
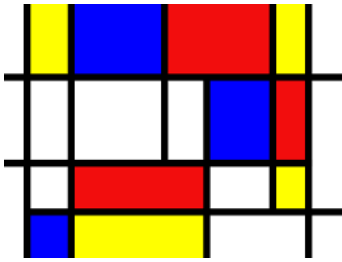


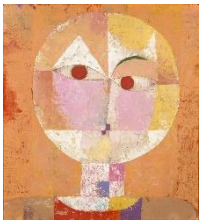




Art Progression Document

	AUTUMN	SPRING	SUMMER
NURSERY	<p>FORM</p> <ul style="list-style-type: none"> - Handling, feeling, enjoying and manipulating materials - Constructing - Building and destroying - Shape and model <p>Understand that artwork isn't always flat. Understand that materials may feel different. Understand that shapes can be used to create different effects. Recognise that an artist's work can inspire ours.</p> <p>Explore, build, construct, roll, shape, pattern, clay.</p> <p>Andy Goldsworthy (Contemporary Artist)</p> 	<p>COLOUR</p> <ul style="list-style-type: none"> - Experimenting with and using primary colours - Naming colours - mixing (not formal) - Learn the names of different tools that bring colour - Use a range of tools to make coloured marks on paper, e.g. straws, matchsticks, brushes, sponges <p>Understand we can use a variety of tools to make marks. Understand that colours can be mixed to create new colours.</p> <p>Colour names, draw, colour, paint, paintbrush, sponge, mix, pencil, pastel, chalk.</p> <p>Mondrian (Modern Artist)</p> 	<p>PRINTING</p> <ul style="list-style-type: none"> - Rubbings - Print with a variety of objects – plus hands, feet and found materials - Print with block colours <p>Recognise that prints are made by transferring an image from one surface to another.</p> <p>Print, pattern, repeat, rub, explore.</p> <p>Ablade Glover – Ghanaian landscapes (Contemporary Artist)</p> 
RECEPTION	<p>DRAWING</p> <ul style="list-style-type: none"> - Enjoys making marks, signs and symbols with a variety of drawing tools - Is spontaneously expressive, using marks, lines and curves - Use drawings to tell a story - Encourage accurate drawings of people/faces <p>Understand that drawing is a physical activity to represent something. Understand that sometimes you need to observe details to draw.</p> <p>Draw, pencil, pen, crayon, paper, line, curve.</p> <p>Chuck Close (Contemporary)</p>  <p>Paul Klee (Modern)</p> 	<p>TEXTURE</p> <ul style="list-style-type: none"> - Handling, manipulating and enjoying using materials - Sensory experiences - Simple collages - Simple weaving <p>Understand that materials can be combined to create artwork. Understand that materials can feel similar or different.</p> <p>Explore, collage, tissue paper, rip, scissors, feel, glue.</p> <p>Transient art (Traditional Art)</p> 	<p>PATTERN</p> <ul style="list-style-type: none"> - Repeating patterns - Irregular painting patterns - Simple symmetry <p>Understand that patterns can be found in our natural environment. Understand that we can use patterns to create our own artwork.</p> <p>Repeat, pattern, same, paint, explore, natural.</p> <p>Sonia Delaunay (Modern Artist)</p> 







Key: Substantive knowledge – Practical: knowledge of how we make art

- Theoretical: knowledge of art and its history

Disciplinary knowledge – knowledge of how quality and value have been expressed by experts

