



St George's Primary School

Art and Design Progression

Overview: We study art to encourage self-expression and creativity, and to equip pupils with the creative skills and techniques they need. We want them to use art to communicate, and to respond to the world around. We want them to start to understand ways of seeing and learning about great artists, making links to their own work. The vast majority of units contain a focus craftsman / artist/designer/architect and an example stimuli piece with which to begin the unit of work. This has been chosen, not because it must be replicated in the finished outcome, but because the chosen pieces (and often artists) demonstrates the skills that are going to be taught in that unit of work.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Developing and Generating Ideas	<p>To look at the work of artists and say what they see</p> <p>To make choices about the materials they use</p> <p>To select appropriate resources and say what they are going to make</p>	<p>To take photos of their environment to inform work.</p> <p>To know that art has always been used to express ideas.</p>	<p>To understand that ideas can be generated through experimenting (doing)</p> <p>To describe what an artist has created</p> <p>To know that art can be interpreted in different ways and may create opinions and emotions that vary in different people (it is subjective)</p>	<p>To talk about the artist's intention</p> <p>To use a sketchbook for close observations</p> <p>To use sketches to make a quick representation of something or to work out ideas</p>	<p>To research artists</p> <p>To use sketchbook to experiment with colour</p> <p>To draw sketches before building on a drawing with more detail</p>	<p>To carry out open-ended research based on a given theme or artist</p> <p>To gain ideas from artist's work which can be used in their own outcomes</p> <p>To use sketchbooks to record and evaluate, edit and improve, with support</p>	<p>To explore different artists' styles and make specific reference to these in their own outcomes</p> <p>To find out about the style, processes and influences of a range of artists' work</p> <p>To use sketchbooks to record and evaluate, edit and improve</p>
Appraising and Evaluating	<p>To say what they did and how they did it</p> <p>To look at and talk about what they have produced</p> <p>To say likes and dislikes</p>	<p>To reflect on whether their idea was achieved</p>	<p>To ask and answer questions when looking at artwork</p> <p>To add notes to sketches to explain what was/wasn't successful</p>	<p>To explain how a piece of art makes them feel</p> <p>To evaluate at the end of the process</p>	<p>To identify common features of an artist's style</p> <p>To express likes and dislikes through annotations</p>	<p>To discuss why and how pieces have been created</p> <p>To describe how the journey in sketchbooks affects the finished piece</p>	<p>To comment on likes and dislikes of an artist's work, giving reasons for their opinions</p> <p>To reflect on the work of others, as well as their own work, to find strengths and development points</p>

Pupils will be taught the following knowledge and skills:



		EYFS	Y1/2A HM	Y1/2B FK	Y3/4A PC – Our School PC	Y3/4B PP	Y5/6A LDV	Y5/6B PN
Exploring, Experimenting and Making	Drawing	<p>To create pictures using different mediums: chalk, crayons and pencils).</p> <p>To draw straight and curved lines using different implements. (e.g., pencil, chalks).</p> <p>To make thick and thin lines.</p> <p>To create some recognisable shapes and features (e.g. rainbow, circle for a sun, face)</p> <p>To add detail to drawing which represent objects e.g. details on a face – eyes, nose, mouth</p>	<p>To draw light and dark lines (by varying the pencil pressure).</p> <p>To vary techniques for adding tone and texture to drawings by using different techniques: using the side of a pencil to shade, hatching, dots, blending, cross-hatching, loops and wavy lines.</p> <p>To choose to create light/heavy lines.</p> <p>To create pictures using different mediums: rubbers, pastels, felt tips, charcoal, pen, graphite, wax.</p> <p>To draw from observation.</p> <p>To understand that you can draw from imagination.</p>	<p>To understand that you can use different pencil grades.</p> <p>To draw objects in proportion to each other within the same picture</p> <p>To understand face proportion.</p> <p>To vary tone in drawings by using different techniques: varying the amounts of pressure and the thickness of the line.</p> <p>To identify light and dark within drawings.</p> <p>To use scribbling and smudging.</p>	<p>To create highlights and shadows in drawings.</p> <p>To choose which pencil grade to use according to what they are drawing.</p> <p>To show space in a drawing.</p> <p>To use feathering and basket weave to create texture.</p>	<p>To draw basic shapes using techniques for shading and highlighting: cube, cuboid, cylinder.</p> <p>To add a range of different tones to a drawing by varying the pressure applies to a pencil.</p> <p>To understand what skills are needed when drawing in small scale.</p> <p>To use a range of techniques to show tone and texture within a single drawing: hatching, cross-hatching, stippling and scumbling.</p>	<p>To identify the use of positive and negative space within compositions.</p> <p>To identify the effect of light on an object from different directions, compare in real life and works of art.</p> <p>To choose from the previously taught techniques to interpret the texture of a surface (e.g. hatching, stippling, smudging, line types).</p> <p>To apply mark making techniques for a specific purpose,</p> <p>To accurately draw faces using the proportions of the face.</p> <p>To use the grid method, in the same scale and larger scale, to aid drawing in proportion.</p>	<p>To draw objects from different angles, altering tone to match real life observations.</p> <p>To understand and observe how highlights and shadows change on an object, when observed from different angles.</p> <p>To use tones of the same colour to add detail to the shadows and highlights in an observational drawing.</p> <p>To use single focal point perspective.</p> <p>To consider the composition of a drawing when planning use of the space (e.g. foreground, background, off centre and rule of thirds).</p>
			Y1/2A WK	Y1/2B RB	Y3/4A VG	Y3/4B DH	Y5/6A Roy Lichtenstein	Y5/6B JP



