

Subject Progression Map

On website

Subject Name: **ART**

Vision

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Our learning aims (Taken from National Curriculum):

In **Key Stage 1** children will learn:

- 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.

In **Key Stage 2** children will learn:

- 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.

[Link to Progression document](#)

Year Group	Term	Unit	Overarching question/Key objective	Knowledge and Understanding/ Skills	Outcome
1	Autumn 1	Drawing and painting	What is a sketch book for?	<p>Understand what a sketch book is, and how it is used</p> <p>Can recognise and name the primary colours</p> <p>Can experiment with mixing colours</p> <p>Can draw lines to represent things seen or imagined</p> <p>Can talk about artists, craft makers and designers studied</p> <p>Can make links between art studied and how they used this to produce their own work</p> <p>Enjoys exploring using a wide range of materials and taught techniques</p> <p>Can talk about their art work as they go</p>	Use a sketch book to store ideas.
	Autumn 2	Portraits Painting drawing and mixed media	What makes a good self portrait?	<p>Understand what a sketch book is, and how it is used</p> <p>Can recognise and name the primary colours</p> <p>Can experiment with mixing colours</p> <p>Can draw lines to represent things seen or imagined</p> <p>Can talk about artists, craft makers and designers studied</p> <p>Can make links between art studied and how they used this to produce their own work</p> <p>Enjoys exploring using a wide range of materials and taught techniques</p> <p>Can talk about their art work as they go</p>	Create my own self portrait using different media.
1	Spring DT				
1	Summer 1	Weaving Linked with Science	What can I weave with?	<p>Can use a selection of given materials to make a simple weave</p> <p>Can print repeating patterns using given materials</p> <p>Understands that different materials have different qualities (e.g. rough, soft, big)</p> <p>Can talk about similarities and differences in pieces of art</p> <p>Can talk about artists, craft makers and designers studied</p> <p>Can talk about their finished art work using taught vocabulary</p>	Create a weave using natural materials.

				Responds creatively to given starting points	
	Summer 2	Sculpture – DT/Art Natural materials Linked with seaside topic.	What makes a good beach hut?	<p>Can create a simple 3d representation using everyday materials</p> <p>Understand who Andrew Goldsworthy is and what his sculptures look like.</p> <p>Can make quick line and shape drawings from observation, adding light/dark tone, colour and features.</p> <p>Uses a journal or sketchbook to record what they see and collect, recording new processes and techniques.</p> <p>Can handle and manipulates rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things.</p> <p>Can respond to sculptures</p> <p>Can talk about their finished art work using taught vocabulary</p> <p>Responds creatively to given starting points</p>	Create a 3D representation
2	Autumn 1	Sketching Still life Fruit links with DT	How did Cezanne make still life art look real?	<p>Can compare and contrast artists, craft makers and designers studied</p> <p>Can identify similarities and differences across pieces of the same discipline (eg sculpture, painting)</p> <p>Can explain how they would improve their work next time using a wider range of artistic terminology (eg line, texture, colour)</p> <p>Enjoys exploring using a wide range of materials, colour and taught techniques</p> <p>Can use a sketch book to collect, record and trial ideas</p> <p>Can use a range of materials to add line, texture and colour</p> <p>Refines and enriches each piece of their work</p>	Create a series of still life compositions
2	Spring 2	Drawing and painting Landscape	What is the importance of landscape paintings?	<p>Use colour and painting skills and apply surface techniques to create or suggest a place, time or season</p> <p>Can compare and contrast artists, craft makers and designers studied</p>	Painting a landscape inspired by Constable / Turner.

