

Art – Progression Document

Year 1

Drawing

- experiment with a variety of medias, pencils, rubbers, crayons, pastels, felt tips, pen, chalk, charcoal
- draw on different surfaces with a range of media
- start to record in a sketch book
- begin to control marks made by attempting to replicate shapes in items they are attempting to draw and using a variety of different line types (straight, curved, wavy, zigzag)
- develop a range of tone using a pencil, use hatching, stippling, blending to create light and dark lines
- investigate textures by describing, naming, rubbing, copying and replicating patterns
- explore the drawings of a range of artists and describe the similarities and differences – making links with their own work

Painting

- experiment with a variety of media, different brush sizes and tools
- explore lightening (tinting) and darkening (shading) paint without the use of black or white
- begin to control they types of marks made with a range of media by selecting the appropriate brush and creating brushstrokes in the appropriate direction (left to right for ocean, flicking up for grass etc.)
- paint on different surfaces with a range of different media
- start to mix a range of primary and secondary colours and predict outcomes
- explore the paintings of other artists and describe similarities and differences (colour, mood, technique) – making links to their own work

Year 2

Drawing

- begin to control marks made with a range of media, crayons, pastels, charcoal, felt tips, chalk, pens. Explore the media's permanence, how hard/soft the media is (how pastels can be blended) and whether or not the media can be overlaid or blended.
- draw on different surfaces with a range media
- use a sketch book to plan and develop simple ideas
- continue to investigate tone to explore light and dark, patterns, shapes, varieties of lines using a pencil
- continue to develop their skills in replicating shapes in the word around them.
- To develop there ability to draw to a suitable scale in relation to the size of their paper and draw objects and consider their comparative scale.
- To consider placement of objects/people in their drawings in relation to each other and a baseline.
- continue to investigate textures (how to create fur on a teddy bear, wood grain on a tree trunk, flowing nature of water, spiky beard etc.)
- produce an expanding range of patterns (checkered, brickwork, veins on a lead, spots on a leopard, diamonds)
- explore the work of range artists to link to development of texture and pattern techniques (E.g. MC Escher)
- discuss own and others work expressing thoughts and feelings

Painting

- begin to control range of marks made with painting techniques – layering, mixing media, adding texture (perhaps look at techniques such as pointillism, stippling, use of finger sponges,

impressionism (Monet))

- continue to experiment lighten and darken without the use of black and white to tint and shade
- begin to mix colour shades and tones by varying the amount of each colour. Know how to mix brown using all three primary colours.
- explore work of artists with reference to thoughts/feelings and mood. Discuss their own work and that of others.

Drawing

- Develop ability to make more intricate marks and patterns with a variety of media and include finer details in drawings (including their ability to define facial features with more realism, hair, clothing, hands and feet in their drawings of people)
- Use different grades of pencil (HB to 6B) in order to show light and dark colours in pencil drawings.
- Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.
- Begin to show awareness of objects having a third dimension and perspective by drawing 3d shapes and relating them to real objects in their environment (pyramids, cones, cuboids). At a simple level darken areas of their drawing to demonstrate that they are in shadow.
- To continue to develop their ability to draw objects/items to scale and mark out areas of paper before drawing.
- Discuss their own and others work, expressing thoughts and feelings and using knowledge and understanding of artists and techniques.

Painting

- Demonstrate increasing control of paint and marks made by experimenting with: blocking in colour and painting over the top to avoid 'painting around objects' using washes for creating a foundation of colour/backgrounds thickening paint for more vibrant colour and greater control when trying to make smaller marks using a brush to make textural marks
- Use light and dark within painting and begin to explore complimentary colours and mix colour shades and tones with increasing confidence
- Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.
- Confidently create different effects and textures with paint according to what they need for the task.
- Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Explore a range of great artists, architects and designers in history – expanding their knowledge of their differences and achievements.

Clay modelling

- Use equipment and media with confidence. Learn to secure work to continue at a later date.
- Join two parts of clay successfully using cross hatching and slip.
- Construct a simple base for extending and modelling other shapes.
- produce larger wear using pinch, slab, coil techniques
- Continue to explore carving as a form of 3D art

Year 3

Drawing

- Develop ability to make more intricate marks and patterns with a variety of media and include finer details in drawings. To further their attention to detail, expanding their repertoire to a range of subjects, and use observational skills to draw with more realism (people, animals, objects, folds in fabric, grass, plants)
- Use different grades of pencil (HB to 6B) in order to show light and shadow in drawings at a simple level (bottle, inside of a pepper etc). Experiment with tone and grades of pencil and discuss what they like best and the different effects created (pencil marks are less obvious with soft grades but smudge more, harder pencils makes the marks more obvious).
- Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.
- Further their experience of drawing objects with three dimensions (buildings, benches and objects with round edges such as: cylinders, plates, bowls etc)
- Develop their understanding of perspective by beginning with what can be seen and what cannot (e.g. legs on a horse being on the other side, wing on a flying bird being obscured, drawing a persons profile by using a shadow or light box to get the outline)
- To continue to develop their ability to draw objects/items to scale and mark out areas of paper before drawing (starting with the largest object to the smallest)
- Discuss their own and others work, expressing thoughts and feelings and using knowledge and understanding of artists and techniques.

