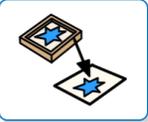


Progression Overview

	EYFS	KS1	Lower KS2	Upper KS2
Knowledge	<ul style="list-style-type: none"> Explore the work of one or two notable artists identifying what is distinct about their art Create a piece of art inspired by an artist 	<ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.
Understanding 	<ul style="list-style-type: none"> Explore some of the different formal elements of art such as line, shape, space and tone. 	<ul style="list-style-type: none"> Name all seven formal elements of art as line, shape, space, tone, texture, colour and form. 	<ul style="list-style-type: none"> Combining elements of art in their own works and recognising them in the work of their peers. 	<ul style="list-style-type: none"> Evaluating the elements of art in the work of others including craftsmen and masters.
Generating 	<ul style="list-style-type: none"> Begin to respond to ideas and starting points. Explore ideas and collect visual information. Create the same picture but use two different methods. 	<ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Draw for a sustained period of time at an appropriate level. 	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketchbook. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed piece of work.
Drawing 	<ul style="list-style-type: none"> Look carefully at objects while drawing them Describing events and objects by drawing Drawing from memory and imagination Drawing spaces between objects 	<ul style="list-style-type: none"> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. Experiment with a range of dry materials Name, match and draw lines/marks from observations. 	<ul style="list-style-type: none"> Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and textures. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Create textures with a wide range of drawing implements. Experiment with ways in which surface detail can be added to drawings. 	<ul style="list-style-type: none"> Use different thicknesses of pencils to show line, tone and texture. Begin to use simple perspective in their work using a single focal point and horizon. Begin to use a foreground, middle ground and background. Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use lines to represent movement. Begin to use ellipses to start sketches.

		<ul style="list-style-type: none"> Observe and draw shapes from observations. Investigate tone by drawing light/dark lines, Investigate textures by describing, naming, rubbing. Use differently textured and sized media. Draw 2D shapes accurately and in between objects. Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. Begin to draw different lines and marks to represent textures. 	<ul style="list-style-type: none"> Draw for a sustained period of time at an appropriate level. Begin to understand foundation lines as the start of a sketch. Begin to show an awareness of objects having a third dimension. Experiment with pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. 	<ul style="list-style-type: none"> Develop close observation skills using a variety of view finders. Use tone and value in sketches to create 3D form.
<p>Painting</p> 	<ul style="list-style-type: none"> Hold a brush Apply the correct amount Correct mistakes Apply flat colour Apply broken colour Blend colours together Clean brushes using clean water 	<ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. Use a variety of tools, found objects and techniques including different brush sizes and types. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scraping through. Create textured paint by adding sand, plaster. 	<ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Use paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. Experiment with different effects and textures inc. blocking in colour, washes, Use more specific colour language and have knowledge of the colour wheel and tertiary colours. Select and move between brush sizes when needed. Mix tones, tints and shades. 	<ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture.
<p>Oil pastels</p> 	<ul style="list-style-type: none"> Hold an oil pastel Choose colour accurately Make a mark with an oil pastel Leave space where pastel is not needed Outline simple shapes with a darker colour 	<ul style="list-style-type: none"> Understand how to hold and apply oil pastels. Learn basic strokes: scribbling, hatching, and circular coloring. Experiment with solid coloring (pressing lightly vs. heavily). Use fingers or tissue to blend colors softly. Try white pastel to lighten colors. 	<ul style="list-style-type: none"> Identify primary and secondary colors. Simple color mixing by layering pastels Learn blending with multiple colors for gradients. Use scumbling (light circular layering) to create depth. Introduce stippling (dotting technique) for texture. Use white pastel to lighten colors. 	<ul style="list-style-type: none"> Experiment with color transitions (e.g., sunset sky blending). Use white or lighter tones to smooth and highlight. Use scratching techniques (sgraffito) by layering dark over light and scratching patterns. Experiment with tissue, cotton buds, or a blending stump.
<p>Collage</p> 	<ul style="list-style-type: none"> Choose colours/shapes Apply glue with care Place shapes accurately Create repeating patterns Select colours 	<ul style="list-style-type: none"> Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds. Collect, sort, name match colours appropriate for an image. Fold, crumple, tear and overlap papers. 	<ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. Begin to sculpt media to create 3D collages. Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use cool/warm colours as a way to group materials and select colours for a purpose. 	<ul style="list-style-type: none"> Use different techniques e.g. embossing, colours and textures etc when designing and making pieces of work. Begin to have an awareness of space in a collage.