				<p>Can identify similarities and differences across pieces of the same discipline</p> <p>Can recognise familiar things from different representations</p> <p>Practices skills and techniques as part of the development process</p> <p>Can recognise and name primary and secondary colours</p> <p>Can mix primary colours to make secondary colours</p>	
2	Summer 2	Printing Repeating patterns	What is the best way to create a pattern?	<p>Explore and create patterns and textures with an extended range of found materials</p> <p>Can use a sketch book to collect, record and trial ideas</p> <p>Can draw on ideas and processes to plan and develop pieces to match a given brief</p> <p>Can select appropriate tool for the task in hand</p> <p>Can print an organised pattern involving contrasting colours and materials</p> <p>Can explore a range of materials and tool to create patterns</p> <p>Can explain how they would improve their work next time using a wider range of artistic terminology (eg line, texture, colour)</p>	A3 painting using one repeated pattern.
3	Autumn 1	Sketching/painting Textured paint Photo montage	How can I create different effects with paint?	<p>Uses drawing to design and arrange research and elements of ideas to compose and plan drawings, painting or prints</p> <p>Experiments with tessellation, overlapping, montage and mosaic for aesthetic effect</p> <p>Makes informed choices about manipulating images using digital media with purpose (eg photos, graphic software)</p> <p>Can use overlapping and layering to create depth, shade and texture</p> <p>Can use a range of materials to add line, texture, shade and colour</p> <p>Can talk about artists, architects and designers key works</p> <p>Can use a sketch book to collect, record and trial ideas</p> <p>Reflects on their work as they go</p>	Produce photo collage inspired by David Hockney

3	Spring 1	Mixed media Weaving Links with Science	How can you create different textures in weaving?	Be able to weave paper and materials to represent an image Be able to discriminate between fabric materials Can make decisions about materials and technique to create effect (eg weaving, fabrics) Can use overlapping and layering to create depth, shade and texture Can create a texture surface using a variety of tools Can identify similarities and differences within pieces presented to them (eg patterns, surface textures) Can explain their choices and how they would do things differently next time using artistic language	Creating a weave using different materials inspired by Ellen Jackson.
3	Summer 1	Clay sculpture Links with plants unit	How can clay be used to create a realistic model?	Develop a 2D sketch into a 3D representation of a natural thing Can make decisions about colours, shade and texture Can make choices about given medium, materials and tools Can make sensible choices about the size of tool for the task in hand (eg brush size, grade of pencil) Is beginning to draw familiar things from different view points Can experiment by making shades of the same colour by adding black or white Can add light and dark Can make 3D creations in both flexible and rigid materials Understands that 3D representations are not always to scale	Making a model clay flower sculpture.
4	Autumn	Painting and drawing	Is 'Street art' crime or art?	Use work of other cultures as a stimulus to develop ideas and ways of making and decoration Enjoys exploring using a wide range of materials, colour, texture, shade and taught techniques Can make sensible choices about medium, materials and tools to meet a given brief Can make decisions about colours, shade, tone and texture Can make sensible choices about the size of tool to create a desired effect (eg brush size, grade of pencil) Knows that shades of warm and cool colours can add mood Can draw familiar things with some sense of scale and proportion Can use a sketch book to collect, record and trial ideas	Produce a painting in the style of Luis Seven Martins

4	Spring	Printing textiles		<p>Describe the work of artists and crafts people Can talk about the impact of artists, architects and designers key works on the world around us Can identify similarities and differences within pieces across disciplines (eg patterns, surface textures) Can use overlapping and layering to create depth and tone (eg printing, painting, collage) Can design a complex pattern made up from two or more motifs and print a tiled version Can make decisions about materials and techniques to create effect to meet a brief/purpose (eg weaving, fabrics)</p>	To print a pattern using images from the Abstract art of Sonia Delauney
4	Summer	Mixed media collage 3D clay tile	What does art tell us about History?	<p>Recognise the importance of art in history Can make decisions about materials and techniques to create effect to meet a brief/purpose (eg weaving, fabrics) Can use overlapping and layering to create depth and tone (eg printing, painting, collage) Can create pieces by overlapping and layering digital images Can use a range of materials to add line, texture, tone and colour Can make 3D creations in both flexible and rigid materials Reflects on their work as they go and sees adaptation as part of the creative process</p>	Create a tile mosaic based on those left behind by the Romans in Britain
5	Autumn	Drawing architecture from observation 3D wire sculpture	How can buildings influence sculpture?	<p>Use work of other cultures as a stimulus to develop ideas and ways of making and decoration. Initiating their own ideas on how to fulfil a given brief Refines decisions about materials, techniques and tools as they go Plans, develops and makes pieces from their initial sketches Knows that designers and architects embellish 3d form for aesthetic effect (e.g.columns in architecture) Researches and discusses approaches of a variety of designers, architects and artists and how their culture influenced their work</p>	3D sculpture focused on Brighton architecture.

