

Art and Design Progression Table SPA

	Area of Making	FS	Y1	Y2	Y3	Y4	Y5	Y6
	<b>Introduce, Practise and apply</b>	<b>Technique:</b> mixing	<b>Technique:</b> - stippling - dry brush	<b>Technique:</b> - Background wash - wet on wet - blending	<b>Technique:</b> - glazing - layering	<b>Technique:</b> - brush strokes - stippling with acrylic - layering - scumbling	<b>Technique:</b> - salt technique - resist	<b>Technique:</b> All skills previously taught
<b>Practical Knowledge: Painting</b>	<b>Autumn 1 Painting</b>	<p>Children mix powder paint and water to create paint and can name the colours they create.</p> <p>Children hold their brush effectively according to the size of brush handle. Children to load paint onto bristles of brush.</p> <p>Children to make marks and explain what the marks represent.</p>	<p>Children mix powder paint and identify the primary and secondary colours and create a colour wheel.</p> <p>Focus on forms of control- Children experiment with different paint brushes and the lines that they can create including dry brush technique and stippling.</p> <p>Children to load paint onto bristles of brush.</p> <p>Children to rinse brush and remove excess water.</p> <p>Children to change water for clean water when needed.</p> <p>Children to create more purposeful mark making.</p>	<p>Children learn how to mix the tertiary colours. Children begin to identify and understand complementary colours and analogous colours.</p> <p>Children learn how to look after a paint brush and select an appropriate brush for the task.</p> <p>Children explore and use water colour techniques.</p> <p>Children to create a background wash – encourage smooth backwards and forwards motion across the page, top to bottom.</p> <p>Children to stay within drawn lines when using a thin brush.</p> <p>Children to clear away painting equipment.</p>	<p>Children learn to mix tints, shades and tones and that match real life objects. Tint – add white Shade – add black Tone – add grey</p> <p>Children select an appropriate paintbrush for the task.</p> <p>Children continue to develop water colour techniques and use them effectively in their work.</p> <p>Children to learn how to glaze/layer water colours.</p> <p>Children to clear away painting equipment.</p> <p>Children learn that texture of paint is important in the palette for the effect being created, eg: watercolour and background washes are more water and less powder; powder paint needs to cover the base of the palette and not be see-through to be thick enough.</p>	<p>Children mix, match and use tints, shades and tones with increasing accuracy and use specific colour language e.g. tint, tone, shade, hue</p> <p>Children to select and use an appropriate range of brushes in one piece of work to create different effects.</p> <p>Children explore and use acrylic techniques.</p> <p>Children to work on sustained pieces.</p> <p>Children to clear away painting equipment.</p>	<p>Children know the warm and cool colour palette and use these to create a mood in their artwork.</p> <p>Children to select and use an appropriate range of brushes in one piece of work to create different effects.</p> <p>Children to use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Children to include reflections in their paintings.</p> <p>Children to set up and clear away painting equipment.</p>	<p>Children to select appropriate paper, brushes and paint for their artwork.</p> <p>Children to use colour theory and a range of painting techniques to complete their artwork effectively.</p> <p>Children to create a colour palette based upon colours observed in the natural or built world.</p> <p>Children to convey an atmosphere in their painting.</p> <p>Children to use paint to represent people or objects without drawn lines.</p> <p>Children to plan for work to convey realism or an impression.</p> <p>Children to set up and clear away painting equipment.</p>
	<b>VOCABULARY</b> to explicitly teach, develop understanding and encourage use of by pupils.	<p>Mix, colour names, line, shape</p> <p><b>Equipment vocabulary:</b> paint, paintbrush, palette</p>	<p>As well as previous year group vocabulary...</p> <p>primary colours, secondary colours, colour wheel, line, shape dry brush, stippling</p> <p><b>Equipment vocabulary:</b> Bristles of the brush Rinse Excess</p>	<p>As well as all previous year group vocabulary...</p> <p>tertiary colours, complementary colours, analogous colours, media, background wash, wet-on-wet, blending</p> <p><b>Equipment vocabulary:</b> thick brush, fine brush (thin brush)</p>	<p>As well as all previous year group vocabulary...</p> <p>tint, shade, tone, composition, glaze, layer, technique, media, watercolour texture, palette</p>	<p>As well as all previous year group vocabulary...</p> <p>Combination, mix, hue, effect, acrylic.</p>	<p>As well as all previous year group vocabulary...</p> <p>cool palette, warm palette, reflection, purpose, desired effect, resist</p>	<p>All previous learning</p> <p>Mood / atmosphere</p>

