

Sequencing and Progression of Learning

Subject: Art

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Work of other Artists. <i>Exposure to a range of different artists through history, naming works and studying their techniques and processes.</i>	<p>Describe a picture created by an artist.</p> <p>Experiment with a technique that an artist uses.</p>	<p>Learn about notable artists (local to London and international) relevant to each topic.</p> <p>Describe the work of artists and designers. Talk about this with peers.</p> <p>Use the work of a focus artist to inspire own artwork.</p>	<p>Explore the work of a range of artists (local to London and international) making comparisons and describing the differences and similarities and making links to their own work.</p> <p>Use inspiration from notable artists (local and international) to inspire their own work.</p>	<p>Explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</p> <p>Respond to art from other cultures and other periods of time.</p> <p>Express an opinion on the work of notable artists and refer to techniques and effect that they used.</p>	<p>Begin to explore great artists in history in more depth.</p> <p>Reflect upon their work inspired by a famous notable artist and how this has impacted the development of their own art skills.</p> <p>Continue to develop original style, influenced by studies of others.</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Create original pieces that show a range of well known artist's influences and style.</p> <p>Give detailed observations about notable artists', artisans' and designers' work</p>	<p>Explore a range of great Artists, architects and designers in history.</p> <p>Offer facts about notable artists', artisans' and designers' lives</p> <p>Show how their work was influential in both society and to other artists.</p>
Greater Depth in Strand A	<p>Say why they like or dislike a piece of artwork.</p>	<p>Compare works by a single artist and express an opinion on which they prefer</p>	<p>Express an opinion on the work of art studied</p>	<p>Begin to develop original style, influenced by studies of others.</p>	<p>Give observations about notable artists', artisans' and designers' work</p>	<p>Provide opinions on why an artist's work/movement is important in context</p>	<p>Display a deep contextual understanding of artwork and their techniques/decisions made</p> <p>Offer personal opinions on artists work</p>
Drawing <i>Becoming proficient in drawing techniques.</i> <i>(portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.)</i> Sketchbook use Key vocab National curriculum objectives: KS1 - NC to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination NC to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space NC 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	<p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begin to use a variety of drawing tools (pencil, finger, coloured pencils, pastels, chalk).</p> <p>Use drawings to tell a story (retelling or imagination).</p> <p>Uses talk to organise, sequence and clarify thinking, ideas and feelings.</p> <p>Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Become confident in using pencils to sketch from observation and imagination.</p> <p>Start to experiment with using pastels, crayons or charcoal.</p> <p>draw lines of varying thickness. Begin to explore the use of line, shape and colour.</p> <p>use dots and lines to demonstrate pattern and texture.</p> <p>Confidently talk about drawings, practise resilience and making mistakes when drawing, and why certain choices were made.</p>	<p>Use a sketchbook to gather and collect artwork.</p> <p>Draw for a short, sustained period of time from human figure and real objects, including single and grouped objects.</p> <p>Use different materials to draw, for example pastels, chalk, felt tips, pencils, rubbers, crayons, charcoal, ballpoints, chalk and other dry media.</p> <p>show an awareness of space when drawing</p> <p>Use shading to show light and shadow effects</p> <p>Draw lines of different sizes and thickness.</p> <p>Use key sketching vocabulary to demonstrate knowledge and understanding of line and detail.</p>	<p>Use sketchbook to collect and record.</p> <p>Plan, refine and alter their drawings in sketchbooks as necessary.</p> <p>Draw for a sustained period of time a variety of objects, scenes and landscapes.</p> <p>Experiment with different grades of pencil and other implements. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Use shading to show light and dark, and introduce coloured pencils to develop tone of a picture.</p> <p>Explore the use of pattern, line, shape and colour.</p> <p>Use key sketching vocabulary to demonstrate knowledge and understanding of line, detail, light and dark/shadow, size and space.</p>	<p>Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas.</p> <p>Use research to inspire development of drawings, display research in sketch books.</p> <p>Make informed choices when sketching. Alter and refine drawings and describe changes using art vocabulary.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Use key sketching vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>Use sketchbooks to create a collection of observational drawings and to regularly develop and revisit ideas.</p> <p>Develop drawing of landscapes, patterns, faces and objects, with increasing accuracy, using sketchbooks.</p> <p>Apply skills learnt to draw and sketch in a sustained and independent way from observation, experience and imagination.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Independently select from a variety of dry sketching materials.</p> <p>Develop shading to show light and shadow effectively.</p> <p>Use hatching and cross to show tone and texture.</p> <p>Use a view finder to select an area of a subject for drawing.</p> <p>Use key vocabulary learned accurately, e.g. shading, thick and thin, light, dark, tone, shape, outline, form, smudge, blend, mark, mural, fresco, portrait, graffiti.</p>	<p>Rely more heavily on sketch books to practice and improve drawing skills.</p> <p>Show confidence in drawing and sketching in a sustained and independent way from observation, experience and imagination.</p> <p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Develop the effect of light on objects and people from different directions, using tone.</p> <p>Develop accuracy and expression in observational drawings, including the human figure.</p> <p>Use key vocabulary learned accurately, e.g. shading, thick and thin, light, dark, tone, shape, outline, form, smudge, blend, mark, mural, fresco, portrait, graffiti.</p>