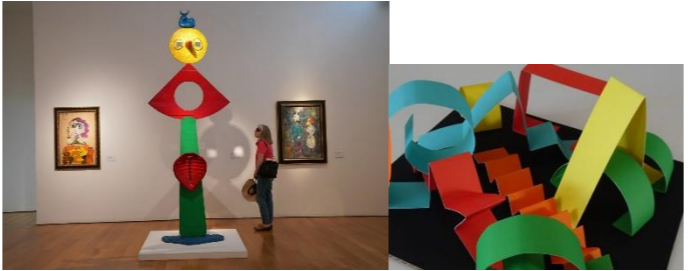





Exploring, Experimenting and Making	Painting & Pattern	<p>To use fingers, twigs and paintbrushes to mark make/paint with.</p> <p>To use some form of tripod grip to hold a large brush correctly.</p> <p>To know how much paint to put on a brush.</p> <p>To know that the primary colours are red, blue and yellow.</p> <p>To mix colours to make new ones, including some secondary colours</p> <p>To know an object's shape / texture can be transferred to paper (e.g. hand print / rubbing)</p> <p>To make a simple repeating pattern from stamps or other objects, e.g. beads.</p>	<p>To paint a line which is thick or thin (beginning to make choices about paintbrushes).</p> <p>To mix primary colours to create secondary colours.</p> <p>To know that the secondary colours are green, purple and orange.</p> <p>-To know that green is made by mixing blue and yellow. -To know that purple is made by mixing blue and red. -To know that orange is made by mixing red and yellow.</p> <p>To identify patterns within pieces of art and produce patterns by repeating lines e.g. crossed lines, swirls, spirals and zigzags.</p> <p>To know the difference between warm and cold colours</p>	<p>To choose the right thickness of the paintbrush to achieve the desired outcome</p> <p>To know that the shade of a colour can be changed by adding black to make it darker</p> <p>To know that the tint of a colour can be changed by adding white to make it lighter</p> <p>To understand that you can change secondary colours by adding different proportions of primary colours.</p> <p>To make 2D patterns, filling a page</p>	<p>To develop painting techniques (brush strokes) that create patterns and texture, e.g. dotting, scratching and dry brush.</p> <p>To mix tertiary colours: red-orange, yellow-orange, yellow-green, red-purple, purple-blue and blue-green.</p> <p>To know that the tone of a colour can be changed by adding grey.</p> <p>To mix different shades, tints and tones of the same colour to create effects.</p>	<p>To know that you can use more or less water to create different intensity of colour.</p> <p>To identify and create foreground and background in pictures.</p> <p>To use a colour wash and layering to create depth in their painting.</p> <p>To know the complementary colours: yellow and purple, orange and blue, red and green.</p>	<p>To vary the tone, tint and hue of colours to enhance the mood of a picture.</p> <p>To understand that a hue is a gradation or variety of a colour.</p> <p>To add detail to a background when dry.</p> <p>To choose and mix primary, secondary, tertiary, complementary and contrasting colours for effect.</p> <p>To choose a specific colour scheme for a piece of art, e.g. complementary colours or monochromatic</p> <p>To understand that using more or less of a primary or secondary colour will create different tertiary colours.</p> <p>To understand that black and white can be used to show positive and negative space.</p>	<p>To use collage, dry brush, layering, splattering and stippling to create different textures.</p> <p>To consider colour for purposes e.g. to express moods and feelings.</p> <p>To explore the use of texture within paint e.g. adding sawdust, glue, shavings, sand, and on different surfaces.</p> <p>To add layers and details to print / mix media e.g. print and collage.</p> <p>To confidently use techniques and tools used so far to get textural effects.</p> <p>To use light and dark for effect within a painting</p>
			Y1/2A abstract	Y1/2B pot	Y3/4A Building	Y3/4B Vase	Y5/6A Sculpture (DO Tortillas)	Y5/6B Clay box GP
Exploring, Experimenting and Making	Clay	<p>To mould dough into different shapes: pinching, rolling, stretching, and squeezing</p> <p>To know that art is not always flat</p>	<p>To know that pottery is a type of sculpture</p> <p>To know how to roll clay to an appropriate thickness</p> <p>To know that clay can be moulded to create different shapes</p> <p>To use carving, indenting and scratching to create texture</p> <p>To know that sculpture is when the artist's thoughts are</p>	<p>To know that clay can be moulded to create different shapes: rolling, pinching and kneading</p> <p>To know that when joining pieces of clay together, the surfaces between the join should be made rougher, e.g. scratched</p> <p>To know that specific tools can be used to add marks as decoration or to create texture</p>		<p>To select the appropriate modelling tool to carve intended detail</p> <p>To know that smoothing cracks will make products more stable</p> <p>To know how to effectively finish products by adding decorative detail and texture</p> <p>To know that score and slip is a method for joining</p> <p>To create a 3D model, using pinch and slab methods</p>		<p>To select the most appropriate technique when constructing a 3D clay object</p> <p>To choose different joining techniques</p> <p>To know how to use slip to add a handle</p> <p>To understand how to create different 3D shapes out of clay</p> <p>To know how to mould and join pieces of clay together effectively, e.g. using retainers</p>




