

Tintwistle Primary School

Art Progression Map

EYFS	Characteristics of effective learning	Early Learning Goals
	<p>Show curiosity about objects, events and people</p> <p>Questions why things happen</p> <p>Engage in open-ended activity</p> <p>Thinking of ideas</p> <p>Paying attention to details</p> <p>Find ways to solve problems / find new ways to do things / test their ideas</p> <p>Use senses to explore the world around them</p> <p>Create simple representations of events, people and objects</p> <p>Planning, making decisions about how to approach a task, solve a problem and reach a goal</p> <p>Checking how well their activities are going</p> <p>Changing strategy as needed</p> <p>Reviewing how well the approach worked</p> <p>Being proud of how they accomplished something</p>	<p style="text-align: center;"><u>Expressive Arts and Design</u></p> <p><u>Exploring and Using Media and Materials</u></p> <p>-To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Being Imaginative</u></p> <p>-To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>
<u>Activities</u>	<p>African inspired art - sunsets mixing colours, art from around the world</p> <p>Paul Klee - block printing village</p> <p>Jackson Pollock - space art</p> <p>Painting people who help us</p> <p>Andy Warhol Pop Art -self portraits</p> <p>Firework art- colour mixing</p> <p>Textures linked to animal fur</p> <p>Painting - using the computer (Purplemash)</p> <p>Kandinsky- colour mixing</p> <p>Textiles- felting minibeasts</p> <p>Van Gogh inspired seascapes</p>	

	KS1	LKS2	UKS2
Exploring and Developing Ideas	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a respond positively to ideas and starting points; b explore ideas and collect information; c describe differences and similarities and make links to their own work; d try different materials and methods to improve; e use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. 	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use sketchbooks to record ideas; b explore ideas from first-hand observations; c question and make observations about starting points, and respond positively to suggestions; d adapt and refine ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. 	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> a review and revisit ideas in their sketchbooks; b offer feedback using technical vocabulary; c think critically about their art and design work; d use digital technology as sources for developing ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.

Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.

KS1 Art and Design National Curriculum

To become proficient in drawing techniques.

To use drawing to develop and share their ideas, experiences and imagination.

Children can:

- a draw lines of varying thickness;
- b use dots and lines to demonstrate pattern and texture;
- c use different materials to draw, for example pastels, chalk, felt tips;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.

Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.

KS2 Art and Design National Curriculum

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

Children can:

- a experiment with showing line, tone and texture with different hardness of pencils;
- b use shading to show light and shadow effects;
- c use different materials to draw, e.g. pastels, chalk, felt tips;
- d show an awareness of space when drawing;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.

Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.

KS2 Art and Design National Curriculum

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

Children can:

- a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
- b depict movement and perspective in drawings;
- c use a variety of tools and select the most appropriate;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.

KS1 Art and Design National Curriculum

To become proficient in painting techniques.

To use painting to develop and share their ideas, experiences and imagination.

Children can:

- a name the primary and secondary colours;
- b experiment with different brushes (including brushstrokes) and other painting tools;
- c mix primary colours to make secondary colours;
- d add white and black to alter tints and shades;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.

Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.

KS2 Art and Design National Curriculum

To become proficient in painting techniques.

To improve their mastery of art and design techniques, including painting with a range of materials.

Children can:

- a use varied brush techniques to create shapes, textures, patterns and lines;
- b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;
- c create different textures and effects with paint;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.

Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.

KS2 Art and Design National Curriculum

To become proficient in painting techniques.

To improve their mastery of art and design techniques, including painting with a range of materials.

Children can:

- a create a colour palette, demonstrating mixing techniques;
- b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;
- c use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.

Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.

KS1 Art and Design National Curriculum

To become proficient in sculpting techniques.

To use sculpture to develop and share their ideas, experiences and imagination.

Children can:

- a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;
- b use a variety of techniques, e.g. rolling, cutting, pinching;
- c use a variety of shapes, including lines and texture;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.

Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.

KS2 Art and Design National Curriculum

To become proficient in sculpting techniques.

To improve their mastery of art and design techniques, including sculpting with a range of materials.

Children can:

- a cut, make and combine shapes to create recognisable forms;
- b use clay and other malleable materials and practise joining techniques;
- c add materials to the sculpture to create detail;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.

Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.

KS2 Art and Design National Curriculum

To become proficient in sculpting techniques.

To improve their mastery of art and design techniques, including sculpting with a range of materials.

