

Beam County Primary School: Progression Map

Subject: Art



EFYS	EFYS End Points	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS2 End Points
<p>Disciplinary: Draw lines of different sizes and thicknesses.</p> <p>Explore patterns and images from different cultures.</p> <p>Knowledge: Being able to follow simple instructions on using equipment for a desired effect.</p> <p>Observe how mark making can affect movement.</p>	<p>Mark make with lines of different sizes and thickness and begin to mimic patterns and images.</p>	<p>Disciplinary: Show different tones by using a range pencils.</p> <p>Study the sizes and shapes of different facial features.</p> <p>Draw parts of a face with fairly accurate proportion.</p> <p>Express abstract concepts by altering proportion of facial features,</p> <p>Knowledge: Understand and explain the similarities and differences in the terms portrait and self portrait.</p> <p>Explore how accurate proportion can create a sense of realism and how exaggerated proportion can create a sense of abstractism.</p>	<p>Disciplinary: Show different tones by using colouring pencil and other media.</p> <p>Take not of composition.</p> <p>Draw an image from direct observation.</p> <p>Use marks to begin creating textures.</p> <p>Demonstrate that items found in the background often appear smaller and less detailed than foreground items.</p> <p>Knowledge: Know that a landscape is 'all the visible features of an area of land, often considered in terms of their aesthetic appeal'.</p> <p>Know the meaning of terms background and foreground.</p> <p>Know that a horizon line separates the sky from the land.</p>	<p>Disciplinary: Develop ideas through experience of different materials.</p> <p>Comment on art work using visual language.</p> <p>Imitate the style of notable book illustrators.</p> <p>Explore creating tonal images from coloured reference sources.</p> <p>Begin to find works of interest for initial research.</p> <p>Use shading to show light and shadow on and around an object.</p> <p>Knowledge: Know that an illustrator is 'a person who draws or creates pictures for magazines, books, advertising, etc'.</p> <p>Describe tone through colour and shade.</p> <p>Know that working in the style of an artist can influence own style.</p> <p>Refer back to prior learning on tone, line and proportion and build upon this.</p>	<p>Disciplinary: Show pattern and texture through different dots and lines.</p> <p>Explore different materials and methods as ideas develop.</p> <p>Explore the properties of oil pastels through practical work.</p> <p>Layer colours ranging from lightest tones to darkest.</p> <p>Show fur, feather and scale like textures using a range of marks and different oil pastel strokes.</p> <p>Use tools to remove layers of oil pastel giving artwork definition.</p> <p>Knowledge: Understand that blending is a technique that can be applied to other materials as well as pencil.</p> <p>Know that knowledge of primary, secondary and tertiary colours can be referred to when creating life like tones.</p> <p>Know the parts of an eye and their functions (sketchbook study on this).</p>	<p>Disciplinary: Explore themes of art (jazz culture) throughout an artist's work.</p> <p>Build on knowledge of colour application when using oil pastels.</p> <p>Consider the composition of an image when working in collaboration.</p> <p>Knowledge: Know that music culture can be deeply embedded within an artistic movement.</p> <p>Understand the history behind artist depiction within a movement.</p> <p>Know that the human form can be exaggerated</p> <p>Consider scale of artwork compared to that or original works by notable artists.</p>	<p>Disciplinary: Use the qualities of materials to enhance ideas.</p> <p>Use a variety of techniques to add interesting effects (e.g reflections, shadows, light).</p> <p>Choose a style of drawing suitable for the work (realistic/ impressionistic).</p> <p>Explore media to create a range of tones for purpose.</p> <p>Knowledge: Spot the potential in unexpected results as work progresses.</p> <p>Know that the definition for still life is: 'a painting or drawing of an arrangement of objects, typically including fruit and flowers and objects contrasting with these in texture, such as bowls and glassware'.</p> <p>Know that different art media can compliment one another.</p>	<p>1 The ability to understand how to use different marks, scale and perspective to draw carefully.</p>

NC

Early Learning Areas:

PD: Gross and fine motor experiences. Fine motor control and precision helps with hand-eye co-ordination

EA&D: Regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

Mathematics: Develop spatial awareness reasoning skills.