<p><i>links to their own work.</i></p> <p><i>KS2 - NC create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>NC improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>NC Learn about great artists, architects and designers in history.</i></p>							
Greater Depth in Strand B	Draw increasingly detailed line drawings with support from teachers modelling this.	Use shading to show light and shadow effects	Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.	Make informed choices when sketching and be able to refine pieces of work	Start to develop their own style using tonal contrast and mixed media.	Be able to show multiple shading techniques in a single work	Adapt ideas and processes of artists in their own art
<p><u>Painting</u></p> <p><i>Learning a variety of painting techniques.</i></p> <p>Colour mixing</p> <p>key vocab</p> <p>National Curriculum objectives</p> <p>KS1 - NC to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>NC Learn about the work of a range of artists, craft makers and designers</p> <p>KS2 - NC create sketch books to record their observations and use them to review and revisit ideas</p> <p>NC 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>NC Learn about great artists, architects and designers in history.</p>	<p>Recognise and name the primary colours.</p> <p>Children will experiment mixing with colours.</p> <p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Mix and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas and feelings.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>- Share their creations, explaining the process they have used</p>	<p>Name the primary and secondary colours</p> <p>Mix primary colours to make secondary colours</p> <p>Experiment with different brushstrokes using the same brush and other painting tools</p> <p>Begin to show control over the types of marks made.</p> <p>Use key painting vocabulary to demonstrate knowledge and understanding: primary colours, secondary colours, neutral colours, warm colours, cool colours, watercolour wash, sweep, dab.</p>	<p>Use primary and secondary colours effectively to compliment each other and create warmth and coldness in paintings</p> <p>Understand the colour wheel and colour spectrums.</p> <p>Add white and black to alter tints and shades</p> <p>Experiment with different brushes and brushstrokes and combining two or more.</p> <p>Continue to control the types of marks made with the range of media.</p> <p>Use key painting vocabulary to demonstrate knowledge and understanding: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>Use primary, secondary and neutral colours effectively to create warm and cool tones, depth and shadow</p> <p>Create different textures and effects with paint and brushes.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary</p> <p>Use varied brush techniques to create shapes, textures, patterns and lines</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>Create a colour palette, demonstrating mixing techniques</p> <p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use a range of paint (acrylic, oils, water colours) to create visually interesting pieces with an individual style.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>	<p>Independently use a colour palette, demonstrating mixing techniques</p> <p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use a range of paint to create visually interesting pieces.</p> <p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>
Greater Depth in Strand C	Confidently say which colours mix to make another colour	Be able to describe favourite colours and why colours may be used for different purposes	Create different textures and effects with a range of utensils	Confidently control the types of marks made	Effectively use colour theory to enhance the meaning of their work	Carry out preliminary studies, test media and materials and mix appropriate colours.	Be able to use multiple painting techniques in a single piece with deliberateness

<p><u>Sculpture</u></p> <p><i>3D Sculpting with a range of materials.</i></p> <p>National Curriculum objectives KS1 - NC to use a range of materials creatively to design and make products NC to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination KS2 - NC improve their mastery of art and design techniques NC Learn about great artists, architects and designers in history.</p>	<p>Children will safely explore different techniques for joining materials.</p> <p>Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. Apply more detailed painted decoration with a base coat for good coverage.</p> <p>Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>apply simple decoration techniques, including painting.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...</p> <p>Explore carving.</p>	<p>Use equipment and media with confidence.</p> <p>Join two parts successfully.</p> <p>Construct a simple base</p> <p>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</p> <p>Use pinch/ slab/ coil techniques.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Decorate, coil, and produce marquettes confidently when necessarily.</p> <p>Model over a frame</p> <p>Use recycled, natural and manmade materials to create sculptures.</p> <p>Adapt work as and when necessary and explain why in sketchbooks.</p> <p>Photograph work for sketchbooks.</p> <p>Demonstrate awareness of local London and UK artist environmental sculpture. Show awareness of the effect of time upon sculptures.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Gain experience in model ling over an armature: newspaper frame for modroc.</p> <p>Show increasing confidence to carve a simple form.</p> <p>Photograph work for sketchbooks.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around/over constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p> <p>Confidently carve a simple form.</p> <p>Solve problems as they occur.</p>
