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| Towngate Primary Academy  Progression in Art | | | | | | | |
|  | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Artist to be covered | Kandinsky  Van Gogh  Barbara Hepworth | Andy Goldsworthy  LS Lowry  Henry Moore | Henri Rousseau  Piet Mondrian | Claude Monet | Paul Klee  Pablo Picasso | George Seurat  Roy Lichtenstein William Morris  Freda Kahlo | David Hockney  Eduardo Kobra  Andy Warhol |
|  |  | African Art | |  |  |  |  |
| Pedagogy | Sequence of Lessons - artist =techniques – experiment – create – evaluate  line colour shade tone w | | | | | | |
| Drawing | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Skills | Holds a pencil, and a range of drawing media to effectively to draw lines.  Uses line to form pictures. | Experiments with marks using different media.  Draw from observation,  Investigates line and shape in drawings. | To draw using a range of media.  To use pencils to create light and dark tones.  To alter the pressure used to create different effects.  Explore pattern and texture within their work.  To draw from observation. | To use charcoal, chalk, pencil, pastel, pens etc. to create lines and form.  To draw with detail to represent form and shape. To show facial expressions in their drawings.  To use a sketchbook to collect and develop ideas.  To evaluate and annotate ideas and work within their sketchbook. | To draw facial features and body within their sketches.  To represent form and movement within their work.  To sketch ideas to inform a final piece.  To select media for a purpose | To develop observational work, focusing on lines shade and texture.  To represent foreground and background within their work.  To create a sense of mood or feeling within the piece, through the use of shade and tone.  To show reflections and shadow within their work. | To develop drawing techniques including shading hatching and blending.  To use a range of media to represent their ideas including pen and ink.  To develop an awareness of composition, scale and proportion.  To make sketches with increasing accuracy and imagination.  To combine media to create different effects within their work.  To selects methods for their work. |
| Knowledge | How to hold a drawing tools to make marks.  To know the properties of different media. | Understands the qualities of different media and how they can be used.  To know how to create shape and texture within their drawing. | To understand the different effects and properties of a media (pencils, pastels and charcoal)  To understand how you can alter the tone and shade through changing pressure. | To understand the tone the effect of different graded pencils.  Understand how to portray different emotions.  To know how to show proportion in their work. | To understand the scale and proportion of an object before drawing.  To select different media and materials based on their properties. | To understand the properties of different media and use this to inform their choices. | To understand how to change the effect of different media. |
| Vocabulary | Lines shape dark light colour | Line tone texture shade shape dark light | Colour Line shape form tone texture shade shape dark light texture pattern observation | Line tone texture shade shape dark light texture pattern observation sketch expression | Line tone texture shade shape dark light texture pattern observation sketch expression form proportions movement | Line tone texture shade shape dark light texture pattern observation sketch expression form proportions movement reflection blending | Line tone texture shade shape dark light texture pattern observation sketch expression form proportions movement blending proportion perspective foreground background hatching |
| Media | Pencil pen crayon pastel biro coloured pencil | Pencil pen crayon oil pastel chalk pastel coloured pencil | Pencil pen crayon oil pastel chalk pastel coloured pencil | Pencil pen crayon oil pastel chalk pastel coloured pencil | Pencil pen crayon oil pastel chalk pastel coloured pencil | Pencil pen crayon oil pastel chalk pastel coloured pencil pen and ink | Pencil pen crayon oil pastel chalk pastel coloured pencil and ink graphic pens |
| Painting | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Skills | To explore applying paint.  To explore how colours mix and change.  To use primary colours. | To use a range of brushes to explore lines and shapes within their work.  To use wet and dry paints.  To mix colours from primary colours.  To use paint to create a background. | To use a range of brushes to create different effects within their work.  To create a background within their painting.  To represent ideas through images and form.  To | To use a wash to create a background.  To use a range of brushes to create different effects.  To explore ways of altering the texture of the paint. | To mix colours independently.  To create images considering the mood of the picture.  To use tone and shading to create mood and effects. | To use paint to convey observations, feelings and emotions.  To use different ways to apply paint to create layers and texture.  To plan and paint artwork.  T | Plan and produce observational and imaginative compositions.  Select tools to create different effects  Mix colours to create mood and emotion within a piece  To select techniques and explain their choices.  To use a range of paint – oil, acrylic, |