				<p>Can talk about the impact of some contemporary and traditional artists, designers and architects key work on wider culture</p> <p>Is beginning to exploit the potential of materials for given effect</p>	
5	Spring	<p>Drawing</p> <p>Observation and shading</p> <p>Scaling</p>	<p>How do artists make people move?</p>	<p>Can make quick sketches to capture initial ideas before they are lost</p> <p>Can create images with correct proportions</p> <p>Can use a range of tools within the same piece, including sizes and grades of tools to create specific effects with the finished piece in mind (eg brush size, grade of pencil)</p> <p>Is beginning to add light and shade to convey depth</p> <p>Can use a range of materials, texture or techniques to convey mood, feelings or movement (pencil/oil pastels/colouring pencils)</p>	<p>Create a piece based on the work of the Futurists</p>
5	Summer	<p>Mixed media</p> <p>Photography</p> <p>Linked with rivers.</p>	<p>How does water move?</p>	<p>Enjoys experimenting with a wide range of materials, techniques and moods</p> <p>Can make informed decisions about colours, shade, tone and texture</p> <p>Can create a virtual piece of art</p> <p>Can add mood using shades of warm and cool colours</p> <p>Is showing an increased awareness of perspective to create depth (eg vanishing points)</p> <p>Can use a range of materials, texture or techniques to convey mood, feelings or movement</p> <p>Is beginning to exploit the potential of materials for given effect</p> <p>Can justify choices and suggest possible alternatives for future pieces using a wider range of relevant vocabulary</p>	<p>To understand how things move when animated</p>
6	Autumn	<p>Mixed media:</p>	<p>How can I combine different</p>	<p>Makes informed decisions about colours, shade, tone and texture</p> <p>Can add light and shade to convey depth</p> <p>Can embellish a surface using a range of techniques</p>	<p>Multi – media collaborative piece in groups based on landscape.</p>

			materials for effect?	<p>Uses perspective to create a realistic image</p> <p>Uses a sketch book as part of the creative process</p> <p>Approaches creative projects in a systematic way</p> <p>Refines decisions about materials, techniques and tools; exploiting opportunities as they go (eg mistakes, new materials, additional tools)</p>	
6	Spring				
6	Summer	<p>Printing and Painting</p> <p>WW2 Eric Pavillions</p>	How can light and shadow be shown in different ways?	<p>Initiate their own ideas for an original piece</p> <p>See designers, architects and artists as a key source of historical and social information</p> <p>Can embellish a surface using a range of techniques</p> <p>Can create a multi-media installation</p> <p>Can exploit the potential of materials for given effect</p> <p>Can use a range of tools within the same piece with increasing confidence and accuracy</p> <p>Can add mood using a range of techniques</p> <p>Independently make informed decisions on how to use wide range of tools, materials and techniques creatively</p> <p>Can talk about the impact of significant contemporary and traditional artists, designers and architects on the world around us</p> <p>Approaches creative projects in a systematic way</p> <p>Refines decisions about materials, techniques and tools; exploiting opportunities as they go (eg mistakes, new materials, additional tools)</p> <p>Can reflect on and critique their own work, and that of others, and give constructive feedback using a wider range of artistic or technical vocabulary</p>	<p>Create a multi media presentation</p>