	<p><b>Autumn 2</b> <b>Drawing</b></p> <p><i>Pupils should be taught to use an extra piece of paper underneath their hand when sketching to minimise smudging. Right handed people start shading from left to right and left handed people from right to left.</i></p> <p><i>Techniques –</i> <i>Hatching</i> <i>Cross-hatching</i> <i>Stippling</i> <i>Finger blend</i></p>	<p>Children explore a variety of different implements – holding them correctly.</p> <p>Children to make marks and explain what the marks represent.</p>	<p>Children to use basic shapes and lines to draw observed things.</p> <p>Children to explore drawing lines of different shapes, lengths and thicknesses.</p> <p>Children to use a variety of tools, including pencils, crayons and pastels to create drawings.</p> <p>Children to colour their own work neatly, following the lines carefully.</p> <p>Children to describe the shapes, lines and colours they use.</p> <p>Shape, colour, line, thick, thin, long, short</p>	<p>Children to use shapes, lines and tone to draw observed things.</p> <p>Children to explore tone using three different grades of pencil.</p> <p>Children to begin to apply pressure to tools to affect tone.</p> <p>Children to record clearly observable light and dark areas when drawing.</p> <p>Children to show pattern by adding dots, lines, colour or shape to represent observations and ideas in drawings.</p> <p>Children to use and begin to layer different media, e.g. pencil, crayons, pastels, charcoal.</p> <p>Children to use a viewfinder to focus on parts of an artefact before drawing.</p> <p>Tone, pencil grade, hardness, blackness, light, dark, layer</p>	<p>Children to record shapes and lines with some degree of accuracy when drawing observed things.</p> <p>Children to represent objects with correct proportions.</p> <p>Children to experiment with a wider range of different pencil grades to show line, tone, pattern and texture.</p> <p>Children to sketch lightly when starting a piece of art. Children will need to be taught how to hold their pencil – hand positioned closer to the end of the pencil will produce more controlled, precise, heavier strokes, hand positioned further up the pencil for less control but light marks.</p> <p>Children to work on a sustained drawing.</p> <p>Children to begin to use shading to suggest form.</p> <p>Children to explore the techniques of hatching, cross hatching, stippling and blending.</p> <p>Children to experiment with different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Proportion, control, precision, lightly, heavy, form, shade</p>	<p>Children to record shapes, lines and details from observation with increased accuracy.</p> <p>Children to show where objects overlap and consider the composition of their artwork.</p> <p>Children to begin to create a sense of perspective.</p> <p>Children to use different grades of pencil at different angles to show line, tone, pattern and texture.</p> <p>Children to use shading to suggest form including shadow.</p> <p>Children to use the techniques of hatching, cross hatching, stippling and blending to show tone and texture.</p> <p>Children to use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Children to use a viewfinder to develop detail in their drawing.</p> <p>Composition, overlap, shadow</p>	<p>Children to record more complex forms/shapes and lines from observation.</p> <p>Children to create their own composition with accurate proportions.</p> <p>Children to create perspective in their work.</p> <p>Children to use line, shape and colour to represent figures and to indicate movement.</p> <p>Children to show a broad range of tones and use shading to show form, shadows and reflections.</p> <p>Children to use the techniques of hatching, cross hatching, stippling and blending to show tone and texture.</p> <p>Children to use shading to create mood and feeling.</p> <p>Figures, movement, reflections, mood</p>	<p>Children to choose a drawing style suitable for the work (e.g. realistic or impressionist)</p> <p>Children to create their own composition with accurate proportions.</p> <p>Children to show perspective and depth in drawing.</p> <p>Children to use appropriate drawing techniques and styles of shading for detailed effects and to depict movement, direction, shadows, and reflections.</p> <p>Children to experiment with the elements of art: line, tone, pattern, texture, form, space, colour, shape and tone, showing a broad range.</p> <p>Children to know when materials can be combined and used to good effect.</p> <p>Children to select the most suitable drawing materials/media for the intended outcome.</p> <p>Realistic, impressionist, depth, direction, media</p>
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	<p><b>Spring 1</b> <b>3D/Sculpture</b></p>	<p><b>Clay</b> Children make cylinder and sphere shapes and use a rolling pin to make clay flat.</p> <p>clay, play doh, roll, cylinder, sphere, tools, rolling pin, flat, pinch, cut, palms, fingers, 3D, shapes, forms, sculpture</p>	<p><b>Clay</b> Children cut clay using tools, make cylinders with the clay and use these to make a coil pot.</p> <p>coil</p>	<p><b>Clay</b> Children carve into the clay they have rolled and manipulate clay with their hands to form a pinch pot from a sphere.</p> <p>mould</p>	<p><b>Clay</b> Children create figures from clay and attach pieces using a slip</p> <p>Figure, sculpt, texture, slip, decoration</p>	<p><b>Clay</b> Children create larger coiled forms and attach pieces using a slip they have made themselves.</p>	<p><b>Clay</b> Children make clay tiles, add on and carve out piece of clay.</p> <p>tile, carve, relief</p>	<p><b>Clay</b> Children create larger, hollow forms to create more realistic representations.</p>	
