

Art Progression Document – Based on NSEAD progression document

	<u>By the end of Reception pupils should be able to/know:</u>	<u>By the end of Year 2 pupils should be able to/know:</u>	<u>By the end of Year 4 pupils should be able to/know:</u>	<u>By the end of Year 6 pupils should be able to/know:</u>
Generating ideas (skills of designing & developing Ideas)	<p>Try out different skills such as painting, drawing, printmaking.</p> <p>Share their own creations explaining the processes involved in the design.</p>	<p>recognise that ideas can be expressed in art work</p> <p>try out different activities and make sensible choices about what to do next</p> <p>experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them)</p> <p>use drawing to record ideas and experiences</p>	<p>gather and review information, references and resources related to their ideas and intentions.</p> <p>select and use relevant resources and references to develop their ideas.</p> <p>use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p> <p>use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</p>	<p>engage in open ended research and exploration in the process of initiating and developing their own personal ideas</p> <p>independently develop a range of ideas which show curiosity, imagination and originality</p> <p>confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p>systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</p>
Making (skills of making art, craft and design)	<p>Explore a variety of materials, tools, and techniques.</p> <p>Experiment with colour and texture.</p> <p>Make careful observations of plants and animals to produce accurate sketches.</p>	<p>try out a range of materials and processes and recognise that they have different qualities</p> <p>deliberately choose to use particular techniques for a given purpose</p> <p>use materials purposefully to achieve particular characteristics or qualities</p> <p>develop and exercise some care and control over the range of materials they use. (for instance, they do not accept the first mark but seek to refine and improve)</p>	<p>develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</p> <p>investigate the nature and qualities of different materials and processes systematically.</p> <p>select, and use appropriately, a variety of materials and techniques in order to create their own work.</p> <p>apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes)</p>	<p>confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them)</p> <p>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques</p> <p>use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p> <p>Independently select and effectively use relevant processes in order to create successful and finished work</p>
Evaluating (skills of judgement and evaluation)	<p>Begin to interact with the work of artists, discuss the artwork, and decide for themselves whether they like the artwork.</p>	<p>Show interest in and describe what they think about the work of others</p> <p>When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...")</p>	<p>take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next)</p> <p>regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p>	<p>regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p>provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work</p>
Underpinning Knowledge and understanding (acquiring and applying knowledge to	<p>Know the names of the primary colours.</p> <p>To begin to understand the secondary colours and how they are made.</p> <p>Know some technical vocabulary such as texture, mood, line, and colour.</p> <p>Begin to understand that different materials and tools can create different effects.</p>	<p>how to recognise and describe some simple characteristics of different kinds of art, craft and design</p> <p>that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</p> <p>the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</p>	<p>about and describe the work of some artists, craftspeople, architects and designers</p> <p>about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.</p> <p>and be able to explain how to use some of the tools and techniques they have chosen to work with.</p>	<p>research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</p> <p>how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p>

inform progress)		Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)	about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.	how to describe the processes they are using and how they hope to achieve high quality outcomes about the technical vocabulary and techniques for modifying the qualities of different materials and processes.
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Artists to compliment units of work (each list represents a diverse range of artists to be explored in each unit)

Artists	EYFS/ KS1	LKS2	UKS2
Printing	M.C. Escher Andy Warhol Fang Lijun – Chinese artist and printmaker Orla Kiely (female artist) Delita Martin William Morris Cath Kidston	Henri Rousseau Old Masters for monoprint portraits: Leonardo Da Vinci Raphael Michelangelo Katsushika Hokusai Roy Lichtenstein – American artist and Printmaker Shepard Fairey – American propaganda artist, printmaker, street artist, creator of ‘Obey’ brand. Andy Warhol – American silkscreen print artist Fang Lijun – Chinese artist and printmaker – Chinese woodcut prints William Morris – Victorian artist and printmaker	
Painting	Portraits Maqbool Fida-Husain (Picasso of India) Pablo Picasso Frida Kahlo – Mexican artist Zhang Xiaogang – black and white family portraits, splodge of colour William Turner Rembrandt van Rijn Norman Cornish (local artist) Mondrian Cy Trombly Georgia O Keefe Emily Ward	Zhang Xiaogang – black and white family portraits, splodge of colour Yue Minjun Victoria Topping Pablo Picasso Georgia O Keefe	Van Gogh – Victorian era, Dutch painter, living mostly in Paris Wassily Kandinsky – Russian artist in Victorian era Gustav Klimt – Austrian artist in Victorian era. (Choose images carefully!) Frida Kahlo – Mexican artist Lowry – mid 20th century ‘scenes of life’ William Morris – Victorian designer and artist Terry Gilecki