Greater Depth in Strand D	Use materials with confidence safely independently	Use materials purposefully to achieve particular characteristics	Be able to draw their design before making it	Construct with a variety of materials	Express an understanding of the purpose of sculpture as an art form	Solve problems as they occur.	To represent their study of artists, architects and designers in their work
<p><u>Collage</u></p> <p><i>Creating layered effects with a variety of media.</i></p> <p>National Curriculum objectives KS1 - NC to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space KS2 - NC improve their mastery of art and design techniques with a range of materials</p>	<p>Children will experiment with different textures.</p> <p>make pictures and patterns by cutting, tearing and sticking a variety of materials.</p> <p>Explore how media and materials can be combined and changed.</p>	<p>Use a variety of techniques (e.g. paper collage, mixed media, wax or oil resist, layering different textures) Arrange materials to achieve planned effect (a complete picture or design)</p> <p>Add different textures to work.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p>Continue to use and apply skills learnt in a variety of techniques (e.g. paper collage, mixed media, wax or oil resist, layering different textures) Select colours and materials to create effect, giving reasons for their choices</p> <p>Refine work as they go to ensure precision.</p> <p>Make a simple mosaic</p>	<p>Use a variety of techniques (build on KS1)</p> <p>Use overlapping, layering, coiling, tessellation, mosaic and montage.</p> <p>Collect visual information from a variety of sources, describing the visual and tactile elements.</p>	<p>Develop individuality and explain in more detail reasons for textures and colours used in certain areas.</p> <p>Portray light and dark and depth when collaging.</p>	<p>Be expressive and analytical to adapt, extend and justify their work.</p>	<p>Carefully research, plan and design collage work (being influenced by collage artists past and present)</p> <p>Understand the value of adding collage to a painted or printed background</p> <p>Create and arrange accurate patterns</p>
Greater Depth in Strand E	Say why they have used certain textures.	Use colour to achieve a specific purpose	Use overlapping	Begin to express why they have used a certain colour or image to achieve an effect	Use a range of techniques, such as tearing and pasting images	Use a range of photographs/images	Use a range of media, such as clippings, ribbon or hand-made papers
<p><u>Printing</u></p> <p><i>Transferring colour or an image onto a new surface.</i></p> <p>National Curriculum objectives KS1 - NC to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> <p>Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.</p> <p>Print with block colours.</p>	<p>Use a variety of materials, e.g. sponges, fruit, blocks</p> <p>Design repeating patterns and overlapping shape patterns.</p>	<p>Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing</p>	<p>Use more than one colour to layer in a print.</p> <p>Make printing blocks (e.g. from potatoes, polystyrene or coiled string glued to a block).</p> <p>Make repeated patterns with precision</p>	<p>Use and apply printing skills learnt previously with increasing independence.</p> <p>Replicate patterns from observations</p>	<p>Design and create printing blocks/tiles</p> <p>Be confident with printing onto paper and fabric.</p> <p>Create and arrange accurate patterns</p>	<p>Confidently use and apply printing skills learnt previously with increasing independence.</p> <p>Develop techniques in mono, block and relief printing</p>

<p>KS2 - NC create sketch books to record their observations and use them to review and revisit ideas</p> <p>NC improve their mastery of art and design techniques</p> <p>NC Learn about great artists, architects and designers in history.</p>							
Greater Depth in Strand F	Overlap colours to create depth and interest.	Use a single print with a range of colours	Be able to recreate pictures of studied artists	Be able to score images with precision	Be able to refine skills to produce a 'best print'	Confidently use and apply printing skills learnt previously with increasing independence.	Organise and present this information in different ways in their sketchbook
<p><u>Digital Media</u></p> <p>(link to computing)</p> <p><i>Computer drawing programs and photography.</i></p>	<p>Use ICT to experiment with drawing lines and shapes.</p> <p>Use ICT to experiment with different colours and patterns</p>	Use a simple computer paint program to create a picture.	Use a simple computer paint program to create a picture, print and use in sketchbooks.	<p>Use a range of ICT tools to create different textures, lines, ones, colours and shapes that can be used in Art project.</p> <p>Introduce photography as a form of Art (portraits, landscapes, nature)</p>	Use a wide range of ICT tools to create different textures, lines, ones, colours and shapes (printing images, overlapping images and patterns/landscapes) Photograph work using an ipad and use in evaluation process.	Photograph, save and print work as part of the evaluation process.	Combine a selection of images using digital technology considering colour, size and rotation.
