

Art Progression Overview

Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking		
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 		<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 		<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking) 		
ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used - Make use of props and materials when role-playing characters in narratives and stories						
Focus	Drawing & paint (pencil, charcoal, inks, chalk, pastels, ICT software, painting, ink, dye, textiles, crayon,	Use of colour, pattern, texture, line, form, space & shape (textiles, clay, sand, plaster, stone, 3D work, clay, dough, boxes, wire, paper sculpture, mod-roc, printing, found materials, lino, wood blocks, press print, mono-printing)	Use different materials	Explore a range of artists		
Nursery	<ul style="list-style-type: none"> Create closed shapes with continuous lines, & begin to use these shapes to represent objects Begin to use a variety of drawing tools Draw with increasing complexity & detail, such as representing a face with a circle & including details Show different emotions in their drawings Explore colour & colour mixing 	<ul style="list-style-type: none"> Explore different materials freely, in order to develop ideas about how to use them & what to make Join different materials & explore different textures Handling, feeling, enjoying and manipulating materials Use variety of construction materials 	<ul style="list-style-type: none"> Join different materials & explore different textures Develop own ideas & decide which materials to use to express them 	<ul style="list-style-type: none"> Notice what other children & adults do, mirroring what is observed Practise artist's techniques Discuss likes & dislikes about artwork 		
Reception	<ul style="list-style-type: none"> Use a range of tools competently & safely Explore different textures. Encourage accurate drawings of people Create representations of both imaginary & real-life ideas, events, people & objects Explore, use & refine colour mixing techniques Use colour for purpose, including creating moods 	<ul style="list-style-type: none"> Experiment to create different textures Use tools to create different textures Use a range of materials to create different textures Manipulate materials to have a planned effect 	<ul style="list-style-type: none"> Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding 	<ul style="list-style-type: none"> Respond imaginatively to artworks & objects Explore, use & refine a variety of artistic effects to express their ideas & feelings Expresses & communicate working theories, feelings & understandings in the form of art work & objects 		
Year 1/2	Autumn A Why is Richmond Special?	Spring A What's it made of and why?	Summer A How do people tell their stories?	Autumn B PORTRAIT GALLERY FOR THE WHOLE SCHOOL How do I care for my body and mind?	Spring B What makes a good home?	Summer B Why is our environment precious?
	COLLAGE Begin to demonstrate their ideas through photographs and in their sketch book. Suggest how artists have used colour, pattern and shape. Use a combination of	SCULPTURE Use a variety of natural, recycled and manufactured materials for sculpting, e.g. stone, straw and card to create a sculpture. Use a variety of techniques,	PRINTING Use a variety of materials e.g., fruit, blocks, fingerprint to form basic patterns Make own printing blocks. Develop controlled printing within outline or cut out shape	DRAWING – PORTRAITS/SELF Use different materials to draw e.g., pencil, charcoal, pastel and chalk. Use dots and lines to demonstrate pattern and texture	TEXTILES Begin to identify and group different forms of textiles/fabric e.g. felt, velvet, cotton by texture and colour. Weave with fabric and thread. Use a dyeing technique to alter a	PAINTING Experiment with different brushes (including brushstrokes) and other painting tools. Know the names of the primary and secondary colours. Know how to mix paint to create all the secondary colours.

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	<p>materials that have been cut, torn and glued.</p> <p>Sort and arrange materials;</p> <p>Add texture by mixing materials</p> <p>Collage around landscape and McKenzie Thorpe</p> <p>Local artist: McKenzie Thorpe</p>	<p>e.g. rolling, cutting, pinching.</p> <p>Use a variety of shapes, including lines and texture.</p> <p>Use technology to photograph their own art.</p> <p>Explain what works well and not so well in the model they have made.</p> <p>Artist: Andy Goldsworthy</p>	<p>Experiment with the amount of paint applied and develop control</p> <p>Know how to create tints with paint by adding white.</p> <p>Know how to create tones with paint by adding black.</p> <p>Artist: Angie Lewin</p>	<p>Know how to use pencils to create lines of different thicknesses in drawings.</p> <p>Know how to show how people feel in paintings and drawings.</p> <p>Artist: Paul Klee</p>	<p>textile's colour and pattern.</p> <p>Artist:</p>	<p>Know how to create brown with paint.</p> <p>Begin to use and understand viewfinders.</p> <p>Artist: Edward-Sadie Tingatinga</p>
<p>KS1</p> <p>Work of other artists:</p> <p>Describe the work of famous, notable artists and designers. Express an opinion on the work of famous, notable artists. Use inspiration from famous, notable artists to create their own work and compare. Collect information about artists they have studied.</p> <p>Exploring their ideas and recording experiences.</p> <p>Respond positively to ideas and starting points. Explore ideas around art. Describe differences and similarities and make links to their own work. Try different materials and methods to improve. Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</p>						
Year 3/4	<p>Autumn A Why is Richmond special?</p>	<p>Spring A What is beneath us and why does it matter?</p>	<p>Summer A How do we get our message across?</p>	<p>Autumn B How do I care for my body and mind?</p>	<p>Spring B Why is history worth knowing?</p>	<p>Summer B How can I have my say? Present work as</p>
	<p>DRAWING</p> <p>Use sketch books to experiment with different texture.</p> <p>Choose and use three different grades of pencil when drawing.</p>	<p>PAINTING</p> <p>Know how to use line, tone, shape and colour to represent figures and forms in movement.</p> <p>Know how to use a range of brushes to create different effects.</p>	<p>SCULPTURE – CLAY</p> <p>Recognise when art is from different historical periods.</p> <p>Know how to sculpt clay pots using pinch and coil techniques.</p> <p>Know how slip is made and use it to join pieces together.</p>	<p>PRINTING</p> <p>Know how to use different grades of pencils to shade and show different tones and textures.</p> <p>Know how to create a repeating pattern in print while experimenting with pattern, rotation and overlapping.</p>	<p>PAINTING</p> <p>Experiment with the styles used by other artists.</p> <p>Explain some of the features of art from historical periods (Ancient Egypt)</p> <p>Recognise when art is from different cultures.</p>	<p>DIGITAL - PHOTOGRAPHY</p> <p>Use photographs to help create reflections.</p> <p>Know how to integrate digital images into art work.</p> <p>Know how to use digital images and combine with other media.</p>