Collage	Lauren Child Eric Carle Bryan Collier Leo Lionni Ezra Jack Keats Annegret Saltau, Hannah Hoch, Brianna McCarthy, Megan Coyle and Giles Davis.	Henri Matisse Derek Gores Cecil Touchon Georges Braque – French painter and collagist Kurt Schwitters – German collage artist Picasso Braque Wangechi Mutu Kara Walker David Hockney	
Drawing	Neil Curtis, Berenice Sydney, Georges Seurat, Arthur Rackman, Beatrix Potter, Lauren Child Maurice Sendak – Illustrator of Where the Wild Things Are Leonardo Da Vinci Paul Klee – Swiss-born German artist	Isobel Grant - Illustrator Quentin Blake – Illustrator Alex Trochut – Spanish typographer and illustrator Wim Crowel – Dutch typographer and graphic designer Morandi – still life Manga artist Eshcer Di Vinci	A variety of German and Russian propaganda poster artists here Eric Kennington – War artist of both World Wars, sketches of men going into battle Edward Ardizzone – Sketches of London scenes in WW2 Frida Kahlo – portrait (female artist) Chris Riddell – self portrait Rembrandt – self portrait Van Gogh – self portrait Picasso – self portrait
Sculpture	Anthony Gormley (local interest artist) Victor Passmore Barbara Hepworth Henry Moore Henry Hudson – sculptural artist, ‘paintings’ with plasticine. Barbara Reid – illustrator, using plasticine Cathy Miles – sculptor with wire Diana Beltran Herrera – sculptures of birds using paper	Aneta Regel – ceramics Jami Porter Lara - ceramics Grayson Perry – ceramics (current artist) Bruce Sherman – ceramics Roberto Lugo – ceramics Potters through history inc stone age, Han Dynasty, Greek Ceramics , Maya ceramics, Aztec ceramics, ancient Kenyan ceramics, Egyptian ceramics, ancient Japanese ceramics	Toshiko Takaezu Josiah Wedgwood Karolina Romanwska (female artist) Clarice Cliff Nick Mackman Julie Wilson James Doran-Webb – Driftwood sculptor Calixte Dakpogan, Romuald Hozume, Jozef Mrva, Bertjan Pot
Textiles	Jackie Gale Gunta Stölzl – German weaver, artist Anni Albers – German weaver, artist	Bayeux Tapestry Alisa Banks – textile artist Sabine Kaner – textile artist Moy Mackay – felt artist	

		Jessica Dance – textile artist Lucy Sparrow – textile artist	
Digital/New Media	David Hockney (current artist) Jorge Colombo Seikou Yamaoka		Kandinsky Refik Anadol Phil Barnett Harold Cohen Olafur Eliasson Paul Farrell Greyworld Erika Harrsch David Hockney Tatsuo Horiuchi Luke Jerram Erik Johansson William Kentridge Yayoi Kusama Thomas Lamadieu Hal Lasko Luxmuralis Eadweard Muybridge Amanda Parer Anna Ridler David Riley Claire Willbern (https://padlet.com/Jeanne/Digitalartists)
Installation art			Paul Merrick Mark Dion, Phyllida Barlow, Sara Sze, Susan Hiller, Cornelia Parker, Chiharu Shiota (Japanese, current female artist)

Progression across revisited units – drawing, painting and 3D art (sculpture)

