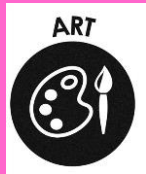


Art

Whittington Primary School Curriculum: Progression Map

Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artists Covered	Vincent Van Gogh* Claude Monet* Henri Matisse Andy Goldsworthy	Andy Warhol Clarice Cliff Albrecht Durer Henry Rousseau David Hockney	William Morris Vincent Van Gogh* Tribal Art	Roman Mosaic Tracey Emin Henri Matisse Staffordshire Hoard Lowry JMW Turner	Cave Art Banksy Henry Moore Andy Warhol Damien Hirst Kandinsky Monet * Art Deco	Henry Moore Claes Oldenburg David Hockney	Peter Blake Ancient Greeks The Maya Art: <i>Holbein</i> <i>Rachel McClean</i>
Art Movements Covered	Impressionists Abstract Transitional	Pop Art Ceramics Post-Impressionist Naïve Art Abstract	Arts and Craft Movement Post-Impressionist Tribal Art YBA Young British Artists	Roman Art YBA Young British Artists Modernism Romanic	Impressionist Abstract Art Deco Pop Art YBA Young British Artists Cave Art Street Art	Abstract Pop Art	Maya Art Greek Art <i>Multi Media Art</i> Northern Renaissance

Drawing	<i>Nursery (30-50s)</i>	Drawing: •Can they communicate something about themselves in their drawing? •Can they create moods in their drawings? •Can they draw using pencil and crayons? •Can they draw lines of different shapes and thickness, using 2 different grades of pencil?	Drawing: •Can they use three different grades of pencil in their drawing (4B, 8B, HB)? •Can they use charcoal, pencil and pastels? •Can they create different tones using light and dark? •Can they show patterns and texture in their drawings? •Can they use a viewfinder to focus on a specific part of an artefact before drawing it?	Drawing •Can they show facial expressions in their drawings? •Can they use their sketches to produce a final piece of work? •Can they write an explanation of their sketch in notes? •Can they use different grades of pencil shade, to show different tones and texture?	Drawing •Can they begin to show facial expressions and body language in their sketches? •Can they identify and draw simple objects, and use marks and lines to produce texture? •Can they organise line, tone, shape and colour to represent figures and forms in movement? •Can they show reflections? •Can they explain why they have	Drawing •Can they identify and draw simple objects, and use marks and lines to produce texture? •Do they successfully use shading to create mood and feeling? •Can they organise line, tone, shape and colour to represent figures and forms in movement? •Can they show reflections? •Can they explain why they have chosen specific	Drawing •Do their sketches communicate emotions and a sense of self with accuracy and imagination? •Can they explain why they have combined different tools to create their drawings? •Can they explain why they have chosen specific drawing techniques?
	<i>Reception (ELG)</i>	Can they use a pencil, chalks or crayons to draw lines to enclose spaces? Can they use a pencil effectively to show representations of people and objects? Can they add more accurate details to their drawings showing awareness of what they see?					

					chosen specific materials to draw with?	materials to draw with?	
Painting	<p>Nursery (30-50s)</p> <p>Can they talk about what happens when colours are mixed?</p> <p>Can they choose appropriate colours for painting objects?</p> <p>Can they explore making marks using a range of materials and techniques-rolling, spraying, squirting etc.</p>	<p>Painting:</p> <ul style="list-style-type: none"> •Can they communicate something about themselves in their painting? •Can they create moods in their paintings? •Can they choose to use thick and thin brushes as appropriate? •Can they paint a picture of something they can see? 	<p>Painting:</p> <ul style="list-style-type: none"> •Can they mix paint to create all the secondary colours? •Can they mix and match colours, predict outcomes? •Can they mix their own brown? •Can they make tints by adding white? •Can they make tones by adding black? 	<p>Painting</p> <ul style="list-style-type: none"> •Can they predict with accuracy the colours that they mix? •Do they know where each of the primary and secondary colours sits on the colour wheel? •Can they create a background using a wash? •Can they use a range of brushes to create different effects? 	<p>Painting</p> <ul style="list-style-type: none"> •Can they create all the colours they need? •Can they create mood in their paintings? •Do they successfully use shading to create mood and feeling? 	<p>Painting</p> <ul style="list-style-type: none"> •Can they create a range of moods in their paintings? •Can they express their emotions accurately through their painting and sketches? 	<p>Painting</p> <ul style="list-style-type: none"> •Can they explain what their own style is? •Can they use a wide range of techniques in their work? •Can they explain why they have chosen specific painting techniques?

