



The Echelford Primary School - Art Progression Document

Reception	Year 1 <i>Autumn 1- Self Portraits</i> <i>Autumn 2 – Animal Sculptures</i> <i>Spring 2 – Sketching and using watercolour – Plants</i>	Year 2 <i>Autumn 2- Nature as a designer (Textured Collages)</i> <i>Spring 2 -Painting - use of colour</i> <i>Summer 1 - Tile Patterns Islamic Art</i>	Year 3 <i>Autumn 1- Cave Paintings</i> <i>Autumn 2 - Sketching - Self Portraits (cubism)</i> <i>Summer 1 - Texture-Dying and Weaving</i>	Year 4 <i>Autumn 1- Landscapes and Cityscapes</i> <i>Spring 1- Mesopotamian Patterns and Pottery.</i> <i>Summer 2- Mosaics</i>	Year 5 <i>Autumn 1- Creating a wave (Collage) - Artist - the great wave</i> <i>Autumn 2 – texture and form – Antarctic Scene</i> <i>Summer 2 - Greek patterns</i>	Year 6 <i>Autumn 2 – Insects/Minibeasts</i> <i>Spring 1 – Macbeth – Scenes/Sculpture</i> <i>Using different mediums.</i> <i>Summer 1 – Portraits</i>
Drawing and Mark Making						
<p>Begin to experiment with a few drawing tools. (Felt tips, Pencils, chalk)</p> <p>Children are starting to recognise the use of drawing as a way of recording.</p> <p>Beginning to show control in their marks made.</p> <p>Starting to draw pictures to tell a story.</p> <p>Starting to draw from memory and imagination.</p>	<p>Showing Increased control over the marks made using media. <i>All topics</i></p> <p>Are beginning to use drawing as a form of recording. All topics</p> <p>Can observe and draw shapes from observations.(Self-portraits and Plants) <i>Autumn 1 and Spring 2</i></p> <p>Children are experimenting with a range of drawing media. <i>Autumn 1 and Spring 2</i></p>	<p>Use a sketchbook to plan and develop simple ideas.</p> <p>Are becoming confident at using drawing as a form of recording.</p> <p>Draw as a way of recording experiences and feelings. <i>Autumn 1</i></p> <p>Discuss use of shadows, use of light and dark. <i>Autumn 1</i></p> <p>Sketch to make quick records <i>Autumn 1</i></p>	<p>Experiment with the potential of various pencils.</p> <p>Close observation Draw both the positive and negative shapes.</p> <p>Initial sketches as a preparation for painting. <i>All topics</i></p> <p>Create accurate drawings of people – particularly faces.</p>	<p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. <i>All Topics</i></p>	<p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. <i>Summer 2</i></p> <p>Return to work over longer periods of time and use a wider range of materials. <i>All topics.</i></p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media. <i>Autumn 2</i></p> <p>Identify artists who have worked in a similar way to their own work. Can they explain how they are similar? <i>All Topics</i></p> <p>Develop ideas using a different or mixed media using a sketchbook and</p>

	<p>Invent new lines. <i>Spring 2</i></p> <p>Beginning to scale drawing correctly. <i>All topics</i></p> <p>Beginning to investigate the different tones from light to dark. <i>Spring 2</i></p>					<p>annotate ideas. <i>Autumn 2</i></p> <p>Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape. <i>All topics</i></p>
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Sculpture and Form

