



## Art progression map – knowledge and skills

**National Curriculum statement:** Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims - The national curriculum for art and design aims to ensure that all pupils:

- ♣ produce creative work, exploring their ideas and recording their experiences
- ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ♣ evaluate and analyse creative works using the language of art, craft and design
- ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 2 Pupils should be taught to 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.

Pupils should be taught:

- ♣ to create sketch books to record their observations and use them to review and revisit ideas
- ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- ♣ about great artists, architects and designers in history.

## Overview

	Year 3	Year 4	Year 5	Year 6
Topic 1	<ul style="list-style-type: none"> <li>• Sketching (review and revisit) <i>links to Cave paintings in History</i></li> <li>• Artist/Architect study alongside topic <i>Van Gogh</i></li> </ul>	<ul style="list-style-type: none"> <li>• Sketching (review and revisit)</li> <li>• Artist/Architect study alongside topic</li> </ul>	<ul style="list-style-type: none"> <li>• Sketching (review and revisit) <i>linked to Tudor portraits</i></li> <li>• Artist/Architect study alongside topic <i>Holbein</i></li> </ul>	<ul style="list-style-type: none"> <li>• Sketching (review and revisit) <i>Hugo or Christmas Carol figures</i></li> <li>• Artist/Architect study alongside topic <i>Brian Selznick or John Leech</i></li> </ul>
Topic 2	<ul style="list-style-type: none"> <li>• Painting</li> <li>• Artist/Architect study alongside topic <i>Link Spain – topic Gaudi art and architecture. Bristol artist – Jenny Urquhart</i></li> </ul>	<ul style="list-style-type: none"> <li>• Painting</li> <li>• Artist/Architect study alongside topic <i>Monet (water) and Turner (landscapes)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Painting</li> <li>• Artist/Architect study alongside topic <i>Brunel e.g. Temple Meads station; Lowry</i></li> </ul>	<ul style="list-style-type: none"> <li>• Painting</li> <li>• Artist/Architect study alongside topic <i>Paul Nash</i></li> </ul>
Topic 3	<ul style="list-style-type: none"> <li>• Sculpture – 3D form including textiles. <i>Link to Ancient Greece - pottery</i></li> <li>• Artist/Architect study alongside topic</li> </ul>	<ul style="list-style-type: none"> <li>• Sculpture – 3D form including textiles <i>Link to Science habitats - textiles</i></li> <li>• Artist/Architect study alongside topic</li> </ul>	<ul style="list-style-type: none"> <li>• Sculpture – 3D form including textiles <i>Link to Ancient Egypt e.g. clay cats; pyramids</i></li> <li>• Artist/Architect study alongside topic <i>Ancient Egyptian Art/ pyramids</i></li> </ul>	<ul style="list-style-type: none"> <li>• Sculpture – 3D form including textiles <i>Benin (cast/ pewter)</i></li> <li>• <i>3D sculpture from recycled materials linking to Kindness to the Earth.</i></li> <li>• Artist/Architect study alongside topic</li> </ul>

PROGRESSION

	<b>Year 3</b>
<b>Skills: drawing</b>	<p>To plan sketches and improve as I work.</p> <p>To use shading techniques, including light/medium/dark tone.</p> <p>To sketch with different shades of pencil to achieve variation in tone.</p>
<b>Skills: painting</b>	<p>To know primary and secondary colours</p> <p>To mix colour using primary and secondary colours.</p> <p>To create tint and tone through using white.</p> <p>To respond to the work of famous painters and use similar ideas and techniques in their work.</p>
<b>Skills: sculpture</b>	<p>To comment on their own and others work, identifying differences and improving and developing ideas.</p> <p>To manipulate clay to produce forms from imagination, History and story stimulus.</p>
<b>Knowledge - Artists</b>	<p>To know the contributions made by Ancient Greece in Art and design</p> <p>To recognise paintings/ techniques of famous Artists - Gaudi</p> <p>Focus of Artists – Gaudi, Stone Age and Ancient Greeks</p>
<b>Key knowledge:</b>	<p>Shading techniques, including light/medium/dark tone and pattern, line and shape.</p> <p>How to create sculpture with clay</p>
<b>Key concepts revisited –</b>	Y2 – mixing colours