	<p>Reception (ELG)</p> <p>Can they explore different painting techniques for different effects? Wax resist, water colours, mixed media 3D paints. Can they name the primary colours and talk about the colours they create? Can they make tints of colour hues using white? Can they paint with different tools- large/small brushes, twigs, rolling techniques?</p>	<ul style="list-style-type: none"> •Can they name the primary and secondary colours? 					
Printing	<p>Nursery</p> <p>Can they explore making prints using different objects- artefacts, pre made shapes/ sponges, fruit and vegetables? Reception</p> <p>Can they choose objects to make a print? Can they</p>	<p>Printing:</p> <ul style="list-style-type: none"> •Can they print with sponges, vegetables and fruit? •Can they print onto paper and textile? •Can they design their own printing block? 	<p>Printing:</p> <ul style="list-style-type: none"> •Can they create a print using pressing, rolling, rubbing and stamping? •Can they create a print like a designer? 	<p>Printing</p> <ul style="list-style-type: none"> •Can they make a printing block? •Can they make a 2 colour print? 	<p>Printing</p> <ul style="list-style-type: none"> •Can they print using at least four colours? •Can they create an accurate print design? •Can they print onto different materials? 	<p>Printing</p> <ul style="list-style-type: none"> •Can they print using a number of colours? •Can they create an accurate print design that meets a given criteria? •Can they print onto different materials? 	<p>Printing</p> <ul style="list-style-type: none"> •Can they overprint using different colours? •Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?

	talk about what they make?	•Can they create a repeating pattern?					
• Textiles	Textiles: <ul style="list-style-type: none"> • Can children talk about how different textures feel? • Can children use appropriate adjectives to describe textures? • Can children describe textural patterns from wax rubbings of textures in the environment. • Can children use laces to thread pictures? 	Textiles: <ul style="list-style-type: none"> •Can they sort threads and fabrics? •Can they group fabrics and threads by colour and texture? •Can they weave with fabric and thread? 	Textiles: <ul style="list-style-type: none"> •Can they join fabric using glue? •Can they sew fabrics together? •Can they create part of a class patchwork? 	Textiles: <ul style="list-style-type: none"> •Can they use more than one type of stitch? •Can they join fabric together to form a quilt using padding? •Can they use sewing to add detail to a piece of work? 	Textiles: <ul style="list-style-type: none"> •Can they use early textile and sewing skills as part of a project? 	Textiles: <ul style="list-style-type: none"> •Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? <p>This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</p>	
3D	3D: <ul style="list-style-type: none"> •Can children use different ways to fasten materials – glue, tapes, threading & tying, paper fasteners? •Can they create and make a range of objects with different 	3D: <ul style="list-style-type: none"> •Can they add texture by using tools? •Can they make different kinds of shapes? •Can they cut, roll and coil materials such as clay, dough or plasticine? 	3D <ul style="list-style-type: none"> •Can they make a clay pot? •Can they join two finger pots together? •Can they add line and shape to their work? 	3D <ul style="list-style-type: none"> •Can they add onto their work to create texture and shape? •Can they work with life size materials? •Can they create pop-ups? 	3D <ul style="list-style-type: none"> •Do they experiment with and combine materials and processes to design and make 3D form? •Can they begin to sculpt clay and other 	3D <ul style="list-style-type: none"> •Do they experiment with and combine materials and processes to design and make 3D form? •Can they sculpt clay and other mouldable materials? 	3D <ul style="list-style-type: none"> •Can they create models on a range of scales? •Can they create work which is open to interpretation by the audience? •Can they include both visual and tactile

	<p>materials – construction kits, recyclable materials, natural objects?</p> <ul style="list-style-type: none"> •Can they cut, roll and coil materials such as clay or playdough? 			<ul style="list-style-type: none"> •Can they add texture to a piece of work? 	mouldable materials?		elements in their work?
Collage	<p>Collage:</p> <ul style="list-style-type: none"> •Can they cut and tear different papers for their collages? •Can they gather and sort the materials they will need? <p>Can they hold scissors correctly and know how to use them safely? Can they experiment with paper pattern scissors?</p> <p>Can they use a range of sticking materials to attach materials such as glue</p>	<p>Collage:</p> <ul style="list-style-type: none"> •Can they cut and tear paper and card for their collages? •Can they gather and sort the materials they will need? 	<p>Collage:</p> <ul style="list-style-type: none"> •Can they create individual and group collages? •Can they use different kinds of materials on their collage and explain why they have chosen them? •Can they use repeated patterns in their collage? 	<p>Collage</p> <ul style="list-style-type: none"> •Can they cut very accurately? •Can they overlap materials? •Can they experiment using different colours? •Can they use mosaic? •Can they use montage? 	<p>Collage</p> <ul style="list-style-type: none"> •Can they use ceramic mosaic? •Can they combine visual and tactile qualities? 	<p>Collage</p> <ul style="list-style-type: none"> •Can they use ceramic mosaic to produce a piece of art? •Can they combine visual and tactile qualities to express mood and emotion? 	<p>Collage</p> <ul style="list-style-type: none"> •Can they justify the materials they have chosen? •Can they combine pattern, tone and shape?

