

Art Progression 2023/4

Year 1	Purple = Substantive Knowledge		Green = Implicit Knowledge/ Skills		Black = Relevant Unit of Work	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/ Articulation
<p>Understanding drawing is a physical activity. Spirals</p> <p>Understand there is a relationship between on paper (2D) and making (3D). That we can transform 2D objects into 3D objects. Making Birds</p> <hr/> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings Spirals</p> <p>Pupils draw from paused film, observing details, using pencil, graphite, handwriting pen. Making Birds Flora and Fauna</p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon Simple Printmaking Flora &amp; Fauna</p>	<p>Introduce what a sketchbook is for. Understand that it is owned by the pupil for experimentation and exploration. Spirals</p> <hr/> <p>Make a simple elastic band sketchbook. Personalise it. Spirals</p> <p>Use sketchbooks to:</p> <p>Test cut printmaking ideas. Simple Printmaking</p> <p>Develop experience of primary and secondary colours. Spirals Simple Printmaking Exploring Watercolour Flora and Fauna</p> <p>Practice observational drawing Spirals Simple Printmaking Flora and Fauna Making Birds</p> <p>Explore mark making Spirals Simple Printmaking Flora and Fauna Exploring Watercolour Making Birds</p>	<p>Understand prints are made by transferring an image from one surface to another. Simple Printmaking</p> <hr/> <p>Understand relief prints are made when we print from raised images (plates). Simple Printmaking</p> <hr/> <p>Use hands and feet to make simple prints using primary colours Simple Printmaking</p> <p>Collected textured objects and making rubbings, and press them into plasticine to create plates/prints (relief printing), exploring how we ink up the plates and transfer the image Simple Printmaking</p> <p>Explore concepts like "repeat" "pattern" "sequencing" Simple Printmaking</p>	<p>Understand watercolour is a media which uses water and pigment. Exploring Watercolour</p> <hr/> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Exploring Watercolour</p> <hr/> <p>Explore watercolour in an intuitive way to build understanding of the properties of the medium. Exploring Watercolour</p> <p>Paint without a fixed image of what you are painting in mind. Exploring Watercolour</p> <p>Respond to your painting and try to "imagine" an image within. Exploring Watercolour</p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. Exploring Watercolour</p>	<p>Understand collage is the art of using elements of paper to make images. Making Birds Flora and Fauna</p> <hr/> <p>Understand we can create our own papers with which to collage. Making Birds Flora and Fauna</p> <hr/> <p>Collage with painted papers exploring colour, shape and composition Simple Printmaking Flora and Fauna</p> <p>Combine collage with making by cutting and tearing down imagery, manipulating it into simple 3D forms to add to sculpture. Making Birds</p>	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Playful Making Making Birds</p> <hr/> <p>Understand the meaning of "Design through Making" Playful Making Making Birds</p> <hr/> <p>Use a combination of two or more materials to make sculpture. Playful Making Making Birds</p> <p>Use construction methods to build Playful Making Making Birds</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Playful Making Making Birds</p>	<p>Look at the work of artists who draw, sculptors and painters, listening to the artists' intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <hr/> <p>All Pathways for Year 1</p> <hr/> <p>Reflect upon the artists' work and share your response verbally ("I liked...")</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well")</p> <p>Some children may feel able to share their response about classmates work.</p> <hr/> <p>All Pathways for Year 1</p>

Year 2	Purple = Substantive Knowledge		Green = Implicit Knowledge/ Skills		Black = Relevant Unit of Work	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/ Articulation
<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find Explore and Draw</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore and Draw</p> <hr/> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting and representing. Photograph. Explore and Draw</p> <p>Use drawing exercise to focus on an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore and Draw Be an Architect</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore and Draw Music and Art Explore Through Monoprint</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons sketchbook looks is unique to them All Pathways for Year 2</p> <p>Make a new sketchbook (Elastic Band or Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore and Draw</p> <hr/> <p>Make a new sketchbook (Elastic Band or Hole Punch) or make Spaces and Places inside a bought sketchbook Explore and Draw</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. Explore and Draw Explore Through Monoprint Be an Architect Music and Art</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore and Draw Explore Through Monoprint</p> <p>Explore colour and colour mixing. Expressive Painting Music and Art</p>	<p>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. Explore Through Monoprint</p> <hr/> <p>Transfer the skills learnt in drawing and sketchbooks to monoprint by making monoprints using carbon copy paper (and or oil pastel prints), exploring the quality of line. Exploring Through Monoprint</p>	<p>Understand that some painters use expressive gestural marks in their work, often resulting in abstract, expressionist painting Expressive Painting</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Expressive Painting</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues. Expressing Painting Music and Art</p> <p>Understand the concept of still life. Expressive Painting</p> <hr/> <p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. Expressive Painting</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. Expressive Painting</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore and Draw</p> <hr/> <p>Use the observational drawings made (see column "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore and Draw</p> <p>Collage with drawings to create invented forms. Combine with making if appropriate. Explore and Draw Music and Art</p>	<p>Understand the role of an architect. Be An Architect</p> <p>Understand when we make sculpture by adding materials it is called Construction. Be an Architect Stick Transformation Project</p> <hr/> <p>Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour and perspective. Consider interior and exterior. Be an Architect</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief. Be an Architect Stick Transformation Project Music and Art</p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. Stick Transformation Project</p>	<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2</p> <hr/> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p>