KS1

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

KS2

Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

<p>Disciplinary: Paint: Mix primary colours to make secondary colours.</p> <p>Use thick and thin brushes.</p> <p>Use a combination of colours.</p> <p>Use different materials: straws, sponges etc to create marks and lines.</p> <p>Sculpture: Press, rub, roll or stamp to add texture.</p> <p>Press, rub, roll or stamp to make prints.</p> <p>Drawing: Blend primary colours to make secondary colours.</p> <p>Knowledge: Explore different materials and methods as ideas develop.</p>	<p>Safely explore and use a variety of tools, techniques and materials.</p>	<p>Disciplinary: Paint: Use thick and thin brushes.</p> <p>Mix primary colours to make secondary colours.</p> <p>Create a colour wheel.</p> <p>Sculpture: Use rolled up paper, straws, card or paper clay as sculpting materials.</p> <p>Use techniques such as rolling, cutting, moulding and carving.</p> <p>Drawing: Show different tones by applying different pressures when using coloured pencils.</p> <p>Show pattern and texture through different dots and lines.</p> <p>Knowledge: Know that colours that are opposite to one another on the colour wheel are complimentary.</p> <p>To know the properties of clay and paper clay and</p>	<p>Disciplinary: Paint: Add white to make colours lighter. Tint.</p> <p>Add black to darken colours. Shade.</p> <p>Sculpture: Add additional material to provide interesting visual detail.</p> <p>Use different materials in conjunction to create bold sculptures.</p> <p>Create a combination of shapes to attach to a structure.</p> <p>Use a range of equipment to bend and manipulate wire.</p> <p>Drawing: Use line direction for purpose with the intention of creating a range of textures and marks.</p> <p>Knowledge: Understand the process of wax resist.</p>	<p>Disciplinary: Paint: Grow in competence using different paints and paint techniques.</p> <p>Use a number of paint techniques including thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Experiment with creating moods through colour.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Sculpture: Replicate patterns observed in natural or built environments.</p> <p>Use clay to carefully mould shapes based on an image.</p> <p>Create a sculpture by attaching pieces of clay together-creating a three-dimensional effect.</p> <p>Drawing: Use different grades of pencil to show line, tone and texture.</p>	<p>Disciplinary: Paint: Replicate patterns observed in natural or built environments.</p> <p>Apply layers of two or more colours to an image.</p> <p>Use brush techniques to produce thin and thick shape, lines, patterns and textures such as fur and scales.</p> <p>Sculpture: Cut, tear, rip and stick materials with precision.</p> <p>Drawing: Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture.</p> <p>Knowledge: Know that tracing is an art form and is not a method of cheating.</p> <p>Know that art can be applied to different materials other than just paper.</p> <p>Know that the term 'mono' in mono print means one.</p> <p>Know that oil pastels can be layered</p>	<p>Disciplinary: Paint: Combine colours, tones and tints to create and enhance mood.</p> <p>Use brush techniques and qualities of different paints to create texture.</p> <p>Sculpture: For abstract work, promote different interpretations of work and artists work.</p> <p>Use net templates and folding skills to create 3-d shapes.</p> <p>Drawing: Choose a style of drawing suitable for the work (realistic/impressionist ic).</p> <p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that show a range of influences and styles.</p> <p>Knowledge: Know the process of creating a batik image.</p> <p>Define the term was resist. Understand</p>	<p>Disciplinary: Paint: Sketch an image in detail first to act as a guide for painted final piece.</p> <p>Create a personal colour pallet based on colours observed from an image.</p> <p>Sculpture: For abstract work, promote different interpretations of work as designs in sketchbooks.</p> <p>Use frameworks such as wire or moulds to provide stability to constructed forms.</p> <p>Show life-like qualities and real-life proportions when using the nature as stimulus for sculpting.</p> <p>Drawing: Draw still life images focussing on both realism and impressionism.</p> <p>Confidently observe dark and light elements from real life objects (including shadows and reflections) and capture them within sketches.</p> <p>Knowledge: Know how different tools can be used to bend and manipulate wire to create shape and form.</p>	<p>2 To master artistic techniques including: drawing, painting and sculpture.</p>
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		incorporate them when sculpting.	Know the properties of oil pastels.	Sketch lightly with increasing confidence. Knowledge: Know the properties of powder paints and how you can mix powders to create new colours. Know the names of powder paint colours. Know how to join two or more pieces of clay together using the scoring method.	repeatedly to create new colours and shades. Know and apply the process of papier mâché.	how wax can be used to resist water/ paint. Know the origins of origami and how it has influenced modern street art around the world. Work in unison to create collaborative art works.	Know that some materials compliment one another and others will detract from overall quality and feel of work.	
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Early Learning Areas:
 PD: Gross and fine motor experiences. Fine motor control and precision helps with hand-eye co-ordination
 EA&D: Regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.
 Mathematics: Develop spatial awareness reasoning skills.
KS1
 Use a range of materials creatively to design and make products
 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
KS2
 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