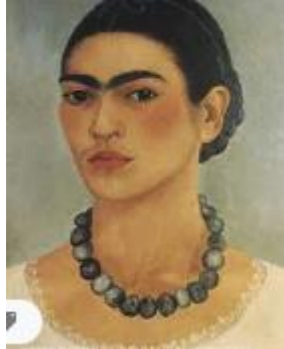




			represented by a (3D) model / picture	To create a model or 3D picture that represents an idea or replicates an object or picture		To know different ways of creating surface patterns and textures		(which is making a sculpture around a 3D shape and then removing it) To use the coil technique and the pinch and slab technique for different purposes
	3D Sculpture	To join materials, e.g. using cellotape, masking tape				<p>To know that a sculpture needs to be designed, with a clear thought process behind what each element represents</p> <p>To know that a frame is needed to create a stable structure</p> <p>To create 3D structures using a basic structure adding an additional material, e.g. covering structure or adding extra detail/texture</p> <p>To identify and replicate some 3D shapes within a sculpture</p> <p>To create a sculpture from a plan</p> <p>To know that an internal structure can be used to create stability</p>	<p>To apply their scientific knowledge to designing, building and structuring a sculpture</p> <p>To know that you should reinforce a sculpture internally or externally to ensure it is stable</p> <p>To discuss the possible intent of sculptures when looking at examples</p> <p>To add reinforcements to joins to create a stronger structure</p> <p>To combine materials for effect and purpose</p> <p>To show an awareness of the finished product, designing their 3D model and showing attention to detail in decoration</p>	
Vocabulary	thick, thin, red, blue, yellow, green, orange, purple, dough, pattern, chalk, crayon, pencil	pressure, medium, scribble, smudge, primary colour, secondary colour, clay, rolling, pinching, kneading, carve, sculpture	texture, hatch, blend, cross-hatch, pencil grades, stipple, sketch, shade, tint, score, slip, pinch, knead, layering, repeat, direction, permanent	highlight, scale, feathering, basket weave, proportion, dotting, dry brush, scratching, tertiary colour, tone, montage, finish, detail, symmetry, structure	shading, space, reduce, enlarge, scumbling, wash, watercolour, layering, foreground, background, colour wheel, complementary, tessellation, opposing, coil, stability, glaze, internal	positive space, negative space, grid method, hue, contrasting, perspective, mould,	angles, real life observation, focal point, composition, style, overlay, mood, transition, monochromatic, reinforcement, combine	