Children can:

- a plan and design a sculpture;
- b use tools and materials to carve, add shape, add texture and pattern;
- c develop cutting and joining skills, e.g. using wire, coils, slabs and slips;
- d use materials other than clay to create a 3D sculpture;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.

Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.

KS1 Art and Design National Curriculum

To become proficient in other art, craft and design techniques - collage.

To develop a wide range of art and design techniques in using texture, line, shape, form and space.

Children can:

- a use a combination of materials that have been cut, torn and glued;
- b sort and arrange materials;
- c add texture by mixing materials;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.

Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.

KS2 Art and Design National Curriculum

To improve their mastery of art and design techniques with a range of materials - collage.

Children can:

- a select colours and materials to create effect, giving reasons for their choices;
- b refine work as they go to ensure precision;
- c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.

Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.

KS2 Art and Design National Curriculum

To improve their mastery of art and design techniques with a range of materials - collage.

Children can:

- a add collage to a painted or printed background;
- b create and arrange accurate patterns;
- c use a range of mixed media;
- d plan and design a collage;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.

Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result.

Children will also explore decorating and embellishing their textiles to add detail, colour and effect.

KS1 Art and Design National Curriculum

To become proficient in other art, craft and design techniques - textiles.

To develop a wide range of art and design techniques in using colour, pattern and texture.

Children can:

- a show pattern by weaving;
- b use a dyeing technique to alter a textile's colour and pattern;
- c decorate textiles with glue or stitching, to add colour and detail;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.

Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.

KS2 Art and Design National Curriculum

To improve their mastery of art and design techniques with a range of materials - textiles.

Children can:

- a select appropriate materials, giving reasons;
- b use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;
- c develop skills in stitching, cutting and joining;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.

Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.

KS2 Art and Design National Curriculum

To improve their mastery of art and design techniques with a range of materials - textiles.

Children can:

- a experiment with a range of media by overlapping and layering in order to create texture, effect and colour;
- b add decoration to create effect;
- c use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.

Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.

KS1 Art and Design National Curriculum

To become proficient in other art, craft and design techniques

- printing.

To develop a wide range of art and design techniques in using colour and texture.

Children can:

- a copy an original print;
- b use a variety of materials, e.g. sponges, fruit, blocks;
- c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.

Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.

KS2 Art and Design National Curriculum

To improve their mastery of art and design techniques with a range of materials - printing.

Children can:

- a use more than one colour to layer in a print;
- b replicate patterns from observations;
- c make printing blocks;
- d make repeated patterns with precision;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.

Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.

KS2 Art and Design National Curriculum

To improve their mastery of art and design techniques with a range of materials - printing.

Children can:

- a design and create printing blocks/tiles;
- b develop techniques in mono, block and relief printing;
- c create and arrange accurate patterns;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;

Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.

KS1 Art and Design National Curriculum

To understand 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.

Children can:

- a describe the work of famous, notable artists and designers;
- b express an opinion on the work of famous, notable artists;
- c use inspiration from famous, notable artists to create their own work and compare;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.

Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.

KS2 Art and Design National Curriculum

To learn about great artists, architects and designers in history.

Children can:

- a use inspiration from famous artists to replicate a piece of work;
- b reflect upon their work inspired by a famous notable artist and the development of their art skills;
- c express an opinion on the work of famous, notable artists and refer to techniques and effect;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.

Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.

KS2 Art and Design National Curriculum

To learn about great artists, architects and designers in history.

Children can:

- a give detailed observations about notable artists', artisans' and designers' work;
- b offer facts about notable artists', artisans' and designers' lives;
- c use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean-Michel Basquiat, Mary Cassatt.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">YEAR A TOPIC CYCLE</p>	<p>Drawing – self-portraits, drawing human body, observational drawings of plants/trees and houses, using drawing techniques to demonstrate texture and pattern.</p> <p>Painting Van Gogh sunflowers inspiration – using other tools for painting. Using watercolours to create a garden landscape inspired by Monet. Mix colours to create shades.</p> <p>Sculpture- 3D dinosaur models, Andy Goldsworthy sculptures using natural materials</p> <p>Collage – Picasso portraits, Arcimboldo. dinosaur dioramas - using Henri Rousseau paintings as inspiration</p> <p>Textiles- fabric faces portraits link to DT – Use glue and stitching to decorate.</p> <p>Printing – fossil printing using clay -pressing and stamping</p> <p>Work of other artists</p> <p>Pablo Picasso, Henri Rousseau, Andy Goldsworthy, Monet, Georgia O'Keeffe and Van Gogh.</p>	<p>Drawing – drawing in the style of Lowry using photographs of famous landmarks in Tintwistle, using charcoal to embellish. Use drawing techniques and colours to demonstrate style of Lowry.</p> <p>Painting - create cave paintings using patterns and lines and place them in the 3D cave, create own brushes and use sand for texture.</p> <p>Sculpture - Design and make Stone Age tools, using clay and other outdoor materials.</p> <p>Collage – (Link to DT) make a collage to design and plan a Vivienne Westwood clothing item.</p> <p>Textiles- (Link to DT) – Vivienne Westwood clothes design and create using a range of materials.</p> <p>Printing – create a WW2 London Blitz scene using printing - pressing and stamping, wax resist.</p> <p>Work of other artists</p> <p>Lowry, Eric Kennington, Vivienne Westwood.</p>	<p>Drawing – creating half and half drawings using perspective to draw buildings and landscapes</p> <p>- drawing shadows and reflection using shading, hatching and cross hatching and using different drawing tools</p> <p>Painting – painting our perspective drawings with water colours, learning to mix water colours effectively to create colour palettes with varying gradients of one colour to paint shadows and light more clearly</p> <p>Sculpture – link to DT – designing and building a 3D vehicle</p> <p>- studying artist Kumi Yamashita who creates pieces of art based on light, dark and shadows, creating shadow art using 3D objects</p> <p>Collage – creating mood board collages linked to Viking styles and properties of materials, printing and painting a background and adding a variety of materials and textures to inspire our final piece</p> <p>Textiles- link to DT – designing a Viking coat</p> <p>Printing – creating Anglo-Saxon collograph art based on pattern printing patterns using different textures to create effect</p> <p>Work of other artists</p> <p>- observing work of; Kumi Yamashita, various Anglo-Saxon/Viking artists (names unknown)and learn about their lives.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">YEAR B TOPIC CYCLE</p>	<p>Drawing - portraits, cityscapes</p> <p>Painting – _portraits, colour mixing primary colours to create secondary colours for portraits. Create seascapes using Turner as inspiration adding white and black to alter the shades of the sea. Compare to Jackson Pollock Yellow Islands.</p> <p>Sculpture- using clay to create dragon eyes, use rolling, pressing, pinching and tools to create texture.</p> <p>Collage – create London scene depicting the great fire using variety of collage materials</p> <p>Textiles-),dragon puppets Batik printing to create patterned fabric.</p> <p>Printing – Paul Klee – Castle in the Sun- use blocks to recreate the picture- link to maths and tessellating shapes.</p>	<p>Drawing –Observational drawings of fossils – spirals in nature. Technical drawing of teeth in an adult mouth. Exploded diagram, labelling teeth names.</p> <p>Painting - Create landscape paintings from George Seurat (Rivers-Paris Link) and Paul Cezanne. Landscape painting of volcano or scene in nature using pointillism.</p> <p>Sculpture - Clay sculptures of fossils using knowledge of rocks (science link).</p> <p>Collage – Roman mosaic art – Roman soldier mosaic collage. Compare to Greek mosaics.</p> <p>Textiles- Design, produce and evaluate create Greek Sandals using a range of textiles (DT Link).</p> <p>Printing –</p>	<p>Drawing –</p> <p>- learning to sketch 3D sculptures from different angles to design sculptures based on Gaudi and Barbara Hepworth's work and creating texture by blending and smudging</p> <p>Painting – painting our canopic jars in the style of Ancient Egyptian artists with acrylic paints to create texture</p> <p>Sculpture – studying Gaudi's work and designing our own sculpture</p> <p>- studying Barbara Hepworth's human sculptures and creating our own using wire and mod-rock and tools to create texture and pattern</p> <p>Collage – creating a collage linked to Gaudi's work copying some of his styles and using mixed media to represent ideas (paper tiles to represent mosaic, drawing to represent architecture)</p> <p>Textiles-</p>

	<p><u>Work of other artists</u> Jackson Pollock, Turner</p>	<p><u>Work of other artists</u> George Seurat, Paul Cezanne.</p>	<p><u>Printing</u> – creating intricate repeating patterns based on Ancient Islamic art, developing accuracy and using a range of strategies.</p> <p><u>Work of other artists</u> - Observing work of Gaudi, Barbara Hepworth, Ancient Egyptian and Ancient Islamic artists (names unknown) and learning about their lives.</p>
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