

ART – PROGRESS MAP

	<u>FS1</u>	<u>FS2</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>	<u>YEAR 6</u>
<u>Context of study</u>	Dear Zoo, Mixed-up Chameleon, Barry the Fish with Fingers, Recycling, Elmer, Little Red Hen, Supertato, Goldilocks		Colour and digital painting Observational Science drawings Sculpture study Fire of London paintings Printing Work of artists		Pop Art Ancient Greek Art Cave paintings Cartoons Dragon eye sculptures		Nottingham architecture Fight for the crown – clay brooches/ illuminated lettering Fantastic Beasts sketches Islamic geometric art and architecture World War II posters and propaganda	
<u>National Curriculum</u>	<p>DM Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (EAD)</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. (EAD)</p> <p>Use drawing to represent ideas like movement or loud noises. (EAD)</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. (EAD)</p>	<p>ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD)</p> <p>Share their creations, explaining the process they have used. (EAD)</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery. (PD)</p> <p>Begin to show accuracy and care when drawing. (PD)</p>	<p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Learn 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.</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history.</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history.</p>			

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	<p>Explore colour and colour-mixing. (EAD)</p> <p>Use large-muscle movements to paint and make marks. (PD)</p> <p>Use a comfortable grip with good control when holding pens and pencils. (PD)</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs' etc. (M)</p>							
<p><u>Significant and diverse individuals</u></p>	<p>Yayoi Kusama Van Gogh Pablo Picasso</p>	<p>Mondrian Robert and Sonia Delaunay Kandinsky Andrew Goldsworthy Archimboldo William Morris Alma Woodsey Thomas Georgia O'Keeffe Willard Wigan MBE</p>	<p>Roy Lichtenstein Andy Warhol Cheeming Boey Barbara Walker Megan Coyle</p>	<p>Watson Fothergill Diana Ali Sara Fanelli Leonardo Da Vinci Shaun Tan Zaha Hadid</p>				
<p><u>Drawing</u></p>	<p>I can begin to use representation to</p>	<p>I can draw with increasing</p>	<p>Use pencils to create lines of</p>	<p>Use three different grades</p>	<p>Use different grades of pencil</p>	<p>Use marks and lines to show</p>	<p>Use a range of pencil and mark</p>	<p>Use a range of shading</p>

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<p>communicate e.g.. drawing a line and saying that's me.</p> <p>I can create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>complexity and detail.</p>	<p>different shapes using different thickness in drawings.</p> <p>Draw using pencil and crayons.</p> <p>Produce observational drawings from artefacts.</p>	<p>of pencil in their drawing (4B, 8B, HB)</p> <p>Use charcoal, pencils and pastels.</p> <p>Create different tones using light and dark.</p> <p>Use a viewfinder to focus on a specific part of an artefact before drawing.</p>	<p>shade, to show different tones and texture.</p> <p>Organise line, tone, colour and shape to represent figures and forms</p>	<p>tones and texture in my art.</p> <p>Use shading to show light and shadow on figures and forms</p> <p>Explain why they have chosen specific materials to draw with.</p>	<p>techniques to create shading.</p> <p>Organise line, colour, shape and tone to represent figures and forms.</p> <p>Show reflections and shadows with an awareness of how light travels.</p> <p>Explain why they have chosen specific materials to draw with.</p> <p>Identify and draw objects and use marks and lines to produce texture.</p> <p>Show emotions in art.</p> <p>Experiment with wet and dry media to make different marks</p> <p>Begin to use simple perspective in their drawing</p> <p>Use a graphics package to create</p>	<p>techniques to create mood and feeling.</p> <p>Explain why they have combined different tools to create their drawings.</p> <p>Show reflections and shadows with an awareness of perspective.</p> <p>Explain why they have chosen specific drawing techniques.</p> <p>Use a range of techniques to show different textures.</p> <p>Experiment with different media for different purposes i.e.shading, hatching and blending</p> <p>Begin to develop an awareness of composition, scale and proportion</p>
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							or manipulate images.	Use technology to create layered images from ideas in sketchbooks
<u>Painting and colour</u>	<p>I can show different emotions in my drawings and painting like happiness/sadness/fear</p> <p>I can explore colour and colour mixing .</p>	I can explore colour and how colours can be changed.	<p>Match colours to objects and artefacts.</p> <p>Name the primary and secondary colours.</p> <p>Mix and match colours including tints and tones, predict outcomes.</p> <p>Show control of equipment and brushes when mark making.</p> <p>Use thick and thin brushes.</p> <p>Use a variety of tools and techniques such as mixing and layering.</p> <p>Colour can be used to create feelings e.g. hot and cold colours.</p>	<p>Mix paint to create all the secondary colours.</p> <p>Make tints by adding white.</p> <p>Make tones by adding black.</p> <p>Mix paint to create colours needed in their work.</p> <p>Use a range of brushes of different thickness.</p> <p>Use different brushes (and brushstrokes) and painting tools.</p> <p>Work on different scales.</p> <p>Use digital media to create art</p>	<p>Predict with accuracy the colours that they mix.</p> <p>Mix paint to make tints, tones and shades of colours.</p> <p>Know where each of the primary and secondary colours sits on the colour wheel.</p> <p>Create a background using a wash.</p> <p>Use techniques such as blending and blocking colour.</p> <p>Use a range of brushes to create different effects in painting.</p>	<p>Create all the colours they need including tints and tones.</p> <p>Use a colour wheel to explain which colours are complimentary and inform their colour choices.</p> <p>Explain why different brushes are effective.</p> <p>Create different textures and effects with paint.</p> <p>Use different types of paint e.g. water colour, acrylic in their work.</p> <p>Use varied brush techniques to create shapes, textures, patterns and lines</p>	<p>Identify, mix and use primary, secondary, complimentary and contrasting colours.</p> <p>Create mood in their paintings.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Experiment with different types of paint to create different effects: water colour, acrylic, paint pens and pencils etc.</p>	<p>Create a colour palette demonstrating mixing techniques.</p> <p>Use layers of paint to create depth and tone.</p> <p>Explain what their own style is.</p> <p>Use a wide range of techniques in their work.</p> <p>Explain why they have chosen specific painting techniques.</p> <p>Use different media and materials for painting.</p>