Practical Knowledge	<p><b>Spring 2</b> <b>Printing</b> <i>Printing Key Knowledge – we can make a plate from which to print, there is a relationship between the plate and print (positive and negative), we can use print to create multiples, we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention.</i></p>	<p>Children choose objects to print with and think about the shapes that they make.</p> <p>print, picture, object, paint, tray, press, pattern, line, shape, circle, square, triangle, rectangle, colour</p>	<p>Children choose objects to print with for their shape and texture. They keep their paper clean – no drips.</p> <p>crisp, clean, contaminate, texture, rough, smooth, bumpy, pattern</p>	<p>Children create their own blocks to print with. Collagraph – a collage of various textures glued on to a printing plate (thin wood or cardboard).</p> <p>printing block, multiples, subject matter</p>	<p>Children create their own blocks (using string) and use them to print two colour layers.</p> <p>layers, composition</p>	<p>Children create their own block (using a polystyrene tile) and print onto a coloured background to make a relief print.</p> <p>roller, negative, positive, background, relief print</p>	<p>Children to create their own block (using a polystyrene tile) and apply texture and a depth of colour to their prints.</p> <p>depth</p>	<p>Children design and plan how stencils will work together and combine at least 2 colours to make a screen print.</p> <p>stencil, even, reprint, trace, transfer, screen print</p>	
	<p><b>Summer 1</b> <b>People Portraits</b> See guide on google drive for how to draw portraits</p>	<p>Children should be drawing people with a head, body, arms, legs and facial features. Hands may look like flowers.</p>	<p>Children should be drawing people with a neck, head, body, legs and arms and facial features. Hands may still look like flowers.</p>	<p>Childrens’ drawing of people should consist of everything in Y1 plus shoulders and a waist. Hands should look more like hands and not flowers.</p>	<p>Children should be drawing people with all correct body parts, including elbows and knees. Facial features that look more realistic. Hands should not look like flowers. Proportions should start to be taken into account.</p>	<p>Children should be drawing people with accurate body proportions, and in different positions.</p>			
	<p><b>Summer 2</b> <b>Collage</b> <i>Consider children’s knowledge of the materials they can select – names, properties</i></p>	<p>Children tear and cut paper/card to make a collage.</p> <p>Scissors, handle, fingers, thumb, cut, tear, glue, stick, choose, materials, rough, smooth, shiny, dull</p>	<p>Children gather and sort their own materials.</p> <p>Children tear and cut the materials (depending on desired effect) holding their scissors correctly when cutting.</p>	<p>Children gather and sort their own materials.</p> <p>Children cut and tear materials (depending on desired effect). Children cut carefully along a drawn line and spread glue precisely.</p> <p>Children create a collage so that no background is showing.</p> <p>Background, accurately</p>	<p>Children gather and sort their own materials.</p> <p>Children cut very accurately, tear for effect, overlap materials and experiment with colour.</p> <p>Children create a collage so that no background is showing.</p> <p>Overlap, layer, depth, complementary colours, analogous colours, composition</p>	<p>Children gather and sort their own materials.</p> <p>Children cut very accurately, tear for effect, overlap materials and experiment with texture.</p> <p>Children create a collage so that no background is showing.</p> <p>Texture, roll, scrunch, rough, smooth</p>	<p>Children gather and sort their own materials.</p> <p>Children create more realistic looking collages, planning the colours, shapes and textures they will use before cutting.</p> <p>Children create a collage so that no background is showing.</p> <p>plan</p>	<p>Children use all of their collage skills combined to create a 3D item or one in high relief.</p> <p>3D, high relief</p>	
	<p><b>Generate, explore and develop ideas</b></p>	<p>Children safely use and explore a variety of</p>	<p>Predominately activities that build children’s competency and security in practical knowledge – more convergent end points.</p>	<p>Continuing to build competency and security in practical knowledge but children have some input into the subject of their</p>	<p>Children to compose own artwork – more divergent end points. In Y6 the children are given the opportunity to</p>				

		materials, tools and techniques – daily during provision. Art lessons will be more structured with all children producing the same/similar outcome.	Children explore different media and techniques.	artwork and begin to think about composing their own artwork. Drawing a number of options for their final piece and developing an idea.	come up with an original idea based around a theme and choose techniques and mediums that they feel are appropriate.			