| Knowledge | How to change the colour by mixing it with another. | To understand how to mix colours together to achieve a new colour  To understand which are primary and secondary colours.  To know how to change the tone/shade of a colour.  To create pictures from observation. | How to mix secondary colours using primary colours.  How to alter tones by adding white or black.  How to layer | To have knowledge of the colour wheel.  To know how to mix warm and cool colours. | How colours create mood within an image.  How to use different brushes and brush strokes to create effects within the image.  Have a knowledge of artists and their work | To use information of other artists to inform their work.  Can identify paint techniques.  Have a knowledge of artists and their work | Which colours evoke different moods within a piece  How to apply paint to create different effects.  Have knowledge of a range of techniques used within art.  Have a knowledge of artists and their work |
| Vocabulary | Paint brush  Sponge colour mix shade | Paint brush  Sponge colour mix shade brush strokes primary colours secondary colours tone | Paint brush  Sponge colour mix shade brush strokes primary secondary tone | Paint brush  Sponge colour mix shade brush strokes primary secondary tone  texture | Paint brush  Sponge colour mix shade brush strokes primary secondary tone  texture | Paint brush  Sponge colour mix shade brush strokes primary secondary tone  Texture  Colour vocabulary | Paint brush  Sponge colour mix shade brush strokes primary secondary tone  Texture Colour vocabulary |
| Media | Powder paint  Poster Paint | Powder paint  Poster Paint  Water Colour | Powder paint  Poster Paint  Water Colour | Powder paint  Poster Paint  Water Colour  Acrylic | Powder paint  Poster Paint  Water Colour  Acrylic | Powder paint  Poster Paint  Water Colour  Acrylic Paint  Oil Paint | Powder paint  Poster Paint  Water Colour  Acrylic Paint  Oil Paint |
| Printing | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Skills | Experiment with printing  Apply media to an object to make marks  To explore using media to make rubbings onto paper | To print with a clear intent.  Apply media to a surface to make marks.  To make rubbings from different textures | To use Monoprint to make marks. To control lines and tone through pressure.  To make a repeated pattern  Use a variety of media to create texture and from by printing. | To explore monoprinting onto a variety of different papers.  Can make a simple stencil to produce a print. | To explore print through Collograph print  To use corrugated card, string and press prints  To design and make a complex pattern tile.  Compare own designs with that of known artists. | To explore pattern within their local environment  To make connections with their work and that of others  To create images through relief printing. | To produce prints using two colours  To use roller and stencils – Poly-blocks  To design prints for a purpose. |
| Knowledge | To understand how different objects and paint can be used to leave impressions on different surfaces | To understand how to use different materials to make impressions on different surfaces. | To understand how to apply different levels of pressure to print images.  To understand how different materials and paints will leave different impressions. | To understand how different paints and inks print onto different papers. | To understand how to use different materials and tools to create an printing block  To understand how to design an image and use tools and materials to create a collograph print. | To use tools effectively and safely to create a relief print block. |  |
| Vocabulary | Print  Paint  Ink  Press  Rubbings | Print  Paint  Ink  Press  Rubbings  Pattern | Print  Paint  Ink  Press  Rubbings  Pattern  Texture | Print  Paint  Ink  Press  Rubbings  Pattern  Texture  Lines Tones  Stencil | Print  Paint  Ink  Press  Rubbings  Pattern  Texture  Lines Tones  Collograph  Stencil | Print  Paint  Ink  Press  Rubbings  Pattern  Texture  Lines Tones  Collograph  Stencil  Polyblocks | Print  Paint  Ink  Press  Rubbings  Pattern  Texture  Lines Tones  Collograph  Stencil  Polyblocks  Design  Cutting  Carving  Lino  Printing block |
| Collage | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Skills |  | To cut and tear paper and card to create images  To collect, sort and group materials.  To secure materials within their composition using glue | To explore ways of folding, tearing, crumpling and overlapping materials to create images.  Can sort materials by their properties.  To explain their choices when selecting materials for their work.  To work with repeated patterns | To use different collage techniques to create images.  To develop overlapping techniques.  To use mosaic techniques.  To cut accurately.  To use materials to represent images. | To use ceramic tiles to create a mosaic  To interpret stories, poems music etc. by combining materials. | To design and use ceramic to produce art.  To combine materials and visual elements to represent ideas, mood and emotions.  To use cutting tools and adhesive with care  To embellish collage work with finishing details. | To produce images with a clear purpose.  To select materials to represent images, moods and emotions.  To embellish and add layers to create complexity in their work. |
