

West Green Primary School Art Progression

<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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. 			
Year Group	National Curriculum	Progression Guidance	Learning Activities
Year 1	<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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>Colour Mixing - To make orange, purple and green from red, yellow and blue.</p> <p>Sketching - Draw lines of different shapes and thickness, using 2 different grades of pencil. Spend a small group of lessons creating, improving, and redrafting a sketch of a particular object/animal. (refining, persevering, improving)</p> <p>Look at the work of: a group of Aboriginal Artists, The illustrator from Tell me a Dragon – Jackie Morris, (noticing, imitation)</p> <p>To use artistic media, demonstrating some control. Explore areas such as tone, colour, line and shape.</p>	<p>Colour mixing – explore how using different amounts of each colour can change the colour that is being made. Sketch medieval artefacts. Explore line, colour, shape and tone in Jackie Morris’ illustrations through creating a dragon.</p>
			<p>Use colour mixing skills to create a range of landscapes – Arctic. Sketch Arctic/Antarctic animals. Stick and ink penguins. Sculpture of the lifecycle of a penguin.</p>
Year 2		<p>Sketching - Use 3 different grades of pencil in their drawing and appreciate the different effects. Create different tones using shading in addition to the different pencils. Show patterns and texture in their drawings by shading using cross hatching technique. Spend a small group of lessons creating, improving, and redrafting a sketch of a particular object/animal. (refining, persevering, improving)</p>	<p>Paul Cezanne – shading, different pencil, cross-hatching, observational sketching</p> <p>William Morris, Bridget Riley: Printing new and old, patterns, creating a larger piece from something small</p>
			<p>Using clay to sculpt Beegu’s friend</p> <p>James Brunt – rubbings, photography,</p>

		<p>Printing - Investigating pattern –textures/leaf prints. Compare to rubbings and impressions (noticing, imitation)</p> <p>Sculpture – using natural resources to create a piece of artwork, begin to use more malleable materials. (imagining)</p> <p>To use artistic media, demonstrating some control. Explore areas such as tone, colour, line, shape and texture.</p>	<p>natural art</p> <p>Clay/plasticine sculptures of creatures under the sea</p> <p>Seashell impressions (possibly with white bread and PVA), then paint them</p>
<p>Year 3</p>	<ul style="list-style-type: none"> • 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. 	<p>Colour mixing – Recognising the significance of the primary colours. Look at the work of Piet Mondrian</p> <p>Sketching - Use different grades of pencil shade, to show different tones and texture – children able to choose. Spend a small group of lessons creating, improving, and redrafting a sketch of a particular object/animal (refining, persevering, improving).</p> <p>To use artistic media, demonstrating increasing control. Explore areas such as tone, colour, line and shape.</p> <p>Write a reflection about their own work and the choices which they have made. (planning, questioning, making links).</p> <p>Look at famous artists for inspiration, imitate their work and compare it to their own (noticing, imitation).</p>	<p>Great to be British Self-portraits link to Benjamin Zephaniah We Are Britain. David Hockney imitating and comparing work</p> <p>Stones & Bones Coil pots Compare cave art and street art charcoal/chalk</p> <p>Use a viewfinder to focus on a specific part of an artefact before drawing it? With Georgia O’Keefe? Sketching flower parts, looking at tone, colour line and shape Evaluate Georgia O’Keefe inspired artwork</p> <p>Death masks, Cartouche, Layering tissue paper of the primary colours? Piet Mondrian link to maths Parallel lines and right angles</p>
<p>Year 4</p>		<p>Sketching – Show reflections by changes to shading, light and tone. Spend a small group of</p>	<p>Sketching rainforest animals</p>

		<p>lessons creating, improving, and redrafting a sketch of a particular object/animal. Explain why they have chosen specific materials to draw with. (refining, persevering, improving)</p> <p>To use artistic media, demonstrating increasing control. Explore areas such as tone, colour, line, shape and texture.</p> <p>Write a reflection about their own work and the choices which they have made. (planning, questioning, making links).</p> <p>Look at famous artists for inspiration, imitate their work and compare it to their own (noticing, imitation).</p>	
Year 5		<p>Colour Mixing – To make three different shades of a secondary colour using the primary colours.</p> <p>Sketching - Spend a small group of lessons creating, improving, and redrafting a sketch of a particular object/animal. (refining, persevering, improving)</p> <p>To use artistic media, with some accuracy. Explore areas such as the difference between hue and tone.</p> <p>Write a reflection about their own work and the choices which they have made. (planning, questioning, making links).</p> <p>Look at famous artists for inspiration, imitate their work and compare it to their own (noticing, imitation).</p>	<p>Self-portrait, turning one half of their face into that of an animal. Focus on creating the impression of texture e.g. scales, fur</p> <p>Ensure that the children evaluate their main pieces of art work. Including peer and self-assessment.</p> <p>Henri Matisse- painting with scissor. Look at his 'Jazz' collection and painting with scissors. Frida Kahlo- sharp edges and bright colours. Also look at history and powerful female icon.</p> <p>Spring 1 George Marston – artist on board the Nimrod (Shackleton's first expedition) and create Antarctic colour wheels.</p> <p>Autumn 1/2 Sketching different rocket images to build a multimedia abstract picture in the style of Peter Thorpe.</p> <p>Spring 2 Artistic Media and difference in hue and tone as well as looking at the work of Claude Monet (same era as Shackleton) and re-interpreting his work.</p> <p>Summer 1 Mayan Headdresses and pointilism animal designs for Journal Covers.</p> <p>Summer 2 Pop art canvas images in the style of Wonder Illustrator R J Pallacio</p>
Year 6		<p>Colour mixing – To try to make a colour which matches a visual image – how can you make the</p>	<p>Paul Nash and Henry Moore?</p>

		<p>exact hue? Which colours do you need to add and in which quantities?</p> <p>Sketching - Spend a small group of lessons creating, improving, and redrafting a sketch of a particular object/animal. (refining, persevering, improving)</p> <p>Write a reflection about their own work and the choices which they have made. (planning, questioning, making links).</p> <p>Use a wide range of different artistic media (clay, paint, pencils etc) with accurate control in order to produce specific effects. (making links)</p> <p>Look at famous artists for inspiration, imitate their work and compare it to their own (noticing, imitation).</p>	<p>World War 1 – Memorials for Horses in World War 1. – Sketching/Pencil Work.</p> <ul style="list-style-type: none"> - Sketching Horses for starts. - Looking at drawings and famous paintings of horses. - Pencils and pens for published work. - Reflection on their own designs – What went well? What would you change? <p>Sculpture/3D work: Making Temples for Ancient Greece.</p> <ul style="list-style-type: none"> - Looking at historical examples of temples in Greece – Parthenon, Temple to Artemis. - Using a pre arranged format: innovating and editing based on historical facts: I.E What god they are venerating? - Using scrap materials to get the basic shape. - Painting different colours and symbols on top. – Colour Mixing? <p>Innovators – Design choices for a Theme park. Colour choices Reflection – why they have done something/chosen colours/edited ideas etc? Designing Outside Attractions.</p> <p>Inventors and Innovators. (D.T)</p> <ul style="list-style-type: none"> - Mechanisms – Designing paper/shadow puppets with moving parts. - Studying different mechanisms and movements - X with History – Archimedes – trireme grabber, Archimedes screw, other famous greek mechanisms.
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