	<b>Year 4</b>
<b>Skills: drawing</b>	<p>To apply knowledge of shading (Y3) using feedback to improve and refine</p> <p>To develop use of fine pencil control to make drawings</p> <p>To use perspective (fore, middle and background) <i>to sketch landscape</i></p> <p>To use observation (still life/ environment) as a focus for drawing <i>could be using a viewfinder</i></p>
<b>Skills: painting</b>	<p>To review, evaluate and develop ideas, commenting on differences and similarities between their own and others work, including that of artists.</p> <p>To mix and develop colour, including tertiary colours <i>landscape</i></p> <p>To compare methods and approaches used by painters to produce images, e.g. brushstrokes, use of colour and painting media.</p>
<b>Skills: sculpture</b>	<p>To collaborate with others on a 3D project.</p> <p>To compare ideas, sharing opinions and thoughts about theirs and others work and discuss and adapt work according to their own and others views.</p> <p>To use fabric and glue over a mould to produce a 3D artefact.</p> <p>Animal focus? Link to Science?</p>
<b>Knowledge artists</b>	<p><i>Focus on Turner – landscapes;</i></p> <p>To review, evaluate and develop ideas, commenting on differences and similarities between their own and others work, including that of artists.</p> <p><i>To compare methods and approaches used by painters to produce images, e.g. brushstrokes, use of colour and painting media</i></p>
<b>Knowledge of artists previously:</b>	<p>Gaudi, Van Gogh</p> <p>Revisit Van Gogh landscapes (Starry Night) before Turner</p>
<b>Key concepts revisited –</b>	<p>Shading – light, medium and dark tone</p> <p>Colour tints using primary and secondary colours</p>

	<b>Year 5</b>
<b>Skills: drawing</b>	<p>To evaluate their work, suggesting ways of improving images</p> <p>To show an understanding of proportion and scale in drawing</p> <p>To use natural form as a starting point for imaginative drawing.</p> <p>To develop a control of line and tone, extending to other media such as chalk or charcoal <i>portraits</i>.</p> <p>To create texture <i>contouring/ cross-hatching/ circulism/ different materials</i></p>
<b>Skills: painting</b>	<p>To question and make observations about artists work, selecting ideas to use in their own work and reviewing and modifying it as it progresses.</p> <p>To demonstrate a secure knowledge of primary, secondary and tertiary colours</p> <p>To show an understanding of complementary and contrasting colours</p> <p>To compare and respond to ideas, methods and approaches used by painters, developing ideas in a sketchbook.</p> <p>Brushstrokes?</p>
<b>Skills: sculpture</b>	<p>To review their work, making comments about what they think and feel and make modifications accordingly.</p> <p>To respond to figurative sculpture and produce sculpture forms in response to artists work.</p> <p>To create clay slab forms and use contrasting colour clay to inlay a design into the slab.</p>
<b>Knowledge artists</b>	<p>Focus – Holbein, Lowry, Brunel.</p> <p>To question and make observations about artists work, selecting ideas to use in their own work and reviewing and modifying it as it progresses.</p>
<b>Knowledge artists previously</b>	<p>Van Gogh, Gaudi, Turner</p> <p>Revisit Gaudi – buildings (before Brunel)</p>
<b>Key concepts revisited –</b>	<p>Developing and using pencil control</p> <p>Clay from Y3</p>

	Year 6
Skills: drawing	<p>To make detailed observational drawings (<i>life drawing e.g. hands/ faces / detail</i>), developing work on texture (Y5)</p> <p>To evaluate work, suggesting ways of developing and improving detailed drawings</p> <p>To develop and enlarge drawings, considering scale and perspective</p> <p>To work in the negative, by using rubbers to remove graphite work.</p>
Skills: painting	<p>To adapt and modify work as it progresses.</p> <p>To combine colours, tones and tints to enhance the mood of a piece <i>in response to artists work</i></p> <p>To compare methods and approaches used by painters, developing ideas.</p> <p>Brushstrokes?</p>
Skills: sculpture	<p>To respond to the work of famous sculptures, comparing and contrasting their work and to others and adapting and improving work as it progresses. (Form – recycled materials. Revisit Y4)</p> <p>To apply knowledge and understanding of previously learned techniques to a new model. (E.g. using a papier mache balloon or cast for a mask).</p> <p>To create clay forms (or pewter) in response to the work of famous artists.</p>
Knowledge artists	<p>Focus Paul Nash</p> <p>Benin sculpture</p> <p><b>To compare and respond to ideas, methods and approaches used by painters, developing ideas in a sketchbook.</b></p>
Knowledge of artists previously	<p>Van Gogh, Gaudi, Turner, Holbein, Lowry, Brunel</p> <p>Revisit: Turner/ Lowry</p>
Key concepts revisited –	<p>Sculpture – Y4</p> <p>Sketching – enlarging and fine control</p>