| Knowledge |  | To understand the texture and properties of the materials being used. | To understand how materials behave and the textures and effects which can be achieved.  To understand which adhesive to use. | To select materials to create mood and textures within an image. | To explain their understanding of the materials they have used and discuss their work. | To use appropriate adhesive and materials.  To explain their choices and reasons.  To select materials for a purpose. | To use appropriate adhesive and materials.  To explain their choices and reasons. |
| Vocabulary | Cut fold  Crease bend join attach | Cut fold tear  crease bend join attach | Cut tear fold bend attach crumple texture join attach | Cut tear fold bend attach crumple texture mosaic join attach overlapping layering montage | Cut tear fold bend attach crumple texture join attach mosaic overlapping layering montage  textile environments | Cut tear fold bend attach crumple texture mosaic join attach overlapping layering montage  textile environments | Cut tear fold bend attach crumple texture mosaic join attach overlapping layering montage  textile environments embellishments |
| Media | Paper card plastic hessian felt wool thread ribbon | Paper card plastic hessian felt wool thread ribbon | Paper card plastic hessian felt wool thread ribbon | Paper card plastic hessian felt wool thread ribbon | Paper card plastic hessian felt wool thread ribbon | Paper card plastic hessian felt wool thread ribbon | Paper card plastic hessian felt wool thread ribbon |
| Textiles | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Skills | To experiment with weaving on a large and small scale.  To use a variety of materials to create simple structures.  To use simple tools safely and effectively.  To experiment with texture and design | To weave using a variety of media including threads and fabrics, on a large and small scale.  To use fabrics, selecting from colour and texture.  To use scissors to cut and shape fabric  To create images using a variety of materials  To apply materials using glue or simple stitches to attach materials. | To use fabric to create pictures and images.  To join two pieces of materials together  To apply colour to materials by printing. | To apply layers and texture to their work.  To thread a needle independently.  To use more than one type of stitch within their sewing.  To join materials and use padding to create a quilting.  To use a variety of techniques including printing dyeing and weaving to create texture within their work.  To use textiles to create a clear image. | To experiment with joining and combining materials to create a 3D form  To use clay to produce a 3D form.  To print onto fabric using mono print block.  To select materials to respond to a given task. | To use a range of techniques to produce a finished artefact.  To combine different materials.  To use clay and tools to create finished and detailed sculptures. | To work with different media on a range of scales.  To design projects from their own imagination and observations.  To include texture and visual elements |
| Knowledge | To know how to join materials using glue tape and simple stitches  To know simple properties of materials to inform their decisions | Know the terms threads and fabrics.  To understand how to secure materials using glue or stitches.  Can sort and group materials | To select materials by their properties and explain why.  To know the properties of clay.  To understand ways of joining different materials. | To select materials purposefully.  To know how to produce different stitches within their work – straight stitch/running stitch/cross-stitch.  To create texture by overlapping and layering materials. | To understand the properties of material to inform their selection. | To understand which colour contrast with each other.  To understand which materials contrast within each other.  To knowledgeably select resources to complete projects and to explain their reasons to others. | To understand techniques needed to achieve the final project piece.  To select appropriate joining skills for the materials used.  To understand the properties of the materials used. |
| Vocabulary |  | Thread fabric weaving  Wool cotton raffia paper | Thread fabric weaving Wool cotton raffia paper  Join attached mould clip | Dyeing weaving threading  Joining sewing stitches running stitch cross stitch straight stitch overlap  layers | Dyeing weaving threading  Joining sewing stitches running stitch cross stitch straight stitch  Sculpting moulding shaping  Printing negative positive images overlap  layers | Dyeing weaving threading  Joining sewing stitches running stitch cross stitch straight stitch  Sculpting moulding shaping form scale  Printing negative positive images overlap  Layers embellish | Dyeing weaving threading  Joining sewing stitches running stitch cross stitch straight stitch  Sculpting moulding shaping form scale  Printing negative positive images overlap  Layers embellish |