	EYFS	KS1	LKS2	UKS2
<p>Drawing NC KS1 pupils should be taught to use drawing to develop and share their ideas, experiences and imagination. KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. KS2 Pupils should be taught to improve their mastery of art and design techniques, including drawing with a range of materials.</p>	<p>Use a variety of tools to mark make – pencils, sticks, chalk, pens, felt tips, feathers. Draw onto different materials eg., pavement, paper, cardboard. Observe and draw shapes and patterns. Create rubbings (texture). Begin to observe the natural world and sketch plants and animals, focusing on shape and colour.</p>	<p>Use an increasing variety of drawing tools – crayon, chalk, pencil, felt tips, oil pastels, graded pencils, charcoal. Experiment with tools and surfaces – on the playground, fabrics, pastel paper, cardboard, newspaper, and wood identifying changes to texture and pattern. Experiment with line forms, emotion and colour (eg. Straight, curved, zigzag, happy, sad, angry). Draw light and dark lines to create tone and shadow. Draw objects from observations using shade to create a 3D effect.</p>	<p>Experiment with different grades of pencils, and different effects eg. Hatching, cross hatching, blending, stippling. Use different grades of pencil to apply tone to drawings. Choose different drawing implements (eg. oil pastels, charcoal, pencil) to create effects and textures based on their properties. Experiment with the effects of negative space drawing (the gaps between objects). Apply knowledge of tone, shade and shadow, and texture to improve awareness of the 3 dimensionality of objects. Develop an understanding of proportion and perspective when drawing still life and human forms.</p>	<p>Use different media to make marks and lines in dry media – digital mark making, pencil, charcoal, oil pastels Explore colour mixing and blending with coloured pencils to produce effects of texture and 3 dimensionality. Apply the effect of light on objects from different directions. Improve use of perspective using a single focus point and horizon. Experiment with wet media to make marks, lines, patterns, textures and shapes – ink, paint, watercolour pencils. Produce accurate drawings from observation using tonal contrast. Develop an awareness of composition, scale and proportion, foreground, middle ground and background. Scale images up and down.</p>
<p>Painting KS1 pupils should be taught to use painting to develop their ideas, experiences and imagination. KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. KS2 Pupils should be taught to improve their mastery of art and design techniques, including painting with a range of materials.</p>	<p>Name the primary colours. Experiment with colour mixing using the primary colours. Explore the properties of some different paints eg, poster paint and watercolour. Paint onto different surfaces. Experiment with painting and colour mixing using powder paints, poster paints and water colours.</p>	<p>Name primary and secondary colours. Understand how to mix paint to make secondary colours. Experiment with a variety of paints (eg poster, watercolour, oil, acrylic) understanding their different properties. Apply colour with different tools (brushes, rollers, fingers, palette knife etc) onto different materials (eg. Fabric, card, watercolour paper).</p>	<p>Use specific colour language – primary colour, secondary colour, tertiary colours, hue (colour base), shades (black added), tints(white added), tone (grey added). Know how to mix tertiary colours using prior knowledge of primary and secondary colours. Explore the colour wheel and the effects of complementary colours. Experiment with effects and textures – dotting, scratching, splashing. Colour mix</p>	<p>Identify and work with complementary and contrasting colours using different media – paint, pastels etc Mix and match colours to create atmosphere Use a variety of tools to create texture Mix and match colours to create light, thinking about direction of light and its effect on images Use different media to create tints, tones, shade and mood – ink, paint, pastels oil and chalk Identify</p>