Vocabulary

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YEAR 1	<p>COLOUR</p> <ul style="list-style-type: none"> - Name the primary colours - Explore mixing of colours to identify secondary colours. - Find collections of colours - Applying colour with a range of tools - Make as many tints of one colour as possible (adding white) and shades (adding black) - Use colour to express feelings <p>Understand that a sketchbook is for experimentation and exploration.</p> <p>Understand that colours can be used to express feelings.</p> <p>Paint, primary colour, mix, 2D, sketchbook, tints, shades, colour names.</p> <p>Hokusai (Traditional Artist)</p> 	<p>FORM</p> <ul style="list-style-type: none"> - Use materials to construct known objects for a purpose - Carve, pinch and roll coils and slabs, using a modelling tool - Make simple joins - Awareness of natural and man-made forms - Expression of personal experiences and ideas - Identify work of famous sculptors <p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>Know that Giacometti is a sculptor.</p> <p>Express responses about the work of artists and recognise that this may be different from someone else's.</p> <p>Coil, carve, pinch, roll, model, construct, material, clay, mod-roc, join, manipulate, layer, knead, sculpture, 3D, figure.</p> <p>Giacometti (Modern Artist)</p> 	<p>PRINTING</p> <ul style="list-style-type: none"> - Create patterns and pictures by printing from objects using more than one colour. - Develop impressed images - Relief printing – string, card - Print with a growing range of objects <p>Understand prints are made by transferring an image from one surface to another.</p> <p>Understand relief prints are made when we print from raised images (plates).</p> <p>Print, pattern, relief printing, impress printing, roller, ink, polystyrene tile, scrape, layer.</p> <p>Alma W. Thomas (Modern Artist)</p> 
YEAR 2	<p>DRAWING</p> <ul style="list-style-type: none"> - Extend the variety of drawings tools - Use line to represent objects seen, remembered or imagined - Observe and draw landscapes - Observe patterns - Explore tone using different grades of pencil, pastel and chalk <p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we want to portray.</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p>Talk about the work of Van Gogh and understand how he takes his inspiration from around his surroundings and experiences.</p> <p>Pastel, charcoal, crayon, drawing, illustration, sketch, sketchbook, detail, tone, shade.</p> <p>Vincent Van Gogh (Modern Artist)</p> 	<p>PATTERN</p> <ul style="list-style-type: none"> - Awareness and discussion of patterns - Repeating patterns - Symmetry - Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning - Natural and manmade patterns <p>Know that pattern is a repetition of specific visual elements.</p> <p>Understand that patterns may be natural or manmade.</p> <p>Understand that the way each person's sketchbook looks is unique to them.</p> <p>Repeat, symmetry, pattern, overlap, regular patterning, irregular patterning.</p> <p>Henri Matisse (Modern Artist)</p> 	<p>TEXTURE</p> <ul style="list-style-type: none"> - Weaving - Collage - Sort according to specific qualities - How textiles create things - Overlapping and overlaying to create effects - Use large eyed needles - Running stitches - Start to explore other simple stitches <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <p>Understand how running stitches are useful in the wider world.</p> <p>Mosaic, stitch, knot, manipulate, embroidery, join, material, sew, trim.</p> <p>Yayoi Kusama (Contemporary Artist)</p> 