| 3D Media | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Skills | To use malleable materials to make simple models and shapes  To use simple tools safely and effectively.  To experiment with texture and design | To cut, roll pinch mould clay to form simple models.  To use clay to make a coil pot.  To add texture using simple tools To create a basic form using clay. | To use clay to create pots and models.  To mould and shape clay carefully.  To join clay using a slip.  To add detail to their work.  To use techniques to create a relief tile.  To form malleable materials to create simple representations e.g. bodies | To assemble materials to make a new form  To use mod roc/ papier Mache to create a simple forms  To work in a large-scale form. | To scale a design up to create a large-scale piece of work.  To work collaboratively to produce a human scale figure or structure. | To explore how a stimuli can be used to inspire 3D work.  To produce 3D work with a focus on form, texture, colour and form.  To produce work focusing on different genres and cultures to inspire children’s response in 3D. | To produce 2D and 3D work focusing on one stulmuli.eg – landscape/ figure/ form  To use the skills they have to work imaginatively to represent their own ideas.  To use skills to produce work to express different concept e.g. scale, weight or a concept. |
| Knowledge | To know how to attach different materials together.  To know how to shape malleable materials and use tools to make impressions. | To know how to shape clay  To know how to blend and join two pieces of clay.  To know how to use tools to add texture and detail to their work. | To know how to shape clay  To know how to blend and join two pieces of clay  To know how to use tools to add texture and detail to their work.  To understand how artists work and to respond to their work. | How to create and apply papier Mache  To understand how to shape and create a form.  To understand how materials are joined together and shaped. | To understand how to alter the scale of an idea.  To understand how different media can be applied and used. | To understand how different materials can be used to create form and shape.  To understand which materials create different textures and surfaces.  To understand how to use tools effectively to create their work. | To understand how to represent ideas through different media.  To understand how to develop ideas and plan for. |
| Vocabulary | Attach  Stick  Design  Cut  Mould  Join  Pinch  Roll | Attach  Stick  Design  Cut  Mould  Join  Pinch  Roll | Attach  Stick  Design  Cut  Mould  Join  Pinch  Roll  Shape  Malleable | Attach  Stick  Design  Cut  Mould  Join  Pinch  Roll  Shape  Malleable  Mod Roc  Papier Mache | Attach  Stick  Design  Cut  Mould  Join  Pinch  Roll  Shape  Malleable  Mod Roc  Papier Mache  Scale  Figures  Structure | Attach  Stick  Design  Cut  Mould  Join  Pinch  Roll  Shape  Malleable  Mod Roc  Papier Mache  Scale  Figures  Structure  Stimuli | Attach  Stick  Design  Cut  Mould  Join  Pinch  Roll  Shape  Malleable  Mod Roc  Papier Mache  Scale  Figures  Structure  Weight  concept |
| IT | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Skills | To use simple tools and programmes to explore and record their creative ideas.  To use a simple paint program to represent their ideas and observation  To change simple tools to create different effects. | To use a simple paint program to represent their ideas.  To change simple tools to create different effects include the line colour and brush.  To change and adapt work | Can copy and paste areas of an image  Can control the size colour shape and tools to create informed pictures.  Can use digital cameras to capture ideas, moods  Can work with increasing independence. | To combine digital images and other media within their artwork.  To use the internet to research artists work | To use a simple program to animate simple drawings.  To tell a simple story through a sequence of images | To create artwork which combines their own digital images.  To use digital programs to complete simple animations | To use software to produce their own artwork.  To incorporate their own work within a project. |
| Knowledge | To know which tools can be used and how to change them.  To know how to use a mouse or IPad to create their work. | To know which tools can be used and how to change them.  To know how to use a mouse or IPad to create their work.  To save work and open to change | To know which tools can be used and how to change them.  To know how to use a mouse or IPad to create their work.  To save work and open to change | To understand how images can be changes and altered using IT | To know which tools to use to achieve their project.  To explain to others their intentions and decisions. | To know which tools to use to achieve their project.  To explain to others their intentions and decisions. | To know which software to use and how to use the tolls within it to achieve their final piece. |
| Vocabulary | Draw paint tools curser width colour palette | Draw paint tools curser width colour palette | Draw paint tools curser width colour palette edit print save | Draw paint tools curser width colour palette edit print save  Combine  alter | Draw paint tools curser width colour palette edit print save  Combine  alter | Draw paint tools curser width colour palette edit print save  Combine  alter | Draw paint tools curser width colour palette edit print save  Combine  alter |