

Art Progression Overview

Cycle A	KS1	LKS2	UKS2
Drawing	Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns, and shapes. Children are exposed to using different materials to draw with including pencils and charcoal as well as using different surfaces to draw on.	Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g., shading, thick and thin.	Children continue to use a variety of drawing tools and become confident selecting what they need for the type of drawing they want to produce. Children become more confident in techniques already learned and use the vocabulary learned accurately, e.g., shading, thick and thin. Children are also introduced to new techniques, e.g. creating perspective and develop their own style of drawing.
Printing	Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g., sponges, human-made and natural items. Children explore printing using different paints and inks. Children explore creating a simple design on a polystyrene tile and use it to explore printing, pattern and texture.	Children use and explore a variety of printing blocks, materials, and inks – observing the different effects created. Children plan, design and produce a polystyrene tile. Children may experiment with printing onto different coloured/textured surfaces, e.g., paper, card, foil, stone etc. Children can experiment with adding a second/additional colours on top of first print and adding a different media to dried print, e.g., felt tip, water colour, collage of sequins, etc. Children know how printing is used in the everyday life of designers or artists. They can compare the methods and approaches of different designers in their print techniques.	Children have more opportunities to make printing blocks and tiles with a variety of resources and explore printing onto different surfaces. Children can experiment with adding different medium or materials to my final print. They can reflect on their choice of colour for prints and develop their accuracy with patterns and technique. Children continue to understand how printing is used in the everyday life of designers or artists. They can compare the methods and approaches of different designers in their print techniques.

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		Children explore printing from other cultures and time periods.	Children explore printing from other cultures/time periods and discuss.
Clay	Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting to demonstrate their understanding of the skill. Children explore using different tools and techniques, textures and shape. Children begin to represent observations, ideas and feelings, and design and make images and artefacts.	Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail. Through carefully modelled and guided teaching and the opportunity for independent experimentation children develop their ability to use ❖ different clay tools to make different marks, e.g. rough, smooth, lines, dots etc. ❖ use their hands to manipulate the clay precisely ❖ roll coils of even thickness ❖ avoid drying out the clay by over handling Children are then shown how to create a coil pot from carefully rolled coils of even thickness. They then create their own. They smooth the surface of their pot, inside and out, before selecting tools to add texture and pattern to their pot.	Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.

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Knowledge and Understanding across topic	Children begin to describe their work using some of the specific vocabulary introduced. Children begin to comment on the techniques used and the effects achieved by artists in their drawings and compare and apply these to their work.	Children can describe their work using some of the specific vocabulary introduced. Children can comment on the techniques used and the effects achieved by artists in their drawings and compare and apply these to their work.	Children are able to describe their work using some of the specific vocabulary introduced. Children are able to comment on the techniques used and the effects achieved by artists in their drawings and compare and apply these to my work.
Evaluating Skills across topic	Children begin to comment on similarities and differences between their own and others' work. Children begin to say what they think and feel about their own work and that of their peers. Children begin to reflect on what they may change or improve in the future.	Children can comment on similarities and differences between their own and others' work. Children can say what they think and feel about their own work and that of their peers. Children can reflect on what they may change or improve in the future.	Children can analyse and comment on ideas, methods and approaches used in their own and others' work. Children can adapt and refine their work to reflect their views of its purpose and meaning.

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Cycle B	KS1	LKS2	UKS2
Colour	Children are shown how and encouraged to combine primary colours, create the colour wheel and investigate and comment upon the effect achieved by adding increments of white/black. Children are also given the opportunity to try out tools and techniques, experiment with colour in their own paintings and represent observations, ideas and feelings using colour.	Through carefully modelled and guided teaching and the opportunity for independent experimentation children develop their ability to use different brushes and tools for painting in colour, for example: • Thick paintbrushes • Thin paintbrushes, • Flat paintbrushes, • Round paintbrushes, • Palette brushes, • Toothbrushes, • Large decorating brushes, • Household broom heads, • Sticks, • Feathers, • Cotton buds. • Sponges • Body parts Children are shown how and encouraged to: apply paint in different ways, eg. dotting, stippling, scratching, splashing, dribbling. Children are also encouraged to experiment with thickness of paint, adding thickeners and objects for texture, eg. flour, leaves, glue, wood shavings. Finally, children will create work on different scales and on different surfaces – e.g. paint outside on large paper (wallpaper backing paper, flip chart paper,) on card, wood, etc.	By studying and commenting upon works by selected artists and through the opportunity for independent experimentation, children develop their ability to use oil pastels to create realistic and abstract images. Children are shown how and are encouraged to identify cold and warm colours and their intentional use in some works of art. They are also taught how to blend oil pastels by applying one colour on top of the other. Children will investigate how rough and smooth paper achieves different results and investigate working on different coloured paper, including black paper. Children will be encouraged to create bold expressive marks, create a paint-like effect by blending by using baby oil on cotton buds and use oil pastels as a resist before applying watercolour or ink wash.

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Painting	Children will explore using poster paints, considering cleaning/handling brushes, brush strokes and paint techniques. They will explore and learn techniques for using watercolours considering tone/depth of colour and take inspiration from the work of Beatrix Potter, David Hockney and Georgia O Keeffe. KS1 will explore and learn techniques for using oil paints considering texture and tools and take inspiration from the work of Van Gogh and Henri Matisse. They will also learn to make tints using white paint, tones using black paint and mix colours well to create different shades of a given colour. Children will recap on naming the primary colours and revisit which secondary colour will be made when mixing two primary colours. Children will create a piece of artwork using poster paint, oil paints or watercolours. Then they will reflect on the skills developed and evaluate their work.	In LKS2 children will explore experimenting with types of tools and paint to create different effects (watered down, watercolour, oil paints, thickened with PVA, adding sand, natural resources). Children will create an action painting inspired by Jackson Pollock. They will explore using flicks, taps, drips and smearing techniques. Additionally, children will create an abstract painting based on the work of Tran Tuan, Christine Ay Tjoe or Jade Fadojutimi. Consider colour choice and paint texture. Children will create a fine line painting inspired by the work of Luis Ruiz Padrón, Beatrix Potter or Laurin McCracken. They will use watercolour backgrounds and paint fine lines using different pressures, thickness to create different effects Children will reflect on the skills developed and evaluate work. Compare and contrast the different pieces created throughout the unit.	UKS2 pupils will explore, experiment and recap of previously taught effects – watercolour, oil, abstract, action and fine line painting (refer back to LKS2 painting -abstract, action and fine line). They will re-visit LKS2 Artists. Children will learn about key pointillist artists and experiment with the techniques. Georges Seurat, Paul Signac and Gwen O'Neil. Design and create a design for pointillism piece of artwork. They will create a final piece combining pointillism techniques alongside watercolour, oil, abstract, action and fine line painting. Finally they will reflect on the skills and techniques developed and justify techniques chosen.
Sculpture	Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting to demonstrate their understanding of the skill.	Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression	Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the

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