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			Use a digital program to create art.	using line, shape and colour				
<u>Collage</u>		I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	<p>Cut and tear paper and card for collage.</p> <p>Gather and sort materials.</p>	<p>Create individual and group collages.</p> <p>Use different kinds of materials on collage and explain why they have chosen them.</p> <p>Use colour and pattern in their collage.</p>	<p>Cut very accurately.</p> <p>Overlap materials.</p> <p>Experiment using different colours.</p> <p>Use mosaic.</p> <p>Use montage.</p>	<p>Combine visual and tactile qualities.</p> <p>Overlap materials with different degrees of translucency to create new colours and tones.</p>		
<u>Printing</u>			<p>Print onto paper and textile.</p> <p>Design printing blocks using simple lines and shape.</p>	<p>Create a print using pressing, rolling, rubbing and stamping.</p>				
<u>Sculpture</u>		I can show interest in and describe the texture of things.	<p>Scrunch, roll and shape materials to make a 3D form</p> <p>Manipulate malleable materials in a variety of ways (rolling, joining, pinching and kneading)</p>	<p>Mould and shape materials to make a 3D form</p> <p>Manipulate and join materials</p> <p>Add line and shape to their work.</p>	<p>Begin to sculpt clay and other mouldable materials.</p> <p>Cut and combine shapes</p> <p>Add layers onto their work to</p>	<p>Experiment with and combine materials and processes to design and make 3D form.</p> <p>Create texture to piece of sculpture by using tools to</p>	<p>Experiment with and combine materials and processes to design and make 3D form.</p> <p>Sculpt clay and other mouldable materials.</p>	<p>Create models on a range of scales.</p> <p>Develop cutting and joining skills</p> <p>Use tools to carve, add shape, add texture and pattern</p>

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			<p>Add texture by using tools.</p> <p>Make different kinds of shapes.</p> <p>Experiment with natural and man made materials</p>	<p>Cut, roll and coil materials such as clay, dough or plasticine.</p>	<p>create texture, pattern and shape.</p> <p>Add detail to a piece of work.</p> <p>Add texture to a piece of work.</p> <p>Use simple decoration techniques</p>	<p>carve, adding on and joining.</p> <p>Add materials to create detail</p> <p>Choose from and use a range of decoration techniques.</p> <p>Begin to combine techniques to create finished pieces</p> <p>Shape using a variety of mouldable materials.</p>		<p>Include both visual and tactile elements in their work.</p>
<u>Knowledge of art</u>	<p>I can explore, use and refine a variety of artistic effects to express ideas and feelings.</p>	<p>Describe what they can see and like in the work of another artist or designer.</p> <p>I can ask questions about a piece of art.</p> <p>Express an opinion on the work of famous artists</p>	<p>Say how other artists have used colour, pattern and shape.</p> <p>Create a piece of work in response to another artist's work.</p> <p>Reflect on their work inspired by artists.</p>	<p>Use inspiration from famous artists to replicate a piece of work.</p> <p>Compare the work of different artists.</p> <p>Explore work from other cultures.</p> <p>Explore work from other historical periods of time.</p> <p>Begin to understand the viewpoints of</p>	<p>Express an opinion on the work of artists and identify the techniques used.</p> <p>Experiment with different styles which artists have used.</p> <p>Explain features of art from other periods of history.</p> <p>Recognise how artists use their work as an expression of</p>	<p>Experiment with different styles which artists have used.</p> <p>Learn about the work of others by looking at their work in books, the internet, visits to galleries and other sources of information.</p> <p>Research the work of an artist and use their work to replicate a style.</p>	<p>Make a record about the styles and qualities in their work.</p> <p>Explain the style of their work and how it has been influenced by a famous artist.</p> <p>Include technical aspects in their work eg. architectural design.</p> <p>Use feedback to make</p>	