	Evaluate and improve ideas	Children to recall how they made their work and say what they like about it.	Children to recall how they made their work. Children to explain the main successes and challenges encountered when completing a piece of artwork. Children to make suggestions for ways to adapt/Improve their own artwork	Children to recall how they made their work. Children to explain the main successes and challenges encountered when completing a piece of artwork. Children to make suggestions for ways to adapt/Improve their own artwork. Children to comment on similarities/differences between own and others’ work describing what they feel about both.	Children to explain how studying other artists’ work has influenced and developed their own. Children to adapt and refine own work in the light of evaluations			
Theoretical Knowledge	Learn about artists, designers, craft makers and architects – Chosen to reflect the Springwood community, promote diversity in artists, promote art career (also through assemblies)  (Meaning and interpretation of artwork Materials and processes to make art. Journey and connections of artwork through time)	Children will be shown work by different artists to inspire their own but will not study artists – main goal is to stimulates children’s imagination and interest in art and to work towards the early learning goals- Children should safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and form. Children should be able to share their creations, explaining the process that they have used.	Y1 Artists Eloise Renouf – Abstract Alma Thomas – Expressionism Yayoi Kusama	Y2 Artists Andy Warhol – Visual Modern Claude Monet – Impressionism Martin Bulinya - Abstract	Y3 Artists Bob Ross Vincent Van Gogh- post Impressionism Aaron Douglas - Contemporary	Y4 Artists Antoni Gaudi – Modernism Frida Kahlo – Surrealism Camille Pissarro	Y5 Artists Peter Thorpe – Abstract Guiseppe Arcimbaldo – Surrealism / Renaissance Barbara Hepworth - Modernism	Y6 Artist Banksy – Visual Street Henry Moore – Abstract Lynette Yiodam - Boakye
			Other Options:  Paul Klee Wassily Kandinsky	Other Options:  Lydia Monks Michelle Reader	Other Options:  Kumi Yamashita	Other Options:  Henri Rosseau	Other Options:  Yinka Shonibare Georgia O’keeffe	Other Options:  Anthony Gormley Pete Mckee
			<b>Question Stem ideas for Artist Study:</b> <ul style="list-style-type: none"> <li>• Where and when did the artist grow up - how has this influenced their work? K1/K2</li> <li>• What are the subjects of their artwork - why did they choose these subjects? KS1/KS2</li> <li>• How did they create their artwork? Why did they chose that media or technique? KS1/KS2</li> <li>• How has their artist style developed and who influenced them? KS2</li> <li>• Comparing the work of artists – KS2</li> <li>• How the artist has contributed to the culture, creativity and wealth of our nation. KS2</li> <li>• Discussion of work using key vocabulary KS1 colour, shape, line, texture KS2 form, space, composition</li> <li>• What do you like/ dislike about their work and why? KS1/KS2</li> <li>• How does their work made you feel? KS1/KS2</li> <li>• Have you learned anything from looking at the artist’s work? KS1/KS2</li> </ul>					
Disciplinary Knowledge	<ul style="list-style-type: none"> <li>• How is art studied, discussed and judged?</li> </ul>	<ul style="list-style-type: none"> <li>• What is art?</li> <li>• What is an artist?</li> </ul>	<ul style="list-style-type: none"> <li>• What is art?</li> <li>• What is an artist?</li> <li>• How do we talk about art?</li> </ul>	<ul style="list-style-type: none"> <li>• How do we talk about art?</li> <li>• How is art studied?</li> <li>• How is art valued?</li> </ul>	<ul style="list-style-type: none"> <li>• How do we talk about art?</li> <li>• How is art studied?</li> <li>• How is art valued?</li> <li>• How do artists, craft-makers and designers incorporate ideas about worth, value and richness in their work?</li> </ul>	<p>Does art always belong in a gallery? (Yorkshire Sculpture Park – Henry Moore)</p> <p>Art can ever be separated from the artist. Discuss?</p>		