

Tipton St John C of E Primary School

Progression in Art

	FSU	KS1	LKS2	UKS2
Breath of Study & Enquiry Questions	<p>EAD Creating with materials – new 2021 revised framework</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Year A:</p> <ul style="list-style-type: none"> - How can patterns in nature be represented in Art? - Should a painting look like a photograph? – Monet / Impressionism - How can Earth be art? Pressing and Printing <p>Year B:</p> <ul style="list-style-type: none"> - What do I know about Van Gogh and his paintings? - Can we make a sculpture out of natural materials? - Can I print a picture of the sea? 	<p>Year A:</p> <ul style="list-style-type: none"> - How can a journey be a picture? - How can mud be marvellous? – Clay pots /tiles / sculptures - Romans - Pencil / Charcoal / Watercolour Beatrix Potter – sketching, observational, fossils, plants. <p>Year B:</p> <ul style="list-style-type: none"> - How can I use my observational skills to draw and sketch? – David William-Young - How do people move? Paint: Greek art and figures link with Olympics. - What can I see? Fabrics: Make a collage using glue and different fabrics of features of Tipton St John 	<p>Year A</p> <ul style="list-style-type: none"> - What's in the frame? Landscape Art - Turner - Can a sculpture be powerful? – Figureheads of Viking Longboats - How does photograph tell a story? – Exmouth Photo montage <p>Year B:</p> <ul style="list-style-type: none"> - Can I create a self-portrait in the style of a south American artist? Frieda Kahlo - Can I create an Indus clay figure? - What can we learn from Anita Choudry's art? – Sketching and Charcoal.
Drawing	<p>Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</p> <p>Use drawings to tell a story from retelling or from imagination.</p> <p>Investigate different lines - thick, thin, wavy, straight.</p> <p>Explore different textures and experiment with mark making to illustrate these.</p> <p>Encourage accurate drawings of people, events and objects that include all the</p>	<p>Extend the variety of drawings tools to include charcoal and felt tips.</p> <p>Explore different textures and experiment with mark - building on previous experience.</p> <p>Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is.</p> <p>Observe patterns in the natural and man-made world.</p> <p>Observe anatomy - encourage accurate drawings of people.</p> <p>Sketch objects in both the natural and man made world.</p> <p>Continue to experiment with tools and surfaces.</p> <p>Awareness and discussion of patterns around them – pattern hunt.</p>	<p>Experiment with the potential of various pencils (2B - HB) to show tone, texture etc.</p> <p>Encourage close observation of objects in both the natural and man made world.</p> <p>Draw both the positive and negative shapes i.e draw both the outline of the object and the shapes it creates within it.</p> <p>Make initial sketches as a preparation for painting and other work.</p> <p>Introduce the concepts of scale and proportion.</p> <p>Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.</p> <p>Computer generated drawings.</p>	<p>Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.</p> <p>Produce increasingly detailed preparatory sketches for painting and other work.</p> <p>Introduce the concept of perspective.</p> <p>Independently selects materials and techniques to use to create a specific outcome.</p> <p>Use a range of mediums on a range of backgrounds.</p>

	<p>visible parts of the body. (head, hands, fingers, where are they?)</p> <p><i>Young children often do not draw bodies, just head and legs as this is what they focus on.</i></p>	<p>Experiment creating repeating patterns on paper using drawing or printing of own design.</p>		
Painting and colour	<p>Experiencing and using primary colours for a purpose - predominantly – to ensure they know their names.</p> <p>Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours.</p> <p>Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers.</p>	<p>Ensure they know the names of all the colours.</p> <p>Begin to introduce mixing of colours to make new colours.</p> <p>Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark</p> <p>Continues to explore applying colour with a range of tools for enjoyment</p> <p>Make as many tones of one colour as possible using primary colours and white.</p>	<p>Introduce different types of brushes for specific purposes.</p> <p>Begin to apply colour using dotting, scratching, splashing to imitate an artist.</p> <p>Pointillism – control over coloured dots, so tone and shading is evident. Make the colours shown on a commercial colour chart.</p> <p>Make colour wheels to show primary and secondary colours. Mix and match colours to those in a work of art and apply in own painting.</p> <p>Work with one colour against a variety of backgrounds.</p> <p>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.</p>	<p>Controlling and experimenting particular qualities of tone, shades, hue and mood.</p> <p>Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.</p> <p>Use colour to express moods and feelings.</p> <p>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p> <p>Consider artists use of colour and application of it</p>
Sculpture	<p>Handling, feeling, manipulating materials</p>	<p>Use both hands and tools to build</p> <p>Use materials to make known objects for a purpose, i.e puppet.</p> <p>Cut shapes using scissors.</p>	<p>Shape, form, model and construct from observation and / or imagination with increasing confidence.</p> <p>Plan and develop ideas in sketchbook and make simple choices about media.</p>	<p>Use sketchbook to inform, plan and develop ideas.</p> <p>Shape, form, model and join with confidence.</p> <p>Produce more intricate patterns and textures.</p>