	sticks, PVA, tapes?						
Use of ICT	<p>Use of ICT:</p> <ul style="list-style-type: none"> •Can they use a simple painting program to create a picture? •Can they use tools like fill and brushes in a painting package? <p>Use an ipad to take photos of their transitional art?</p>	<p>Use of ICT:</p> <ul style="list-style-type: none"> •Can they use a simple painting program to create a picture? •Can they use tools like fill and brushes in a painting package? •Can they go back and change their picture? 	<p>Use of ICT:</p> <ul style="list-style-type: none"> •Can they create a picture independently? •Can they use simple IT mark-making tools, e.g. brush and pen tools? •Can they edit their own work? •Can they take different photographs of themselves displaying different moods? •Can they change their photographic images on a computer? 	<p>Use of IT</p> <ul style="list-style-type: none"> •Can they use the printed images they take with a digital camera and combine them with other media to produce art work? •Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? •Can they use the web to research an artist or style of art? 	<p>Use of IT</p> <ul style="list-style-type: none"> •Can they present a collection of their work on a slide show? •Can they create a piece of art work which includes the integration of digital images they have taken? •Can they combine graphics and text based on their research? 	<p>Use of IT</p> <ul style="list-style-type: none"> •Can they create a piece of art work which includes the integration of digital images they have taken? •Can they combine graphics and text based on their research? •Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? •Can they create digital images with animation, video and sound to communicate their ideas? 	<p>Use of IT</p> <ul style="list-style-type: none"> •Do they use software packages to create pieces of digital art to design. •Can they create a piece of art which can be used as part of a wider presentation?
Knowledge	<p>Knowledge:</p> <ul style="list-style-type: none"> •Can they describe what they can see and like in the work of 	<p>Knowledge:</p> <ul style="list-style-type: none"> •Can they describe what they can see and like in the work of 	<p>Knowledge:</p> <ul style="list-style-type: none"> •Can they link colours to natural and man-made objects? 	<p>Knowledge</p> <ul style="list-style-type: none"> •Can they compare the work of different artists? 	<p>Knowledge</p> <ul style="list-style-type: none"> •Can they experiment with different styles 	<p>Knowledge</p> <ul style="list-style-type: none"> •Can they experiment with different styles 	<p>Knowledge</p> <ul style="list-style-type: none"> •Can they make a record about the styles and

	another artist/craft maker/designer?	another artist/craft maker/designer? •Can they ask sensible questions about a piece of art?	•Can they say how other artist/craft maker/designer have used colour, pattern and shape? •Can they create a piece of work in response to another artist's work?	•Can they explore work from other cultures? •Can they explore work from other periods of time? •Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?	which artists have used? •Can they explain art from other periods of history?	which artists have used? •Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?	qualities in their work? •Can they say what their work is influenced by? •Can they include technical aspects in their work, e.g. architectural design?
Sketch Books			Sketch Books: •Can they begin to demonstrate their ideas through photographs and in their sketch books? •Can they set out their ideas, using 'annotation' in their sketch books? •Do they keep notes in their	Sketch books •Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? •Can they make notes in their sketch books about techniques used by artists? •Can they suggest	Sketch books •Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? •Can they produce a montage all about themselves? •Do they use their sketch books	Sketch books •Do they keep notes in their sketch books as to how they might develop their work further? •Do they use their sketch books to compare and discuss ideas with others?	Sketch books •Do their sketch books contain detailed notes, and quotes explaining about items? •Do they compare their methods to those of others and keep notes in their sketch books?

			sketch books as to how they have changed their work?	improvements to their work by keeping notes in their sketch books?	to adapt and improve their original ideas? •Do they keep notes about the purpose of their work in their sketch books?		<ul style="list-style-type: none">•Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.•Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?
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