Greater Depth in Strand G	Use the class computers independently on programs such as 2paint.	Take a self-portrait or photograph	Show the ability to 'zoom' to show an object in detail before drawing it	Take photographs and explain their creative vision	Take a photo from an unusual or thought-provoking viewpoint	Be able to compose a photo with thought for textural qualities, light and shade	Be able to compose a photo with thought for textural qualities, light and shade
<p><u>Developing ideas.</u></p> <p><i>Developing and communicating ideas.</i></p> <p>Key vocab</p>	Talk about the stories and ideas in their art work, sharing with others how and why they generated their ideas.	<p>Build up resilience to getting things wrong and trying again.</p> <p>Express likes and dislikes through annotations</p> <p>Share learning and skills with others, receive and offer feedback to improve.</p>	<p>Continue to build up resilience to getting things wrong and trying again.</p> <p>Express likes and dislikes through annotations, giving reasons why.</p> <p>describe differences and similarities and make links to their own work</p> <p>try different materials and methods to improve</p> <p>use key vocabulary to demonstrate knowledge and understanding in this area: idea, starting point, observe, focus, design, change, adapt, develop, improve.</p>	<p>Record development of ideas using sketchbooks</p> <p>Express likes and dislikes through annotations, giving reasons why and what to do about it.</p> <p>Continue to build up resilience, making mistakes and suggesting improvements to improve their work.</p> <p>develop ideas through first-hand observations and looking through different perspectives.</p>	<p>Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>adapt and refine ideas</p> <p>use a wider variety of key vocabulary to demonstrate knowledge and understanding in this strand: idea, starting point, observe, focus, design, change, adapt, develop, improve record, detail, question, observe, refine,</p>	<p>Present in depth development of ideas in sketchbooks.</p> <p>build knowledge of techniques by experimenting and predicting what might happen.</p> <p>Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p>	<p>Develop techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>offer feedback to peers using technical vocabulary</p> <p>Regularly stop to think critically about their art and design work</p> <p>Practice and apply using appropriate key vocabulary confidently to communicate ideas throughout the development process.</p>
Greater Depth in Strand H	Talk in depth about their ideas.	Record simple media explorations in their sketchbook	Show planning within their sketchbooks to develop their ideas	Children practise and share their learning and skills with others,	Present in depth development of ideas in sketchbooks.	offer feedback to peers using technical vocabulary	Provide explanations as to how their work might be interpreted outside of its original intent
<p><u>Evaluating and making links</u></p> <p><i>Annotating and evaluating in sketch books, peer feedback, post it notes, evidencing gallery walks.</i></p>	Talk to a familiar person about the way things look, colours used, likes and dislikes.	<p>Recognise and describe key features of their own and others' work.</p> <p>Discuss likes and dislikes about own work.</p> <p>Evaluate through gallery walks and peer feedback/post it notes. (record whenever possible)</p>	<p>Review what they have done and say what they think and feel about it.</p> <p>Identify what they might develop in their future work.</p> <p>Annotate work in sketchbook.</p> <p>Make links with own work and that of focus artist (see 'work of other artists' section)</p>	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>Annotate work in sketchbook.</p> <p>Make links with own work and that of focus artist (see 'work of other artists' section)</p>	<p>Review own and others work, expressing thoughts and feelings.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketch books.</p> <p>Make links with own work and that of focus artist (see 'work of other artists' section)</p>	<p>Compare ideas, methods and approaches, explaining likes, dislikes.</p> <p>Annotate and evaluate work in sketch books.</p> <p>Make links with own work and that of focus artist (see 'work of other artists' section)</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate and evaluate work in sketch books.</p> <p>Make links with own work and that of focus artist (see 'work of other artists' section)</p>
Greater Depth in Strand I	Explain what they might to next time.	Give suggestions how their work could be improved	Compare their work to a peers, suggesting similarities and differences	Use tiered vocabulary within their annotating and evaluations	Make extensive use of vocabulary from prior learning	Make extensive use of vocabulary from prior learning	Make extensive use of vocabulary from prior learning