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	<p>Experiment by using marks and lines to produce texture.</p> <p>Consider and understand perspective in art.</p> <p>Know how to use sketches to produce final piece of art.</p> <p>Experiment with the styles used by other artists.</p> <p>Local artist: Lucy Pittaway</p>	<p>Know how to create a background using a wash.</p> <p>Know how to show reflections.</p> <p>Know how to use a viewfinder to focus on a specific part of an object/picture/animal etc.</p> <p>Artists: Impressionism (Monet)</p>	<p>Cut, make and combine shapes to create art</p> <p>Use clay and other malleable materials and practice joining techniques</p> <p>Create detail, patterns and texture within a sculpture</p> <p>Artist focus: Ancient Greek Art</p>	<p>Know how to print using more than one colour.</p> <p>Know what is meant by relief printing.</p> <p>Use polystyrene to create a relief print.</p> <p>Artist: William Morris</p> <p>Study of a leaf Printing Leaves Making a wall hanging Forest school printing</p> <p>Artist: William Morris</p>	<p>Demonstrate increasing control of the types of marks made and experiment with different effects and textures</p> <p>Mix colours/hues, tints and shades with increasing confidence.</p> <p>Begin to explore complimentary colours.</p> <p>Ancient Egyptian Mural</p>	<p>Know how to use IT to create art which includes their own work and that of others.</p> <p>Artist: Andy Warhol</p>
<p>LKS2 Work of other artists: Use inspiration from famous artists to replicate a piece of work. Reflect upon their work inspired by a famous notable artist and the development of their art skills. Express an opinion on the work of famous, notable artists and refer to techniques and effect. Know how different artists developed their specific techniques. Know information about key artists studied.</p> <p>Exploring their ideas and recording experiences: Use sketchbooks to record ideas. Explore ideas from first-hand observations. Question and make observations about starting points, and respond positively to suggestions. Adapt and refine ideas. Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p>						
<p>Year 5/6</p>	<p>Autumn A Why is Richmond special?</p>	<p>Spring A Where does it come from and where does it go?</p>	<p>Summer A How do words make us feel?</p>	<p>Autumn B How do I care for my body and mind?</p>	<p>Spring B What legacy will I leave behind?</p>	<p>Summer B What makes a colourful world?</p>
	<p>PAINTING Research the work of an artist and use their work to replicate a style.</p> <p>Create a colour palette, demonstrating mixing techniques.</p>	<p>COLLAGE Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange and fix.</p> <p>Plan and design a collage.</p>	<p>DRAWING Know how to use shading to create mood and feeling.</p> <p>Know how to organise line, tone, shape and colour to represent figures and form in movement.</p>	<p>PRINTING Understand why art can be very abstract and what message the artist/pattern is trying to convey.</p> <p>Print onto a range of materials.</p>	<p>PAINTING Explain the style of art used and how it has been influenced by a famous artist.</p> <p>Understand what a specific artist is trying to achieve in any given situation.</p>	<p>SCULPTURE Plan and design a sculpture.</p> <p>Use tools and materials to carve, add shape, texture and intricate patterns.</p> <p>Develop cutting and joining skills, e.g. using wire, coils, slabs and slips.</p>

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	<p>Use paint to create visually interesting pieces.</p> <p>Local Artist: Barbara Lamb</p>	<p>Add collage to a painted or printed background.</p> <p>Select and use materials</p> <p>Experiment with a range of media by overlapping and layering in order to create texture, effect and colour.</p> <p>Know how to use feedback to make amendments and improvements to art.</p> <p>Artist: Picasso</p>	<p>Know how to express emotion and mood in art.</p> <p>Use a full range a pencils, charcoal or pastels when creating a piece of observational art.</p> <p>Know how to use marks and lines to show texture in art.</p> <p>Artist: Van Gogh</p>	<p>Demonstrate experience in a range of printmaking techniques.</p> <p>Know how to overprint to create different patterns.</p> <p>Know how to create an accurate print design.</p> <p>Artist: Escher</p>	<p>Understand why art can be very abstract and what message the artist is trying to convey.</p> <p>Know which media to use to create maximum impact.</p> <p>Mix colours/hues, tints, shades and tones with confidence building on previous knowledge; understanding which works well in their work and why.</p> <p>Artist: Banksy</p>	<p>Combine pinch, slabbing and coiling methods to produce clay end pieces</p> <p>Artist focus: Ancient Mayan Art</p>
<p>KS2</p> <p>Work of other artists: Give detailed observations about notable artists', artisans' and designers' work. Know facts about notable artists', artisans' and designers' lives.</p> <p>Exploring their ideas and recording experiences: Review and revisit ideas in their sketchbooks. Offer feedback using technical vocabulary. Think critically about their art and design work. Use digital technology as sources for developing ideas. Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>						