	<p>Constructing and building from simple objects</p> <p>Able to shape and model from observation and imagination.</p> <p>Impress and apply simple decoration.</p> <p>Simple language created through discussion of feel, size, look, smell etc</p>	<p>Carve into media using tools.</p> <p>Discussion of weight and texture.</p> <p>Awareness of natural and man made forms and environments</p> <p>Expression of personal experiences and ideas in work</p> <p>Use a range of decorative techniques: applied, impressed, painted, etc.</p> <p>Use a range of tools for shaping, mark making, etc..</p> <p>Begin to make simple thoughts about own work and that of other sculptors.</p> <p>Awareness of natural and man made forms and environments</p> <p>Expression of personal experiences and ideas in work</p> <p>Use a range of decorative techniques: applied, impressed, painted, etc.</p> <p>Use a range of tools for shaping, mark making, etc.</p> <p>Begin to make simple thoughts about own work and that of other sculptors.</p> <p>Look at natural and manmade patterns and discuss.</p>	<p>Have an understanding of different adhesives and methods of construction</p> <p>Plan and develop ideas in sketchbook and make informed choices about media.</p> <p>Discuss own work and work of other sculptors with comparisons made.</p> <p>Consider light and shadow, space and size.</p> <p>Investigate, analyse and interpret natural and manmade forms of construction.</p>	<p>Work directly from observation or imagination with confidence.</p> <p>Take into account the properties of media being used.</p> <p>Discuss and evaluate own work and that of other sculptors in detail</p> <p>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</p>
<p>Printing</p>	<p>Make rubbings showing a range of textures and patterns.</p>	<p>Create patterns and pictures by printing from objects using more than one colour.</p>	<p>Search for pattern around us in world, pictures, objects.</p>	<p>Create own abstract pattern</p>

	<p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> <p>Produce simple pictures by printing objects.</p> <p>Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.</p> <p>Print with block colours</p>	<p>Extends repeating patterns - overlapping, using two contrasting colours etc</p> <p>Use appropriate language to describe tools, process, etc.</p> <p>Create order, symmetry, irregularity</p> <p>Talk simply about own work and that of other artists.</p> <p>Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</p> <p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p>	<p>Use the environment and other sources to make own patterns, printing, rubbing.</p> <p>Use sketchbooks to design own motif to repeat.</p> <p>Create own patterns using ICT</p> <p>Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground</p> <p>Use the equipment and media with increasing confidence.</p> <p>Discuss own work and that of other artists.</p> <p>Explore colour mixing through overlapping colour prints deliberately.</p> <p>Pointillism</p> <p>Use sketchbook for recording textures/patterns.</p> <p>Use language appropriate to skill.</p> <p>Interpret environmental and manmade patterns and form</p> <p>Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc</p>	<p>Experienced in combining prints taken from different objects to produce an end piece.</p> <p>Experiment with ideas, to plan in sketchbook.</p> <p>Designs prints for fabrics, book covers and wallpaper</p> <p>Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</p> <p>Explore printing techniques using by various artists.</p>
<p>Knowledge about artists</p>	<p>Pupils will be shown a range of different artwork created by different</p>	<p>Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and</p>	<p>Pupils should be taught about great artists, architects and designers in history – linked to Topic work, describing the</p>	<p>Pupils should be taught about great artists, architects and designers in history– linked to Topic work, describing</p>

	artists to help with their ideas and understanding of art activities.	similarities between different practices and disciplines and making links to their own work.	differences and similarities between different practices and disciplines and making links to their own work.	the differences and similarities between different practices and disciplines and making links to their own work. Look at various artists creation of pattern and discuss effect,
Use of ICT	Art on the chromebooks and smart board. Research of artists and examples of art		Research Accessing art galleries and exhibitions online. Using Paint or similar program.	
Vocabulary	Lots of vocab linked to different textures and materials that they use.		Tone texture natural man-made sketch Scale proportion pointillism colour wheel computer-generated shape from model Observation imagination pattern printing Wallpaper string polystyrene artist architects	