sketchbooks is vital to how children learn to organise their thinking and record ideas, gather source material for future use, plan and scope their work and experiment with techniques. The child's sketchbook builds over time as a unique record of how they externalise their provisional ideas, practice and explore variation.</p> <p><i>Progression in the development of generating ideas from sources is cumulative, and is achieved as much in the application to different contexts as in an incremental pathway.</i></p>
<p>Developing techniques</p> 	<p>The central procedural and disciplinary knowledge which children develop in the primary years comes from a focus on practising and mastering specific techniques. The development of these techniques comes about through a mix of instruction and exploration. The techniques are mapped out to show progression using the headings which most commonly reflect the artistic activity which the children think of themselves as undertaking: drawing, painting, printing, collage and sculpture. While these may be thought of as discrete strands, it is important that children make connections between them, by exploring opportunities to combine these within larger scale projects, and by being introduced to a conceptual framework which enables them to build their knowledge of how thinking about art and their own art and design work can be organised.</p> <p>Children in the primary years are therefore introduced to eight key substantive concepts, which are often considered to be the 'big ideas' in art: line, tone, colour, pattern, texture, form, shape and space. They build a knowledge of what these terms represent as they accumulate concrete experiences of creating and encountering artworks. As they develop their technical proficiency and explore and experiment with different media, they begin to learn how these concepts recur across the range of their work.</p> <p><i>Progression in the development of techniques in some strands is described over two years to reflect how children may revisit and improve their techniques over two years, either through one extended unit of work, or by repeated opportunities spread over two years.</i></p>
<p>Evaluating work, including the work of artists and designers</p> 	<p>In talking about and reviewing their own work and the work of a diverse range of artists and designers, children begin to explore how they and artists apply their disciplinary and substantive knowledge across a range of media. They begin to learn to make connections and understand influences and movements in the history of art. It is vital that they develop an appreciation of the value of revising, adapting and refining their work, focusing on the process as well as the product. Developing children's capacity and vocabulary to talk about their work and the work of artists is a key element of this.</p> <p><i>Progression in the development of evaluation and the study of the work of artists and designers is cumulative, and is achieved as much in the application to different contexts as in an incremental pathway.</i></p>



Generating ideas from sources, including the work of artists and designers

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Explore starting points	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	Explore and record their own ideas in response to first hand observations, e.g., natural objects, pictures, works and designs by artists, artefacts, and experiences.	Choose their own starting point from a range of ideas e.g., study of natural objects, pictures, works and designs by artists, artefacts, and experiences, including a visit to an art gallery.	Choose different starting points from a range of ideas e.g., study of natural objects, pictures, works and designs by artists, artefacts, and experiences.	Investigate a range of possible starting points for their work, including artworks by artists and designers (including those experiences during a visit to an art gallery) and choose ideas to develop further, giving reasons for their choices.	Determine a preferred starting point for their work, including the influence of work by artists and designers, giving reasons for their choices.	Determine a preferred starting point for their work, planning how their work might develop and which techniques they will use.
Discuss and	Express ideas and feelings through making marks and sometimes give a meaning to the marks they make.	Talk about their ideas and the choices they have made, including chosen tools,	Ask and answer questions about choices they have made, including chosen tools,	Ask and answer questions about starting points, and choices they have made, including chosen	Describe how they are developing their ideas as they work, using artistic language.	Explain how they are developing their ideas as they work, using artistic language.	Explain with reasoning how they are developing their ideas as they work, using artistic language.

	Develop their own ideas and then decide which materials to use to express them. Share their creations, explaining the process they have used.	media and materials.	media, materials and purpose.	tools, media and materials and purpose.			
Experiment	Start to make marks intentionally. Explore colour and colour mixing. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Experiment with chosen materials and ideas.	Adapt ideas through experimentation.	Adapt ideas through deliberate experimentation.	Speculate and decide what experimentation might be interesting to pursue.	Explain their thinking behind the experimentation they have chosen to pursue.	Speculate and decide what experimentation across different media might be interesting to pursue.