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				<p>others by looking at images of people who understand how they are feeling and what the artist is trying to express in their work.</p> <p>Create original pieces influenced by artist designer /architect</p>	<p>their views and feelings.</p>	<p>Give detailed observations about notable artists' artisans' and designers' work</p>	<p>amendments and improvement to artwork.</p> <p>Offer facts about notable architects', designers' artisans' and artists lives and work.</p>
<u>Sketchbooks</u>		<p>Begin to demonstrate their ideas through photographs and in their sketch books.</p> <p>Set out their ideas, using annotation in their sketch books.</p> <p>Keep notes in their sketch books as to how they have changed their work.</p>	<p>Begin to demonstrate their ideas through photographs and in their sketch books.</p> <p>Set out their ideas, using annotation in their sketch books.</p> <p>Keep notes in their sketch books as to how they have changed their work.</p>	<p>Use their sketch books to record ideas</p> <p>Make notes in their sketch books about techniques used by artists.</p> <p>Suggest improvements to their work by keeping notes in their sketch books.</p>	<p>Use their sketch books to explore and record ideas from first hand observations</p> <p>Use their sketch books to express their feeling about various subjects and outline likes and dislikes.</p> <p>Keep notes about the purpose of their work in their sketch books.</p> <p>Revisit, adapt and improve their original ideas.</p>	<p>Use sketch books to record ideas and make notes from observation.</p> <p>Keep notes as to how they might develop their work further.</p> <p>Use their sketch books to compare and discuss ideas with others.</p> <p>Express their emotions accurately through their paintings and sketches.</p>	<p>Sketch books contain detailed notes and quotes explaining about items.</p> <p>Combine graphics and text based research to influence the layout of their sketch books.</p> <p>Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.</p>
<u>Vocabulary and definitions</u>	Colour: <i>Red, Blue, Yellow, Orange, Green, Purple etc</i>	Draw: make marks to	<p>Print- mark making by transferring from one surface to another</p> <p>Design- to plan what you will create</p>	<p>Shading- creating depth by adding shadow</p> <p>Form- the physical shape</p>		<p>Architecture- the design of buildings and structures</p> <p>Gradation</p>	

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	<p>Shape: the physical appearance of something.</p> <p>Cut : break something using a sharp tool e.g. scissors.</p>	<p>form a picture.</p> <p>Stick: attach two things together with glue.</p> <p>Straight: not bending</p> <p>Curved: a rounded shape</p>	<p>Artist- a person who makes art</p> <p>Collage</p> <p>2D- a flat shape consisting of a length and width.</p> <p>3D- a physical shape consisting of length, width and height.</p> <p>Tone- the lightness or darkness of a colour</p> <p>Pattern- a design that repeats</p> <p>Texture- the feel of a surface by touch</p> <p>Primary colour- all other colours can be made from a mixture of these</p> <p>Secondary colour- a colour made from mixing two primary colours.</p> <p>Tint- a colour made by adding white.</p> <p>Mix- combining two or more things together</p> <p>Sketch- a quick, light initial drawing</p> <p>Observational- accurately draw what you can see</p> <p>Landscape: wider than it is high</p> <p>Portrait: higher than it is wide</p>	<p>Collage- art made from overlapping materials</p> <p>Mixed media- art made from a combination of different materials</p> <p>wash- a fine layer of diluted colour</p> <p>Layer- placing things on top of each other</p> <p>Composition- the way things are combined or arranged</p> <p>Complimentary Colour Pairs- colours that are opposite each other on the colour wheel.</p> <p>Stipple Effect- mark making with dots or flicks</p> <p>Sgraffito- scratched design in pottery</p> <p>Blend- a smooth transition from one thing to another</p> <p>Reflection- a mirror image</p> <p>Emotion- a strong feeling</p> <p>Express- to show a feeling</p> <p>Translucent- allowing some light to pass through</p> <p>Opaque- allowing no light to pass through</p> <p>Annotate- add notes to</p> <p>Textile- a type of cloth or fabric</p> <p>Stitch- a loop of thread</p> <p>Landscape (New)- image resembling land</p> <p>Portrait (New)- image depicting a person's face. Usually head and shoulders.</p>	<p>Cross-Hatch- shading using lines that overlap</p> <p>Perspective- representing 3D images in 2D</p> <p>Contrast- the effect of putting opposite elements together.</p> <p>Architect- someone who designs buildings.</p> <p>Structure- the arrangements of parts that make up the whole</p> <p>Ornate- highly decorated</p> <p>Intricate- finely detailed</p> <p>Symbolism- a symbol used to represent an idea</p> <p>engraved- carving into the surface</p> <p>Geometric– made up of polygons/ shapes</p> <p>tessellation– shapes fitting together without gaps</p> <p>repetition– occurring again</p> <p>calligraphy– decorative handwriting</p> <p>arabesque– geometric design usually representing nature</p> <p>Symmetry– identical parts facing</p>
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