		<p>Know how to lighten and darken colours to create tints and shades using white and black paint.</p> <p>Know which colours are in a warm colour palette and which colours are in a cold colour palette.</p>	<p>to match tints, tones and shades in existing works.</p> <p>Compare the properties of watercolour and acrylic paints experimenting with layering and lifting off techniques.</p> <p>Compare the effects of applying paints at different stages (eg. On dry paper, wet paper).</p>	<p>how colour can portray emotion and use this in their own artwork</p>
<p>3D art (sculpture) KS1 pupils should be taught to use sculpture to develop and share their ideas, experiences and imagination. KS2 Pupils should be taught to improve their mastery of art and design techniques, including sculpture with a range of materials.</p>	<p>Explore a range of malleable materials to make models or pictures (eg. playdough, plasticine, clay).</p> <p>Use building techniques to create 3D forms (eg lego, duplo, small world blocks).</p>	<p>Understand that sculpture is a 3D form.</p> <p>Know that sculpture can be abstract or lifelike.</p> <p>Know that sculpture can be made from a variety of materials (eg. Paper, card, clay, plastic.)</p> <p>Understand the different properties of materials and which material might be suitable for a style of sculpture.</p> <p>Know some joining techniques.</p>	<p>Understand that specific materials can produce a specific outcome (eg, clay is a material used in ceramics).</p> <p>Build knowledge of clay in different forms (eg. Slab rolling and coiling).</p> <p>Experiment with malleable and rigid materials to produce a specific outcome.</p> <p>Know how to join different materials based on their properties.</p>	<p>Shape, form, model and construct from observation and imagination. Shape, form, model and join using malleable and rigid materials – wire/junk modelling, paper, card and mod rock.</p>

Vocabulary

EYFS		<p>Mark making, printing, stamping, colour, observe, draw, paint, sketch, shape, materials, artist, illustrator, create, improve, brush, thin, thick, emotion, feeling, chalk, pastel, pen, pencil, charcoal, paper, card.</p>
Key Stage 1	Drawing	<p>curved, line, soft, hard, mark, straight, pattern, colour, hue, warm, cool, mood, emotion tone, shadow, lighter, darker, shading, light source, 2d, 3d, observe, viewfinder, observational drawing, texture</p>
	Painting	<p>pigment, crushing, liquid, mixing, texture, technique, splashing, scraping, pouring, colour, hue, mixing, primary, secondary, cave, walls, texture, blotch, dab, scrunch, paint, sketch, print, spray, dab</p>
	Printing	<p>rubblings, texture, repeating pattern, print making, monochrome, pressure, rotated pattern, printmaking, motif, stamp, rotation, collage, motif, texture, collagraph, review</p>
	3D art (sculpture)	<p>sculpture, 3 dimensional (3d), assemblage, relief, free-standing, scale, abstract, surface</p>
	Collage	<p>Collage, overlap, overlay, construct, pattern, join</p>
	Digital art	<p>Algorithm, lock fill, shape, colour, pixel, manipulate , retrieve, abstract</p>

Lower KS2	Creative Craft	loom, warp, weft, yarn wicker, origami, kirie, sensu, decoupage, installation art, mixed media, medium, embellish, exhibit
	3D art (sculpture)	ceramics, kiln, slabbing, scoring, slip, pinching, coiling, impressing, sculpture, art installation, free modelling, sculpt, carve, vessel, plinth, display
	Collage	collage, layering, experimentation, layer, overlap, contrasting colour, line-drawing, patterns, experiment, texture, surface, background, foreground, composition,
	Textiles	textile, deconstruction, fibres, material/cloth/fabric, pattern, weaving, warp, weft, yarn, sampler, embroidery, needle, stitch, thread, applique, patch, template, pin, embellish, sequin, template, design,
	Painting	tertiary colour, overpainting, wet-on-wet
	Drawing	2D, 3D, composition, focal point, form, viewfinder, contour line, negative space
Upper KS2	Photography	subject, capture, angle, natural, artificial, illuminate, manipulate, monochrome, crop, mixed media, series, overlay, gallery, exhibition, portfolio
	Installation / site-specific art	installation piece, site specific, arrangement, ephemeral, foraging, arrangement, yarn bombing, reclaim, monochrome, participatory art, text art, emotion in art, miniature, scale, repurpose
	Digital / new media	new media art, contemporary art, pixels, sound art, contemporary art, abstract art, tone, definition, algorithm, experimentation, negative space, colour scheme
	Design / graphic design	form, typography, content, concept, function, Bauhaus, illustration, multi-disciplinary, contemporary, layout, grid, brief, gradient, proof, typesetting
	Painting	reflective, oil, translucent, transparent, resist, absorb, depth, clear
	Drawing	surreal, portraiture, symbolism, scale, proportion, figurative