<p>Disciplinary: Use some key vocabulary once modelled by the teacher.</p> <p>New key vocabulary: Thin Thick Dark light Hard Soft Pressure Line Tone Primary and secondary colours</p>	<p>Use simple artistic language verbally after being modelled by the teacher.</p>	<p>Disciplinary: Expand vocabulary within each unit of work as skills progress. Express what you like/dislike about an artist's work.</p> <p>New key vocabulary: Texture Embellishment Tertiary colours Shade Layering Composition Pattern blend</p>	<p>Disciplinary: Begin to use key vocabulary banks when discussing work with peers/ class teacher.</p> <p>New key vocabulary: Wax resist Landscape Horizon line Foreground Background Press print Proportion Weaving Loom Pop art Movement Sting print</p>	<p>Disciplinary: Use previously acquired vocabulary to describe own work and works of artists.</p> <p>New key vocabulary: Illustrator Silhouette Lino print Embellishment Embossed</p>	<p>Disciplinary: Confidently use and define key vocabulary during teacher led modelling of new skills.</p> <p>New key vocabulary: Embroidery Binka fabric Cross stitch Running stitch Satin stitch papier mâché template mono (print) mood monotone gothic art</p>	<p>Disciplinary: Compare and contrast artists and artist styles using correct vocabulary.</p> <p>New key vocabulary: Paper folding Street art Origami Batik Tjanting kettle Dyeing Mendhi</p>	<p>Disciplinary: Critique independent work and whilst carrying out research evaluate a range of works relating to current topic.</p> <p>New key vocabulary: Structure Wire manipulation Mythology Block printing Mixed media Modern art</p>	<p>3 To be confident in the use of artistic vocabulary to critically analyse work.</p>
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Early Learning Areas:
 C&L: By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

NC
 "Should be able to think critically and develop a more rigorous understanding of art and design."

<p>Disciplinary: Describe the work of notable artists, artisans and designers.</p> <p>Say what I like/dislike about studied artists work.</p>	<p>Discuss key artists and what you like and dislike about their work.</p>	<p>Disciplinary: Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Knowledge: To know that artists have used animals and nature in art for a long time in a number of ways.</p>	<p>Disciplinary: Explore how cultural music and mask wearing can be used in festivities such as celebrations, dances and religious ceremonies.</p> <p>Work in the style of an artist.</p> <p>Knowledge: Study an artists work and research how their works inspired a movement.</p> <p>Know how an art movement can impact so many other areas such as fashion, politics, self-image etc.</p> <p>Know that some artists are more widely recognised than others due to a range of factors.</p>	<p>Disciplinary: Draw upon ideas of artists studied to create own pieces.</p> <p>use images of artists work to inspire own work.</p> <p>Knowledge: Study cultural meaning behind artwork.</p> <p>Explore cultural origins of artwork.</p> <p>Explore how landmarks have changed throughout history.</p> <p>Know the names of key artists relevant to a topic studied.</p>	<p>Disciplinary: Explore how different media can change the look, feel and mood of an artists work.</p> <p>Evaluate work of studied artists with increasing use of key vocabulary.</p> <p>Knowledge: Know the historical relevance behind gargoyles and grotesques and how they have inspired gothic art.</p> <p>Know the definitions of key vocabulary and refer to this during artistic discussion Of notable works by famous artists.</p>	<p>Disciplinary: Explore themes of music (jazz culture) throughout an artist's work.</p> <p>Work in collaboration with artists.</p> <p>Draw a range of symbols inspired by a historical movement.</p> <p>Work in the style of a chosen artist.</p> <p>Knowledge: Discuss how different types of music make you feel and explore artists feelings when looking at artwork.</p> <p>Receive feedback on own works from an artist.</p> <p>Explore how symbols have been used within art for many years.</p> <p>Critique the work of two well known artists who use similar stimulus but work in different styles.</p>	<p>Disciplinary: Explore a range of media techniques mastered by artists and how these have developed over time.</p> <p>Draw images accurately to depict historical figures.</p> <p>Explore through own work how historic importance stems from a countries rich culture.</p> <p>Knowledge: Explore the cultural relevance behind historical periods and art movements.</p> <p>Explore and celebrate our differences. Recognise where our differences come from.</p> <p>Explore how art work can be inspired by stories told and retold over time.</p>	<p>4 Develop a knowledge and appreciation of great artists, cultural and historical movements.</p>
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Early Learning Areas:

C&L: By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

EA&D: Regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

UTW: Building important knowledge, this extends their familiarity with words that support understanding across domains.

KS1

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.

KS2

Taught about great artists, architects and designers in history

<p>Knowledge: Explore ideas once modelled/ Explore different materials and methods.</p>	<p>Represent their own thoughts, feelings and ideas through discussions.</p>	<p>Knowledge: Follow a process as modelled by the teacher.</p>	<p>Knowledge: Use viewfinders to pin point specific points of focus within an image to draw in detail</p>	<p>Knowledge: Work from well known artists work. Select part of an image and expand upon it whilst imitating their style.</p>	<p>Knowledge: Explore a range of media in sketchbooks to reveal which works best for a range of purposes.</p>	<p>Knowledge: Draw on a range of different sources to refine techniques. Work in close collaboration with</p>	<p>Knowledge: Study a range of artists work and research into areas for inspiration to use for development of own unique style.</p>	<p>5 To develop and generate ideas to produce creative pieces.</p>
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Respond to ideas and starting points.			Attempt to work in the style of various artists, copying their style and use or material, colour, pattern, texture etc.	Include a range of research images within books and use these when creating own works.		peers to create a single piece of work. Explore how mood of artwork can be expressed in different ways.	Explore different artists techniques, imitate these and refine to create a style personal to yourself.	
<p>NC Early Learning Areas: C&L: By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. KS1 Use a range of materials creatively to design and make products KS2 Create sketch books to record their observations and use them to review and revisit ideas</p>								
<p>Disciplinary: Explore different materials and methods as ideas develop.</p> <p>Draw upon the ideas of artists studied to create own pieces.</p> <p>Knowledge: Explore different media and materials, be shown a range of ways they can be used.</p>	<p>Able to create own exploratory art pieces based on ideas studied.</p>	<p>Disciplinary: Use an increasingly wide range of different media and materials.</p> <p>Knowledge: Experiment with materials and their uses. Try things, analyse if they work or not.</p>	<p>Disciplinary: Explore drawing, painting and working on a range of different textured materials such as paper, acetate, corrugated card, shiny foil, canvas etc.</p> <p>Knowledge: Build upon knowledge of processes and why some elements of art follow a logical order.</p>	<p>Disciplinary: Use different types of the same media and explore the similarities/ differences in these.</p> <p>Knowledge: Critique work of myself and my peers. Use relevant artistic vocabulary.</p>	<p>Disciplinary: Gain confidence in the control of different media.</p> <p>Manipulate art material to suit an intended purpose.</p> <p>Knowledge: Begin to take sketchbooks home to conduct independent research into topics of study.</p>	<p>Disciplinary: Be immersed in a wide range of different art forms.</p> <p>Show awareness to your preferred materials and influences through work in sketchbooks around each topic.</p> <p>Knowledge: Recognise what my influences are.</p>	<p>Disciplinary: Work confidentially in your own personal style.</p> <p>Push boundaries through exploration and experimentation within own style.</p> <p>Confidentially explore a range of art and design techniques both within the classroom and outside of school.</p> <p>Knowledge: Consider how books, the internet, photographs etc can be used to build up a personal style.</p>	<p>6 To encourage and nurture the development of their own individual artistic style.</p>
<p>NC Early Learning Areas: C&L: By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. EA&D: What children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate KS1 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space KS2 Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>								