<p>Beginning to explore manipulatives such as clay, playdough and paper mache.</p> <p>Investigate and construct with a variety of objects (Junk, lego, blocks)/</p> <p>Is beginning to use scissors to cut out shapes to add decoration to models.</p>	<p>Understand the need to use tools safely and correctly. <i>All Topics</i></p> <p>Becoming more confident in shaping and modelling materials for a purpose. <i>Autumn 2</i></p> <p>Beginning to understand which tools would be appropriate for different materials. <i>Autumn 2</i></p> <p>Impress and apply simple decoration to 3D models. <i>Autumn 2</i></p> <p>Begin to use a sketchbook to plan simple ideas. <i>All Topics</i></p>	<p>Use equipment and media with increased confidence.</p> <p>Develop awareness of natural and man-made forms. <i>Autumn 1</i></p> <p>Shape and form materials from direct observation (malleable and rigid materials). <i>Autumn 1</i></p> <p>Explore decorative techniques. <i>Autumn 1</i></p> <p>Replicate patterns and textures in a 3-D form. <i>Autumn 1</i></p>	<p>Use equipment and media with confidence and explain their choices.</p> <p>Use language key to skill and technique.</p> <p>Use a sketchbook to plan, develop and collect ideas.</p> <p>Shape, form, model and construct (malleable and rigid materials).</p> <p>Plan and develop ideas.</p> <p>Understanding of different adhesives</p>	<p>Draws familiar objects with correct proportions. <i>Autumn 1</i></p>	<p>Develop skills in using clay including slabs, coils and slips. <i>Summer 2</i></p>	<p>Plan and develop ideas. Can they use previous knowledge to formulate new learning? <i>All Topics</i></p> <p>Be able shape, form, model and join materials together. <i>Spring 2</i></p> <p>Discuss and evaluate own work and that of other sculptors. Explain and justify different ideas in regards to other sculptors. <i>Spring 2</i></p> <p>Develop skills using clay or other sculpture making material. <i>Spring 2</i></p>
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		Look at work of other sculptors <i>Autumn 1</i> Experiment with tools and surfaces <i>Autumn 1</i>	and methods of construction.			Create sculpture with increasing independence, developing on their own ideas. <i>Spring 2</i>
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Colour and Painting

Investigate to see what happens when colours are mixed. Recognise and name different colours. Enjoy using different tools to spread paint (For example, fingers, hands, feet, paint brushes, sponges). Paint on a variety of surfaces.	Begin to choose different tools to paint with. <i>All topics</i> Sort, select and discuss different colours. <i>Spring 2</i> Begin to think about which mediums will be most effective. <i>All Topics</i> Experiment and use a variety of mediums. <i>Autumn 2 and Spring 2</i> Starting to experiment to mix primary colours to form secondary colours. <i>Spring 2</i> Start to record simple media explorations in a sketchbook. <i>Autumn 1 and Spring 2</i>	<ul style="list-style-type: none"> - Showing increased in confidence in using a sketchbook to record information on colour mixing. - - Begin to describe colours by objects <i>Spring 1</i> <p>Make as many tones of one colour as possible (using white) <i>Spring 1</i></p> <p>Darken colours without using black <i>Spring 1</i></p> <p>Using colour on a large scale <i>Spring 1</i></p>	Colour mixing. Make a colour wheel. Introduce different types of brushes. Techniques- apply colour using dotting, scratching, splashing.	Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. <i>All Topics</i>	Mix colours to express mood, divide foreground from background or demonstrate tones. <i>Autumn 1, Autumn 2</i>	Choose appropriate paint, paper and implements to adapt and extend their work and use colour for purpose. <i>Autumn 2</i> Be able to use colour and textures to express feelings and represent the purpose of the piece. <i>Summer 1</i> Create shades and tints using black and white and understand Hue, tint, tone, shades and mood. <i>Autumn 2 and Summer 1</i> Show an awareness of how paintings are created. Can they identify what skills, colours and techniques are used? <i>Summer 1</i>
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Textiles, Printing and Patterns

