

Church Vale Primary Art Curriculum Progression document

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Hold a pencil effectively Use a range of small tools, including scissors, paint brushes Begin to show accuracy and care when drawing. 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	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 Taught 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.	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] To know about great artists, architects and designers in history.	

Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing & Design	Draws with details e.g. arms, legs, facial features Draws and makes marks with some control using a comfortable pencil grip (F1) Draws with accuracy and care Holds pencil effectively (F2)	Control the types of marks made with a range of media. Draw on different surfaces with a range of media. Develop a range of tone using a pencil and use a variety of drawing techniques such as: scribbling and blending to create light/ dark lines.	Investigate tone by drawing light/dark lines, light/dark patterns stippling,, light/dark shapes using a pencil of different hardness Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.	Develop intricate patterns/ marks with a variety of media including hatching. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Know how to show dark and light in their drawings	Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone/darkness and light Have opportunities to develop further drawings featuring the third dimension and perspective.	Work in a sustained and independent way to create a detailed drawing. Use different techniques for different purposes i.e. shading, hatching within their own work. Further develop perspective Use drawing techniques to work from a variety of sources including observation, photographs and digital images.	Work in a sustained and independent way to develop their own style of drawing. Develop their own style using tonal contrast To be able to draw 3D and objects showing light and dark and awareness of composition, scale and proportion in their paintings

Painting	Explores colour mixing and talks about colour Mark makes freely using paint (F1) Safely uses and explores a variety of tools, techniques and materials. Uses colour for purpose. (F2)	Begin to show control over the types of marks made. Paint on different surfaces with a range of media. Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.	Understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in mixing colour shades and tones. Understand the colour wheel. Be able to mix all the secondary colours using primary colours confidently. Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.	Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures Explore complimentary colours. Mix colour, shades and tones with increasing confidence. Understand how to create a background using a wash	Confidently control the types of marks made and experiment with different effects e.g. creating texture Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.	Confidently control the types of marks made Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Start to develop their own style using tonal contrast and mixed media. Develop a painting from a drawing.	Work in a sustained and independent way to develop their own style of painting. Purposely control the types of marks made Mix colour, shades and tones with confidence building on previous knowledge.
Sculpture	Manipulates dough using rolling pins, cutters and scissors. (F1) Experiments with design, texture, form and function		Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc... Explore carving as a form of 3D art Experiment in a variety of malleable media	Use a sketchbook to plan, collect and develop ideas. Join two parts successfully. Construct a simple base for extending and modelling other shapes.	Use a sketchbook to plan, collect and develop ideas. Make a slip to join two pieces of clay. Use recycled, natural and manmade materials to create sculptures.	Use a sketchbook to plan, collect and develop ideas. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of	Use a sketchbook to plan, collect and develop ideas. Model and develop work through a combination of pinch, slab, and coil. Confidently choose the material they

	Safely uses and explores a variety of tools, techniques and materials.		such as clay, papier-mache, salt dough, modroc. Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques, including painting	Produce larger ware using pinch/ slab/ coil techniques. Explore carving as a form of 3D art.	Demonstrate awareness in environmental sculpture and found object art.	finishing work: glaze, paint, polish Use recycled, natural and manmade materials to create sculptures	would like to make their creation from thinking about size, shape, suitability etc To finish work in most appropriate way glaze, paint, polish.
Other techniques (Printing, Collage, textiles, digital)	Take rubbings of brick, coins etc. Create simple pictures by printing from objects. Develop simple patterns by using objects. Use stencils to create a picture.	Explore printing different pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Use a simple computer paint program to create a picture	Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Make simple prints using relief tiles Experiment with overprinting motifs and colour.	Demonstrate experience in 3 colour printing. Combine prints taken from different objects to produce an end piece. Use printed images and combine them with other media to produce art work	Demonstrate experience in fabric printing or using fabric pens Continue to experience in combining prints taken from different objects to produce an end piece. Create a piece of art which includes integrating a digital	Continue to gain experience in overlaying colours. Start to overlay prints with other media to create a collage. Create repeating patterns.	Combine printing/collage and digital art to design a product To use their drawn/made art to create a digital collage

	Make a self-portrait or a photograph. using a simple computer paint program to create a picture				image they have taken.		
Responding to art	Talks about favourite colours and artistic techniques	Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes. Explore 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.	Explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. Express thoughts and feelings about a piece of art. Reflect and explain the successes and challenges in a piece of art created. Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further	Continue to explore 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. Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Respond to art from other cultures and other periods of time.	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history.	Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history. Compare the style of different styles and approaches.	Discuss and review own and others work, expressing thoughts and feelings explaining their views. Identify artists who have worked in a similar way to their own work. Explore a range of great Artists, architects and designers in history.
Component Knowledge	Know what sort of tools are useful for creating a box model.	Know how to mix colours and explain what colour two primary colours create.	Know how to manipulate materials to create my own head like Augusta Savage's art.	Know how to join two parts of my model for my own Jeff Koon's balloon animal.	Know how to draw a basic 3D shape when designing my bag. Know which colours I think compliment	Know what I need to 'finish' my Mayan Sculpture needs such as glaze or polish.	Know how two artists compare from history using artists I've been taught at school.