<p>Create final collaged drawing (see column "Collage") which explore composition. Explore and Draw Music and Art</p> <p>Make drawings inspired by sound. Music and Art</p>	<p>Make visual notes about artists studied. Explore &amp; Draw Explore Through Monoprint Be an Architect Music &amp; Art</p> <p>Make visual notes about artists studied. Explore and Draw Explore Through Monoprint Be an Architect Music and Art</p>					<p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</p> <p>All Pathways for Year 2</p>
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Year 3/4	Purple = Substantive Knowledge		Green = Implicit Knowledge/ Skills		Black = Relevant Unit of Work	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/ Articulation
<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal</p> <p>Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal</p> <p>Understand that animators make drawings that move. Animated Drawings</p> <hr/> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance).</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3</p> <p>Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 3</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3</p> <hr/> <p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal. Gestural Drawing with Charcoal</p> <p>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. Gestural Drawing with Charcoal Working with Shape &amp; Colour Telling Stories Cloth, Thread, Paint Animated Drawings Natural Materials</p> <p>Develop mark making skills. Gestural Drawing with Charcoal Working with Shape &amp; Colour Telling Stories Cloth,</p>	<p>Understand that screen prints are made by forcing ink over a stencil. Working with Shape &amp; Colour</p> <p>Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. Working with Shape &amp; Colour</p> <hr/> <p>Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. Working with Shape &amp; Colour</p>	<p>Understand that we can create imagery using natural pigments and light. Telling Stories</p> <p>Understand that paint acts differently on different surfaces. Cloth, Thread, Paint</p> <p>Understand the concept of still life and landscape painting. Cloth, Thread, Paint</p> <hr/> <p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column "making"). Telling Stories</p> <p>Continue to develop colour mixing skills. Cloth, Thread, Paint Natural Materials</p> <p>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. Cloth, Thread, Paint</p> <p>Explore creating pigments from materials around you (earth, vegetation). Use them to create an image which relates to the environment the materials were found in. Natural Materials</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Working with Shape &amp; Colour</p> <hr/> <p>Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 "printmaking") to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. Working with Shape &amp; Colour</p>	<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories</p> <p>That clay and Modroc are soft materials which finally dry/set hard. Telling Stories</p> <p>An armature is an interior framework which support a sculpture. Telling Stories</p> <p>Understand that articulated drawings can be animated. Animated Drawings</p> <hr/> <p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories</p> <p>Make an armature to support the sculpture. Telling Stories</p> <p>Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital</p>	<p>To understand that visual artists look to other artforms for inspiration.</p> <p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 3/4</p> <hr/> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</p> <p>Present your own artwork (journey and any final</p>

<p>Gestural Drawing with Charcoal</p> <p>Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint</p> <p>Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. Animated Drawings</p>	<p>Thread, Paint Animated Drawings</p> <p>Brainstorm animation ideas. Working with Shape &amp; Colour Animated Drawings Natural Materials</p> <p>Experiment with pigments created from the local environment. Natural Materials</p>		<p>Option to use light to create imagery by exploring anotype or cyanotype. Natural Materials</p>		<p>media to make animations. Animated Drawings</p>	<p>outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might...). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. All Pathways for Year 3/4</p>
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Year 5/6	Purple = Substantive Knowledge	Green = Implicit Knowledge/ Skills	Black = Relevant Unit of Work	
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/ Articulation
<p>Understand that designers create fonts and work with Typography. Typography &amp; Maps</p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography &amp; Maps</p> <hr/> <p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography &amp; Maps</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography &amp; Maps</p> <p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography &amp; Maps</p>	<p>Use sketchbooks to:</p> <p>Explore mark making. Typography &amp; Maps Mixed Media Landscapes Set Design Fashion Design</p> <p>Brainstorm ideas generated when reading poetry or prose. Set Design</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography &amp; Maps Mixed Media Landscapes Set Design Architecture: Big or Small Fashion Design</p> <p>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Set Design Architecture: Big or Small Fashion Design</p> <p>Experiment with different media and different marks to capture the energy of a landscape. Mixed Media Landscapes</p> <p>Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. Mixed Media Landscapes</p> <p>Experiment with colour mixing and pattern, working towards creating paper "fabrics" for fashion design. Fashion Design</p>	<p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. Mixed Media Landscapes</p> <hr/> <p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. Mixed Media Landscapes</p> <p>Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design (see column "making"). Fashion Design</p>	<p>Understand that set designers can design/make sets for theatres or for animations. Set Design</p> <p>Understand that designers often create scaled models to test and share ideas with others. Set Design</p> <p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Architecture: Big or Small Fashion Design</p> <hr/> <p>Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation. Set Design</p> <p>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. Set Design</p> <p>Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools.</p>	<p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <hr/> <p>All Pathways for Year 5/6</p> <hr/> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p>

<p>Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design (see column 6 "making"). Set Design</p>			<p>Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. Architecture: Big or Small</p> <p>Option to work in 3d to devise fashion constructed from patterned papers. Fashion Design</p>	<p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5/6</p>
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