<p>Begin to use stencils to create a picture.</p> <p>Use objects to create imprints in clays and play dough.</p> <p>Enjoy taking rubbings (leaf, bricks, coins).</p> <p>Begin to identify materials and their properties.</p> <p>Begin to use fine motor skills to thread and weave shapes onto string creating simple patterns.</p>	<p>To begin to make patterns using Simple Natural objects (leaves, sticks and stones). <i>Autumn 2</i></p> <p>Increased confidence in taking rubbings of a range of different surfaces (Bark, leaves). <i>Spring 2</i></p> <p>Show increased control on threading objects onto string to produce patterns. <i>Autumn 1 Free Flow</i></p>	<p>Continue to explore printing simple pictures with a range of hard and soft objects. <i>Spring 1</i></p> <p>Print with a growing range of objects. <i>Spring1</i></p> <p>Identify the different forms printing takes. <i>Spring1</i></p> <p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. <i>Summer 1</i></p> <p>Explore natural and manmade patterns. <i>Summer 1</i></p> <p>Overlapping and overlaying to create effects. <i>Summer 1</i></p>	<p>Use smaller eyed needles and finer threads</p> <p>Develop skills of weaving. <i>Summer 1</i></p> <p>Tie dying, batik</p> <p>Recognise and recreate patterns in the environment.</p> <p>Using ICT</p> <p>Make patterns on a range of surfaces</p> <p>Symmetry</p> <p>Relief and impressed printing.</p> <p>Recording textures/patterns.</p> <p>Monoprinting.</p>	<p>Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. <i>Autumn 1, Summer 2</i></p>	<p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. <i>All Topics</i></p> <p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. <i>Autumn 2</i></p> <p>Experiment with using layers and overlays to create new colours/textures. <i>Autumn 2</i></p>	<p>Explore different patterns, techniques and mark making. Can they pick the appropriate technique depending on the piece of art? <i>Autumn 2</i></p>
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Evaluation

<p>Talk about what they produced.</p> <p>Begin to describe the materials and media they have used.</p> <p>Begin to say what they like and dislike about different art work.</p>	<p>Begin to explore the work of artists, craft makers and designers. <i>Autumn 2</i></p> <p>Showing an increase in confidence when explaining what they have produced and explaining the techniques they have used. <i>All Topics</i></p> <p>Become confident at describing what they like and dislike about a piece of work. <i>All Topics</i></p>	<p>Beginning to comment on differences of work of others. <i>All topics</i></p> <p>Can suggest ways they can improve their own work.</p> <p>Can discuss the work of a range of artists, crafts makers and designers, beginning to describe differences and similarities between them.</p> <p>Begin to express how different Art makes them feel.</p> <p>Expression of personal experiences and ideas. <i>Autumn 1</i></p>	<p>Can compare the differences between their own work and the work of others.</p> <p>Beginning to adjust their own work based on self and peer evaluations.</p> <p>-Explore a range of Artists in History comparing their work and the techniques they have used.</p> <p>Show increasing confidence in expressing how different pieces make them feel.</p>	<p>Use taught technical skills to adapt and improve his/her work. <i>All Topics</i></p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. <i>All Topics</i></p>	<p>Develop different ideas which can be used and explain his/her choices for the material and technique used. <i>All topics</i></p> <p>Evaluate his/her work against their intended outcome. <i>All Topics</i></p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them, using subject specific vocabulary. <i>All Topics</i></p> <p>Adapt their work according to their views and describe how they might develop it further. Can they adapt their final work based upon feedback they have been given? <i>All Topics</i></p>
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Evaluation

	<p>Andy Goldsworthy <i>Autumn 2</i></p> <p>Van Gogh (for inspiration) <i>Spring 2</i></p>	<p>Nils Udo or Richard Shilling <i>Autumn 1</i></p> <p>William Morris and Van Gogh <i>Spring 1</i></p>	<p>Picasso - <i>Autumn 2</i></p>	<p>David Hockney <i>Autumn 1</i></p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. <i>Autumn 1</i></p>	<p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product <i>Autumn 2, Summer 2</i></p> <p>Franches Hatch Hokusai</p>	<p>Rosalind Monks and Lucy Arnold <i>Autumn 2</i></p> <p>Alberto Geocommeti <i>Spring 2</i></p> <p>Leonardo da Vinci <i>Summer 1</i></p>
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