	Autumn Term	Spring Term	Summer Term
EYFS	<p>Topic project - Self portraits Focus Artist: Paul Klee Know that Paul Klee is a painter. Know that he uses colour and shape.</p>  <p>Topic project – Colour mixing Focus Artist Kandinsky</p> 	<p>Topic projects – 3D sculpture manipulating paper and junk modelling Focus Artist: Joan Miro Know that Miro made sculptures.</p>  <p>Animals Topic – Focus Artist Rousseau Tiger – Surprise in the Forest</p> 	<p>Topic projects - Observational work, nature rubbings, bug art with natural resources Focus Artist: Van Gogh Know that Van Gogh creates realistic art.</p>  <p>Topic projects: Focus Collage using fabric, paper, pasta, beans etc, to create texture.</p> 


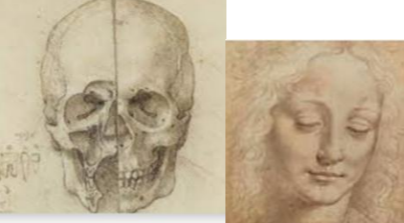






YEAR 1			
KS1	Autumn Term	Spring Term	Summer term
	<p>Unit Focus: Painting</p> <p>Medium: poster paint</p> <p>Suggested Outcome: Imitate Kandinsky picture with repeated patterns, using different colours (colour mixed painting) and use objects to create different block of texture (printing and pattern).</p> <p>Focus Artist: Wassily Kandinsky Know that Kandinsky was a Russian painter. Know that he started abstract art.</p> 	<p>Unit Focus: Drawing</p> <p>Medium: pencil</p> <p>Suggested Outcome: Animal sketches</p> <p>Focus Artist: Henry Moore Know what Henry Moore creates sculptures, drawings and prints.</p> 	<p>Unit Focus: Sculpture</p> <p>Medium: salt dough/clay</p> <p>Suggested Outcome: 2D shape sculpture in the style of Hepworth</p> <p>Focus Artist: Barbara Hepworth Know that Barbara Hepworth was a British sculptor. Know that she created abstract drawing and sculptures inspired by nature.</p> 
YEAR 2			
KS1	Autumn Term	Spring Term	Summer term
	<p>Unit Focus: Drawing</p> <p>Medium: pencil, pastels, felt tips, graphite, wax</p> <p>Suggested Outcome: Self Portrait</p> <p>Focus Artist: Frida Kahlo Know that Frida Kahlo was a Mexican painter. Know that she was best known for her self-portraits inspired by Mexico.</p> 	<p>Unit Focus: Painting</p> <p>Medium: poster paint</p> <p>Suggested Outcome: Create a painting in the style of Romero Britto, using different colours</p> <p>Focus Artist: Romero Britto Know that he is a Brazilian artist. Know that he uses vibrant colours and bold patterns.</p> 	<p>Unit Focus: Clay Sculpture</p> <p>Medium: Clay</p> <p>Suggested Outcome: Pinch pots</p> <p>Focus Artist: Ellen Schön Know that she is an American ceramic artist. Know that she is inspired by cultural traditions.</p> 



LKS2	YEAR 3		
	Autumn Term	Spring Term	Summer Term
	<p>Unit Focus: Drawing</p> <p>Medium: Pencil & pastel</p> <p>Suggested Outcome: School building drawing</p> <p>Focus Artist: Paul Cezanne Know that he is a French post-impressionist painter. Know that he used often repetitive, brushstrokes that were built up.</p> 	<p>Unit Focus: Painting</p> <p>Medium: Different types of paint: Watercolour (background), mixed paint</p> <p>Suggested Outcome: Create a landscape picture</p> <p>Focus Artist: Van Gogh Know that he was a Dutch painter. Know that he painted landscapes with bold colours and layered paint (impasto).</p> 	<p>Unit Focus: 3D Sculpture</p> <p>Medium:</p> <p>Suggested Outcome: Create a covered structure using 3D shapes and extra detail</p> <p>Focus Architect: Renzo Piano Know that Piano is a renowned architect. Know that he designed The Shard in London. Know that his buildings are inspired by nature and art.</p> 
	YEAR 4		
	Autumn Term	Spring Term	Summer Term
	<p>Unit Focus: Clay</p> <p>Medium: Clay</p> <p>Suggested outcome: Create a vase using different methods to then decorate coil</p> <p>Focus Artist: Beatrice Wood Know that Beatrice Wood was an American ceramic artist. Know that she experimented with shape and glazes.</p> 	<p>Unit Focus: Painting</p> <p>Medium: Different types of paint: Watercolour (background), mixed paint</p> <p>Suggested Outcome: Create a landscape picture</p> <p>Focus Artist: David Hockney Know that David Hockney was involved in the pop art movement in the 1960s. Know that pop art was based on popular culture and often full of colour.</p> 	<p>Unit Focus: Drawing</p> <p>Medium: Pencil & pastel</p> <p>Suggested Outcome: Still life drawing containing 3D shapes</p> <p>Focus Artist: Pablo Picasso Know that Picasso was a Spanish artist. Know that his emotions influenced his art work. Know that his realistic drawing style captures light, shadow and 3D.</p> 