		<ul style="list-style-type: none"> • Draw and cut shapes for a collage. 	<ul style="list-style-type: none"> • Assemble a mosaic using the correct techniques. 	
<p>Sculpture</p> 	<ul style="list-style-type: none"> • Create a simple sculpture using papier mache with a base to hold the shape. • Decorate sculpture using paint. 	<ul style="list-style-type: none"> • Use a combination of shapes. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Use clay and other moldable materials. • Add materials to provide interesting detail. • Use frameworks (such as wire) to provide stability and form. • Use coils to create pieces • Use a joining technique to join a piece of clay. 	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Include texture that conveys feelings, expression or movement. • Create sculpture using Papier Mache. • Shape clay by hand to form figures. • Scratch the surface of clay and add water clay to help pieces stick together. • Cut into the clay to create limbs rather than add them on afterwards. • Use frameworks (such as wire or moulds) to provide stability and form.
<p>Printing</p> 	<ul style="list-style-type: none"> • Use objects to make prints. • Use sponges and rags. • Make simple repeating patterns. • Control the amount of paint used. 	<ul style="list-style-type: none"> • Use overlapping shapes. • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. • Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. • Take simple prints i.e. mono - printing. • Design more repetitive patterns. 	<ul style="list-style-type: none"> • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Create simple printing blocks with press print • Experiment with overprinting motifs and colour • Create printing blocks using a relief or impressed method • Use lines and marks to create texture in a print. 	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. • Explore the process of Lino printing. • Create printing blocks by simplifying an initial sketch book idea. • Work into prints with a range of media e.g. pens, colour pens and paints. • Use a range of materials to create impressed and relief printing blocks.
<p>Evaluating</p> 	<ul style="list-style-type: none"> • Begin to think about if there is anything they would do differently next time 	<ul style="list-style-type: none"> • Know that art has its own language and begin to use some of this vocabulary to describe their own work 	<ul style="list-style-type: none"> • Comment on artworks using visual language. 	<ul style="list-style-type: none"> • Comment on artworks with a fluent grasp of visual language.

Examples of Progression in Art at Our Lady of the Angels

Painting

In the Early Years, children learn how to mix and blend colours to make new colours and explore the self portrait of Picasso to gain knowledge and ideas for their own self-portrait. Children will learn how to hold a paintbrush and to apply the correct amount of paint, they will also explore with sponges and how these can be used for different areas of their artwork. Children will use lines to create effect. In Year 1, children look at how paintings can be used to tell a story with a focus on Aboriginal art work. Children learn that symbols can be used to represent real objects and use dots, lines and symbols to create their own art work with a focus on earthy colours. Children will also have the chance to explore texture and incorporate other mediums such as sand into their art work. Children in Year 2 will learn to mix primary colours to make secondary colours. They will then go on to add white to colours to make tints and black to make tones and make a colour wheel. Children will use a variety of brush sizes and types. Year 3 focuses on the prehistoric period and progress to using a number of brush techniques to produce shapes, textures, patterns and lines, they will focus on brush size and movement to create their needed effects. They will work on mixing tones, tints and shades. Year 4 focuses on the work of Henri Rousseau and focuses on using colour to bring pictures to life. Children will paint to create depth by painting a number of individual leaves and blades of grass. They will also focus on creating perspective using their artwork. In Year 6, our children explore the work of Frida Kahlo and demonstrate an awareness of composition. They apply their knowledge of primary and secondary colours as well as warm and cold, complementary and contrasting colours for effect. They will also create symbolism within their painting.

Sculpture

In the Early Years, children use papier mache, with a base to hold the shape. They will learn how to use the correct amount of glue to ensure the sculpture is neither too wet or too dry. As children move to Year 1, they focus on the work of Pippa Hill. Children will begin to explore clay and think about creating patterns and shapes using different tools. They also focus on size, shape, texture and detail to make their sculptures look real. In Year 5, children will learn that papier mache means 'chewed paper', in French. Children apply multiple layers of paper and glue and mould around objects to create form. They will also decorate their sculptures using paint to represent hieroglyphs that the Ancient Egyptians used for their canopic jars. In Year 6, children focus on Anthony Gormley. They will shape clay by hand to form figures and show an understanding of shape, space and form, while showing real-life proportions. Children will cut into clay to create limbs and they will use frameworks to provide stability.