Developing Drawing techniques

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Start to make marks intentionally. Offer a wide range of different materials and encourage children to make marks in different ways.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different</p>	<p>Experiment and create different effects with pencils, chalks, pastels and charcoal.</p> <p>Experiment with different pressure and grip to draw different types of lines -thick, thin, broken, zig zag, curved, random</p> <p>Experiment with smudging and blending to create different effects, patterns and textures.</p>	<p>Experiment and create different effects with pencils, chalks, pastels and charcoal.</p> <p>Select different drawing tools to create different types of line within the same piece of work.</p> <p>Investigate tone and texture by drawing light/dark lines, light/dark patterns</p>	<p>Experiment and create different effects with pencils, chalks, pastels, charcoal and inks.</p> <p>Use different pressures to create hard and soft lines</p> <p>Use different grades of pencil to shade and create tone and texture</p> <p>Begin to show an awareness of composition, scale and proportion in their drawings.</p>	<p>Experiment and create different effects with pencils, chalks, pastels, charcoal and inks.</p> <p>Use hard and soft lines to highlight fine detail</p> <p>Use shading, hatching and crosshatching to create tone and texture through different light and shadow effects</p> <p>Show that they are focusing on balancing composition, scale and proportion in their drawings.</p>	<p>Experiment and create different effects with pencils, chalks, pastels, charcoal and inks.</p> <p>Use hard and soft lines to reflect attention to background and foreground</p> <p>Experiment with a variety of shading and tonal techniques to create atmosphere</p> <p>Develop simple perspective in using a single focal point and horizon.</p>	<p>Experiment and create different effects with pencils, chalks, pastels, charcoal and inks.</p> <p>Use hard and soft lines to reflect attention to background and foreground</p> <p>Select from a variety of shading and tonal techniques to show mood and atmosphere</p> <p>Develop composition by using techniques to show foreground, middle ground and background.</p>

<p>emotions in their drawings like happiness, sadness, fear, etc.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Use a range of materials and tools and use them with care and precision such as pencils, crayons, felt tips.</p>						
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Developing painting techniques

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Explore colour and colour mixing.</p> <p>Explore their colour-mixing techniques to enable them to match the colours they see and want to represent.</p>	<p>Experiment and create different effects with paint using a range of brushes and tools, beginning to show control over effects.</p> <p>Experiment with different thicknesses of paint on different surfaces.</p> <p>Name the primary colours and start to mix a range of secondary colours, predicting resulting colours.</p> <p>Make chosen colours lighter or darker by adding white and black.</p>	<p>Begin to control the types of marks made in a range of painting techniques e.g., layering, mixing media, and adding texture.</p> <p>Choose different thicknesses of paint to create effects on different surfaces.</p> <p>Understand the colour wheel and colour spectrums. Mix all the secondary colours using primary colours.</p> <p>Make a range of lighter and darker tones by adding white and black.</p>	<p>Use a range of brushes and tools to demonstrate increasing control of the types of marks made.</p> <p>Experiment with different effects and textures including blocking in colour, thickening paint to create textural effects.</p> <p>Mix colour, shades and tones to match desired outcome.</p> <p>Use lighter and darker tones within painting.</p>	<p>Use a range of brushes and tools to demonstrate conscious control of the types of marks made.</p> <p>Experiment with different effects and textures including making a wash.</p> <p>Mix colour, shades and tones with increasing accuracy to match desired outcome.</p> <p>Use lighter and darker tones within painting and begin to explore complimentary colours.</p>	<p>Use a range of brushes and tools to demonstrate conscious control of the types of marks made matching technique to desired purpose.</p> <p>Build different paints in layers to create different effects and textures.</p> <p>Mix and match colours to create tonal effects.</p>	<p>Use a range of brushes and tools to demonstrate conscious control of the types of marks made matching technique to desired purpose.</p> <p>Start to develop their own style using different effects and textures.</p> <p>Plan how to mix and match colours to create atmosphere and tonal effects.</p>



Developing printing techniques

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Use a range of resources e.g. sponges, leaves, body parts, to make patterns or pictures.</p>	<p>Experiment and create different print effects and patterns with found materials, fruit and vegetables.</p> <p>Make rubbings to collect textures and patterns.</p> <p>Create a simple monoprint by inking over materials and taking a print.</p> <p>Create simple printing blocks and make a press print.</p>			<p>Experiment and create different print effects and patterns with a range of materials onto a range of surfaces.</p> <p>Create prints from printing blocks using both relief and impressed methods.</p> <p>Print with two colour overlays.</p> <p>Design patterns to reflect themes, ideas and styles.</p> <p>Improve the accuracy of work to create a 'cleaner' print.</p>		<p>Select from the range of printing techniques they know to experiment with different effects.</p> <p>Create a wax resist print.</p> <p>Build up layers and colours/textures. Choose inks and overlay colours</p> <p>Overwork prints with a range of media e.g., pens, colour pens and paints</p> <p>Design thematic and stylistic patterns of increasing complexity and repetition.</p> <p>Improve the accuracy of work to create a 'cleaner' print.</p>