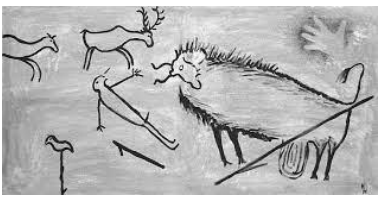


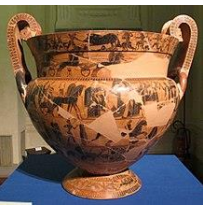


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YEAR 3	<p>PATTERN</p> <ul style="list-style-type: none"> - Pattern in the environment - Design - Using ICT - Make patterns on a range of surfaces - Explore environmental and manmade pattern. <p>Understand that artists use patterns as decoration, as a technique of composition, or as an entire piece of artwork.</p> <p>Understand that artists develop their own artistic styles.</p> <p>Record, media, medium, pattern, features, composition, contrast, natural, man-made, environment.</p> <p>Period - Stone Age Art (Traditional Art)</p> 	<p>COLOUR</p> <ul style="list-style-type: none"> - Colour mixing - Name primary and secondary colours. - Make colour wheels - Use different types of brushes and techniques - Apply colour using dotting, scratching, splashing - Mix tints (add white), tones (add grey) and shades (add black) with hues (pure colours) - Colour to reflect mood <p>Know the secondary colours.</p> <p>Understand how to create tints, tones and shades.</p> <p>Understand that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them.</p> <p>Hue, shade, tint, media, medium, tone, composition, colour match, wash, watercolour, acrylic, bleed, cool/warm colours, secondary colours, neutral colours, contrast.</p> <p>Henri Rosseau (Modern Artist)</p> 	<p>PRINTING</p> <ul style="list-style-type: none"> - Recording textures/patterns using relief and impressed printing processes. - Monoprinting e.g. carbon paper - Colour mixing through overlapping colour prints - Symmetrical/asymmetrical prints - Modify and adapt print <p>Understand monoprints are prints made by drawing through an inked surface, transferring the marks on to another sheet.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make.</p> <p>Recognise prints are used in our environment – books, pictures, wallpaper, fabrics.</p> <p>Composition, monoprint, relief prints, impressed printing, texture, pattern, modify, adapt, overlap, symmetrical, asymmetrical</p> <p>Sarah Jameson (Contemporary Artist)</p> 
YEAR 4	<p>FORM</p> <ul style="list-style-type: none"> - Shape, form, model and construct (malleable and rigid materials) - Plan and develop - Understanding of different adhesives and methods of construction - Experience surface patterns/textures - Discuss own work and work of other sculptors <p>Understand that when we make sculpture by moulding with our fingers it is called modelling.</p> <p>Know that clay and Modroc are soft materials which finally dry/set hard.</p> <p>Understand that sculptures are challenging to construct and it's ok to take creative risks.</p> <p>Shape, form, model, construct, medium, texture, sculptor, natural sculptures, man-made sculptures.</p> <p>Ergotimos – Greek potter (Traditional Artist)</p> 	<p>TEXTURE</p> <ul style="list-style-type: none"> - Use smaller eyed needles and finer threads - Weaving - Use a wider variety of joining techniques, plaiting, pinning, stapling and sewing - Experimenting with creating mood, feeling and movement, using embellishments - Compare different fabrics <p>Know how to thread a needle and use it to connect two or more materials.</p> <p>Understand that weaving is interlacing two sets of yarns so that cross each other, normally at right angles.</p> <p>Needle, thread, button, embellish, textiles, stitch, function, weave, fabric.</p> <p>Sheila Hicks (Contemporary Artist)</p> 	<p>DRAWING</p> <ul style="list-style-type: none"> - Explore shading, using different media - Uses line and tone to represent things seen, observed or remembered - Initial sketches as a preparation for painting - Draw familiar things from different viewpoints - Scale and proportion - Accurate drawings of whole people including proportion and placement <p>Understand how to portray scale and proportion in art.</p> <p>Know and describe the scale and proportion of objects in our immediate environment.</p> <p>Understand what inspired L.S.Lowry and be able to describe his unique style.</p> <p>Pencil grade, record, tone, composition, line, horizontal, vertical, scale, proportion, placement, vanishing point, features, silhouette.</p> <p>L.S.Lowry (Modern Artist)</p> 







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YEAR 6	<p>FORM</p> <ul style="list-style-type: none"> - Plan and develop ideas - Shape, form, model and join - Discuss and evaluate own work and that of other sculptors - Make imaginative use of acquired knowledge about tools and techniques and materials to express own ideas and feelings - Look at 3D work from a variety of genres and cultures and develop own response through experimentation <p>Understand that an armature is an interior framework which support a sculpture.</p> <p>Know the materials Giacometti used for his sculptures, to make informed decisions with own work.</p> <p>Understand how to shape, form, model and join malleable and rigid materials.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Manipulate, experiment, mod roc, armature, layer, figures, sculpture, shape, form, model, join.</p> <p>Alberto Giacometti (Modern Artist)</p> 	<p>DRAWING</p> <p><u>2D to 2D</u></p> <ul style="list-style-type: none"> - Explore graphic design - Use typography, line, tone, colour, shape and composition to recreate food packaging. - Turn flat graphics into 3D nets. - Explore typography and design lettering which is fit for purpose. - Select appropriate media and techniques to achieve a specific outcome - Talk about intention and outcome, - Giving and receiving positive feedback from peers <p>Understand that drawing and making have a close relationship.</p> <p>Know that drawing can be manipulated to transform a 2D surface to a 3D object.</p> <p>Understand how line, tone, colour, shape and composition can be used to inform a final product.</p> <p>Typography, purpose, graphic design, two-dimensional, three-dimensional, composition, net, depth, focal point, emphasis, foreground.</p> <p>Chip Kidd (Modern Artist)</p> 	<p>TEXTURE</p> <ul style="list-style-type: none"> - Stitching using various needles to produce more complex patterns - Select and use materials - Embellish work - Artists using textiles - Develops experience in embellishing - Applies knowledge of different techniques to express feelings <p>Understand that artists and designers add colour, texture, meaning and richness to our lives.</p> <p>Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future.</p> <p>Pin, running stitch, blanket stitch, applique, needle, thread, cotton, textiles.</p> <p>Jean Draper (Contemporary Artist)</p> 

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