	Know how to hold a pencil and paintbrush. Know how to mix colours.	Know how I made my own pop art. Know how to compare my work to an artist's work.	Know and talk about the colour wheel with my painting. Know which tool is most useful for painting with. Know what tone is. Know why I chose the different prints for my collage like Paul Klee. Know what made my sculpture successful and know what I would improve next time.	Know how to crosshatch to create texture within a Van Gogh drawing. Know how to use different sized pencils for texture. Know how to combine prints. Know what carving is and discuss my own carving in relation to Jeff Koon's Balloon Dog. Know how to make a base to sculpt on. Know how my logo differs from others and Carolyn Davidson's Nike tick.	each other for my Rene Magritte painting. Know how I joined two pieces of clay for my natural art. Know where my materials came from and discuss why I chose them for my own design like Coco Chanel's. Knows how to mix colours for shade and tone changes.	Know how to add detail to my ideas for my Picasso art. Know the difference between manmade, recycled and natural materials in my art. Know how to pinch, slab and coil. Recognise why an artist was influential and know what I think about it.	Know how I made my own digital clothing design like Paul Smith from beginning to end. <i>Know enough about materials to plan my own sculpture and explain why I chose it (e.g. strength, colour)</i> <i>Know where composition and proportion is in a painting and add this to my own graffiti.</i>
Church Vale Values	Possibilities – Artists, builder, decorator Community – where can I hang my art to be proud of? Self-awareness – talk about what I	Possibilities – Artists, landscape gardening, environmentalist Community – Locate artwork within our community Where are our local museums and galleries?	Possibilities – Printing, sculpting, cartoonist, designer Community – Where is mosaic art in our local area? What does the Egg sculpture show about Warsop's history?	Possibilities – Painter, architect, programmer, designer Community – What logos are seen locally? Are there any local sculptures? Self-awareness	Possibilities – Fashion & design, painter, environmentalist, landscaper Community – Where can clothes be purchased or donated in our local community? What uniforms do	Possibilities Fashion & design, painter, sculptor, Community – How can I work in a sustainable way? What can local art and sculptures tell me about my community (The Egg)?	Possibilities Fashion & design, painter, sculptor digital artist Community – How can I find surrealism in my community? Is there any graffiti in my community? Can I find the Paul

	used and what I like about my art.	Self-awareness – Show awareness of diverse communities and anyone can be an artist	Self-awareness - Articulate the importance of recycling and how its impact on the environment makes me feel. Do I think everyone should be allowed to be an artist if they wish?	How does colour represent my mood such as Starry Night? How do I feel about branded logos? Does painting help you when you have big feelings?	community groups wear? Self-awareness How does my choice of clothing express myself and make me feel? What objects are familiar and special to me? What happens in my dreams?	Self-awareness How would I be represented in the form of sculpture? What would a self-portrait reveal about how I see myself?	Smith shop in Nottingham? Self-awareness What sort of designer/artist or sculpture would I be and how would I express myself? How do I feel about graffiti?
Key Vocabulary	Grip, sponge, finger paint, paint, mix Update Autumn 2022 Colour mixx, grip, dough, roll, pinch, print, portrait	Roll, knead, pinch, light, dark, lines, circles, drips, hatch Knead, primary colours, drip painting, tint, shade, collage, pop art, texture	Brush, explain, success, pastels, charcoal, tiles, tone, cork, media, motif, carving Carve, motif, relief tiles, mould, stippling, pastels, pencil hardness, tint and shade	Pinch, slab, coil, disciplines, join, intricate, control, wash, print, media, contrast Hatching, logo, media, washing, slabbing, coiling	Complimentary, Modroc, manmade, recycled, fabric, perspective, express, pencil grade, integrate Modify, integrate	Historical, compare, style, approach, atmosphere, digital photography, perspective, glaze, overlay, modification, architects Glazing, perspective	Style, tonal contrast, scale, proportion, composition, sustainable, suitability, collage, Composition
Cultural Capital	To have explored different materials with fingers. To be able to imagine that some things are something else.	To know the differences between light and dark. To know what a pattern is. Have basic computer skills- such as clicking and holding the button on a mouse. To know about other art to compare my work.	To have strong fine motor skills. To have knowledge of my own emotions. To have an understanding on what shade is. To know what an artist is, a craft-maker and a designer.	To know that different tools have a specific purpose. To know different sculpting techniques. To know what texture is. To know what a sketch is and how I can use a sketch book. To know what discipline means in art	To know that different pencils have a different purpose. To know the difference between 2D and 3D. To know what material is recycled. To know that history is past events and applies across different subjects.	To know what an atmospheric effect looks like. To recognise a collage. To know what my artist did and how it affects me.	To understand what is meant by scale and proportion. To know about different architects and the influence their buildings have on areas. To know what tonal contrast is.