Developing collage techniques

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Join different materials and explore different textures.</p> <p>Explore a variety of paper to experiment with colour, and texture.</p>	<p>Fold, tear, cut and crumple paper and overlap to create different shapes and effects.</p> <p>Glue materials to a background to create desired shapes, patterns and effects.</p> <p>Explore texture and colour effects by selecting from a variety of materials in a collage.</p>		<p>Shape paper and other materials accurately to achieve desired effects.</p> <p>Overlap and overlay paper and other materials to create texture.</p> <p>Design and make a collage to show a variety of textures and colours.</p>		<p>Shape paper and other materials accurately to achieve desired effects.</p> <p>Experiment with adding collage to a painted or drawn background.</p> <p>Select from a range of materials and refine techniques to create a collage which explores a theme.</p>	



Developing modelling and sculpture techniques

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Explore different materials freely including those to scale e.g. bricks.		<p>Experiment and create different forms with clay, dough, natural materials, boxes and paper.</p> <p>Shape and model materials for a purpose from observation and imagination using a variety of tools.</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques, including painting and carving.</p>	<p>Experiment and create different forms for example with clay, natural materials, paper, wire and Modroc.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Model over a simple frame.</p> <p>Join two parts successfully. Secure work to continue at a later date.</p> <p>Produce more intricate surface patterns/textures and use them when appropriate.</p>		<p>Experiment and create different forms for example with clay, natural materials, paper, wire and Modroc.</p> <p>Combine pinch, slabbing and coiling to produce end pieces. Work around armatures or over constructed foundations.</p> <p>Join all parts successfully. Secure work to continue at a later date.</p> <p>Experiment with different ways of finishing work: glaze, paint, polish.</p>	



Evaluating work, including the work of artists and designers

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Reflecting on own work	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Look and talk about what they are doing, describing simple techniques and media used, expressing their likes and dislikes.	As they work, describe and explain the successes and challenges of what they are doing, identifying what they are pleased with and what could be adapted.	As they work, describe and explain the successes and challenges of what they are doing, identifying how they solved any problems they encountered and suggesting changes they might make.	Discuss and review their work, both in progress and when completed, expressing their thoughts and feelings, identifying modifications and aspects which could be developed further.	Discuss and review their work, both in progress and when completed, responding to feedback from others.	Discuss and critically review their work, both in progress and when completed, identifying where feedback would be helpful to them to develop further.
Responding to the works of artists and designers		Describe an artwork, saying what they notice about it. Make simple comparisons between different works of art, describing what they notice.	Describe an artwork, saying what they find interesting about the work, and how the artist has developed ideas and techniques. Compare works on similar themes by different artists, describing similarities and differences in what they observe.	Describe different works by the same artist, saying what they find interesting about the works, and how the artist has developed ideas and techniques. Compare works on similar themes by different artists, using artistic language to describe similarities and differences in what they observe.	Compare different styles and approaches by artists, noticing similarities and differences in terms of media, ideas and techniques. Describe, using artistic language, how their own work has similarities to that of artists they have studied.	Compare different styles and approaches by artists, and how artists have developed ideas and themes within their work, and how artistic movements can be described. Describe, using artistic language, how their own work has similarities to that of artists they have studied, and how they have	Compare different styles and approaches by artists and how artists and artistic movements have influenced one another. Describe, using artistic language, how and why they have used the work of artists and designers to influence their own work.

						tried to show this in their work.	
Focus Artist		<p>Wassily Kandinsky</p> <p>Can be used through painting, drawing and collage units.</p>	<p>Vincent Van Gogh</p> <p>Can be used through painting and drawing units.</p>	<p>Georgia O'Keeffe</p> <p>Can be used during painting unit.</p> <p>Henry Matisse</p> <p>Can be used during collage unit.</p>	<p>Giorgio Morandi</p> <p>Can be used through painting and drawing units.</p>	<p>Henry Moore</p> <p>Can be used through sculpture and drawing units.</p>	<p>Edward Hopper</p> <p>Can be used through painting and drawing units.</p>