Painting (much consolidation of year 3 work)

- Demonstrate increasing control of paint and marks made by experimenting with:
 - blocking in colour and painting over the top to avoid 'painting around objects'
 - using washes for creating a foundation of colour/backgrounds
 - thickening paint for more vibrant colour and greater control when trying to make smaller marks
 - using a brush to make textural marks
- Begin to select and choose appropriate media.
- Use light and dark within painting and begin to explore complimentary colours and mix colour shades and tones with increasing confidence.
- Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.
- Start to develop paintings from drawings.
- Confidently create different effects and textures with paint according to what they need for the task.
- Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Explore a range of great artists, architects and designers in history – expanding their knowledge of their differences and achievements.
- Start to look at working in the style of an artist. Examples include: impressionism, pointillists, serialism, cubism, expressionism and close ups such as with Georgia O'Keefe

Clay modelling

- Join two parts of clay successfully and make their own slip to join sections.
- Construct a simple base for extending and modelling other shapes.
- Decorate, coil, and produce marquettes confidently when necessary
- Gain more confidence with carving as a form of 3D art.

Sculpture

- Model over an armature: newspaper/wire frame for modroc.
- Use recycled, natural and man-made materials to create sculpture
- Demonstrate awareness in environmental sculpture and found object art. Show awareness of the

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effect on time upon sculptures.

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Drawing

- Draw detailed scenes, objects and people/animals to represent events. [Cc – Geographical enquiry](#)
- To draw for a sustained period of time to create a detailed drawings (Using skills in texture, line, shade/tone, pattern)
- Continue to develop their use different grades of pencil (HB to 6B) in order to show light and shadow in drawings at a higher standard (more variation and graduation of tone)
- Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Start to develop their own style using tonal contrast and mixed media.
- Further their experience of drawing objects with three dimensions and apply their use of tone to enhance the 3D effect.
- Use drawing equipment such as rulers, set squares, compasses and protractors to assist them in drawing in 3D and to scale.
- Develop their understanding of perspective by using a single focal point and a horizon. Begin to develop an awareness of composition, scale and proportion in their paintings. Understand that things further away appear smaller in drawings.
- Develop their close observational skills using a variety of view finders (they should have half and quarter markings to help them transpose view onto a sheet of paper)
- Discuss their own and others work, expressing thoughts and feelings and using knowledge and understanding of artists and techniques.

Painting

- Demonstrate increasing control of paint and marks made by experimenting with:
 - blocking in colour and painting over the top to avoid 'painting around objects'
 - using washes for creating a foundation of colour/backgrounds
 - thickening paint for more vibrant colour and greater control when trying to make smaller marks
 - using a brush to make textural marks
- Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.
- Understand the order in which to layer paints and apply colour (E.g. use black after lighter colours, how you cannot paint over darker colours with lighter colours, how paint needs to dry to prevent bleeding)
- Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.
- Begin to select and choose appropriate media.
- Use light and dark within painting and begin to explore complimentary colours and mix colour shades and tones with increasing confidence.
- Confidently create different effects and textures with paint according to what they need for the task.
- Study the style of an artist and work in a similar way: Examples include: impressionism, pointillists, serialism, cubism, expressionism and close ups such as with Georgia O'Keefe
- Recognise the art of key artists and begin to place them in key movements or historical events.

Clay Modelling

- Show experience in combining pinch, slabbing and coiling to produce end pieces.
- Develop understanding of different ways of finishing work: glaze, paint, polish
- Confidently carve a simple form out of a block of clay.
- Look at famous sculptors such as Henry More and Aztec/Egyptian art.

Sculpture

- Gain experience in modelling over an armature: newspaper/wire frames with mod roc.

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- Use recycling, natural and manmade materials to create sculptures, confidently and successfully joining.
- Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketchbook to plan how to join parts of the sculpture.

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Drawing

- Draw detailed scenes, objects and people/animals to represent events and relationships between people and objects.
- Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.
- Use a sketchbook to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further.
- Develop their own style using tonal contrast and mixed media.
- Use drawing equipment such as rulers, set squares, compasses and protractors to assist them in drawing in 3D and to scale.
- Develop their understanding of perspective by using a single focal point and a horizon. Begin to develop an awareness of composition, scale and proportion in their paintings. Understand that things further away appear smaller in drawings.
- Draw scenes that provide opportunities for children to employ their skills in perspective, 3 dimensions and use of drawing equipment.
- Discuss their own and others work, expressing thoughts and feelings and using knowledge and understanding of artists and techniques.

Painting (much consolidation of Year 5 objectives)

- Demonstrate increasing control of paint and marks made by experimenting with:
 - blocking in colour and painting over the top to avoid 'painting around objects'
 - using washes for creating a foundation of colour/backgrounds
 - thickening paint for more vibrant colour and greater control when trying to make smaller marks
 - using a brush to make textural marks
- Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.
- Understand the order in which to layer paints and apply colour (E.g. use black after lighter colours, how you cannot paint over darker colours with lighter colours, how paint needs to dry to prevent bleeding)
- Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.
- Begin to select and choose appropriate media.
- Use light and dark within painting and begin to explore complimentary colours and mix colour shades and tones with increasing confidence.
- Confidently create different effects and textures with paint according to what they need for the task.
- Study the style of an artist and work in a similar way: Examples include: impressionism, pointillists, serialism, cubism, expressionism and close ups such as with Georgia O'Keefe
- Recognise the art of key artists and begin to place them in key movements or historical events.

Clay Modelling

Show experience in combining pinch, slabbing and coiling to produce end pieces.

Develop understanding of different ways of finishing work: glaze, paint, polish

Confidently carve a simple form out of a block of clay.

Recognise sculptural forms in the environment: furniture and buildings (gargoyles on churches,

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pillars, totam poles)

Sculpture

Gain experience in modelling over an armature or over constructed foundations: newspaper/wire frames with mod roc.

Demonstrate experience in relief and freestanding work using a range of media.

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