UKS2	YEAR 5		
	Autumn Term	Spring Term	Summer Term
<p>Unit Focus: 3D Sculpture</p> <p>Medium: art straws and wire or thick card, everyday objects</p> <p>Suggested Outcome: abstract sculpture, with personalised decoration</p> <p>Focus Artist / Architect: Damien Ortega Know that Ortega is a Mexican sculptor who uses everyday objects to create his sculptures.</p> 	<p>Unit Focus – Drawing</p> <p>Medium: Pencil, pastel</p> <p>Suggested Outcome: Portrait, replication of picture to practise perspective</p> <p>Focus Artist: Leonardo Da Vinci (sketches)</p> <p>Know that Da Vinci was an Italian renaissance artist.</p> <p>Know that he is well known as the famous artist who painted the 'Mona Lisa'.</p> <p>Know that he drew what he observed from the world around him, including the human anatomy and animal and plant life.</p> 	<p>Unit Focus: Painting</p> <p>Medium: Different paint types,</p> <p>Suggested Outcome: Self-portrait painting with different techniques for pattern</p> <p>Focus Artist: Roy Lichtenstein Know that was a pop art artist. Know that Lichtenstein was famous for his bright and bold paintings of comic strip cartoons.</p> 	
YEAR 6			
Autumn Term	Spring Term	Summer Term	
<p>Unit Focus: Drawing</p> <p>Medium: Pencil, pastel</p> <p>Suggested Outcome: Landscape containing perspective / vanishing point.</p> <p>Focus Artist: Paul Nash Know that Paul Nash was a British artist, born in 1889. He was most famous for his landscape paintings that make natural features look like animals, people, or other strange creatures.</p> 	<p>Unit Focus: Painting</p> <p>Medium: Different paint types, textiles</p> <p>Suggested Outcome: Create a multimedia with different techniques, adding textures to paints and layering</p> <p>Focus Artist: Jackson Pollock Know that Pollock was an abstract expressionist artist. Know that he tried to show emotions, like happiness or anger, in the expressive marks that he made in his art.</p> 	<p>Unit Focus: Clay</p> <p>Medium: Clay</p> <p>Suggested Outcome: thematic boxes decorated in the style of Grayson Perry</p> <p>Focus Artist: Grayson Perry Know that Grayson Perry is an English contemporary artist, known for his ceramic vases. Know that he often uses images to create a mood or tension.</p>  <p>Thematic Clay Box - Mrs. Kendall 's Art Classroom</p>	



Unit overview - what and when:

	EYFS	YEAR 1 / 2		YEAR 3 / 4		YEAR 5 / 6	
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 1	Self portraits Paul Klee						
Autumn 2	Colour mixing Kandinsky	Painting Kandinsky	Drawing Frida Kahlo	Drawing Paul Cezanne	Sculpture – clay Beatrice Wood	Sculpture Damien Ortega	Drawing Paul Nash
Spring 1	Henry Rousseau Tigers						
Spring 2	Sculpture Joan Miro	Drawing Henry Moore	Painting Romero Britto	Painting Vincent Van Gogh	Painting David Hockney	Painting Nancy Reyner	Painting Jackson Pollock
Summer 1	Observational work, Van Gogh						
Summer 2	Collage	Sculpture Barbara Hepworth	Sculpture – clay Ellen Schon	Sculpture Renzo Piano	Drawing Pablo Picasso	Drawing Leonardo Da Vinci	Sculpture – clay Grayson Perry