

## Art and Design Key concepts and enquiry questions – Progression document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<h3>Producing Pieces of Art</h3> <p>Acquiring knowledge and skills to produce creative work, exploring ideas and recording experiences. Through practice over time, children will become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>Key concepts that are referred to/covered in all areas of the St Mary's art and design curriculum: <b>colour, pattern, texture, tone, line, shape, composition, form and space, negative space (UKS2)</b></p>							
<b>Autumn 1- Painting</b>	Use shaving foam and powder paint to explore colour mixing in messy trays.	Name all of the colours and mix them.  Applying colour with a range of tools	Using watercolour to explore colour mixing (light add more water, darker to make colour more intense, black to achieve tone)	Use a range of brushes to create different effects in painting. Show a range of facial expressions through paint Create a background by using a wash.	Apply colour using dotting, scratching, splashing Explore working over a painted surface with chalks, pastels, mixed media.	Explore colour mixing with secondary and tertiary colours. Use colour mixing skills observed in the world around them	To express mood through colour Colour match a small section of a painting using colour mixing skills
<b>Outcome</b>	Explore making circles with different materials, before children have a go at making their own in the style of kandinsky.	View from St Mary's field in the style of David Hockney using primary and secondary colours	Use the painting techniques we have explored to create a scene in the style of Rae of the Solent	Children create mini-beast paintings, enlarged within their sketchbooks.	Using overlay/impasto techniques to paint 'an everyday scene' in an impressionism style	Engorged painting of arctic flora using complimentary colours between background and foreground.	A self-portrait in the style of Auerbach/Picasso or Nielly

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<b>Autumn 2 - Sculpture</b>	Handling, feeling, enjoying and manipulating materials and creating individual pieces	Cut, roll and coil materials.	Using finishing techniques (paint, etching)	Use found materials to create a sculpture	Use 3d paper joining techniques. Experiments with moldable materials.	Use gum tape to create a smooth, 3D surface	Use soft modelling materials (tissue paper, paper Mache) over a basic form to refine shape and texture.
<b>Outcome</b>	Clay and paper mache decorated eggs	Create a character face mask using clay building techniques	Create a block build turret tealight of local castel from clay, adding textured detail	Create a sculpture from found material using the abstract shapes of Babera Rae.	Create 3D elephants from milk-bottles, using joining techniques	3D animal mummies created from a base of newspaper and masking tape.	Children make a model of the Brooks ship.
<b>Spring 1 - Drawing</b>	Create simple repeating patterns using pencils	Use pencils to create lines of different thickness in drawings.	Choose and use 3 different grades of pencil when drawing. Use charcoal, pencil and pastel to create art. Use a viewfinder to focus on a specific part of an artefact before drawing. Sketch from life.	Use different grades of pencil to shade and to show different tones and textures.	Use line, tone, shape and colour to represent figures and forms in movement. Use warm colours to bring an object forward, use cool colours to recede the background. Show texture through drawing.	Organise line, tone, shape, mark-making and colour to represent figures and forms.	Explain why I have used different tools to create art. Use a range of mark-making techniques to give detail and texture. Represent movement and contour when drawing.
<b>Outcome</b>	Draw a self portrait with both conventional	Create a charcoal drawing on a large scale.	Use a wide variety of pencils to create a scene using	Create a drawing from a description	Draw paper sculptures using a variety of media	Create a textile design using line drawing and pattern.	Draw a self portrait in using a variety of media.

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	and unconventional art materials		mark-making for purpose.	rather than a visual stimulus.			
<b>Spring 2- Collage</b>	Choose a range of images and stick them together to make a picture.	Describe and layer a range of textures to create a picture	Incorporate paint and drawing materials into collage work.	Use print over collage to achieve a textured art work	Decoratively embellish over drawn and painted artwork	Use pasting and smoothing to achieve a smooth textured surface	Create a textured representation using multiple materials
<b>Outcome</b>	Explore the work of Mark Qunn. What parts of a flower can be seen? What colours can you see?	<b>Group:</b> create a collaborative collage using overlays of transparent paper <b>Individual:</b> create an individual collage in the style of Matisse using bold coloured paper.	Use different materials to collage a foreground and background in the style of Agar. Overlay with oil pastel.	Create a collaged figure using IOW text/packaging. Embellish the background using printing techniques.	Children create a collaborative food collage on a large scale in the style of Willing using local/national foods for inspiration.	Children create a 'assembled' artwork form artefacts of significance. Overlay work with medium of choice.	Children create a self portrait in the style of Soltau, using stitch and digital media.
<b>Summer 1 - Digital Art</b>	Use simple IT to create a picture	Use IT to create a picture	Use different effects with an IT paint package.	Use digital images and combine with other media in my art. Use IT to create art which	Integrate my digital images into my art.	Use images which I have created, and found; altering them where necessary to create art.	Use a range of e-resources to create art.



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				includes my own work and that of others.			
<b>Outcome</b>	A simple picture using digital resources	Overlay a digital image of wildlife from around the school.	children manipulate an image through digital media.	Children create a canva poster using digital tools, promoting their own artwork	create and manipulate the colours of an image	Manipulate your own image to create a 'digital face paint'.	Create a promotional film about your school experience using cap-cut
<b>Summer 2 - Printing</b>	Rubbings Print with variety of objects Print with block colours	Collograph prints (Vaseline and powder paint prints)	Print with a growing range of objects Identify the different forms printing takes (foil prints)	(mono printing) use mono printing to achieve single print designs.	impressed printing (polyblock),	Explore the use of paper-cut printing to achieve a single colour.	Explore the use of paper-cut printing to achieve multiple colours, overprinting and varying prints.
<b>Outcome</b>	Use button printing blocks, string printing blocks, nail blocks etc to give children a range of choice to explore printing.	Children create a collograph print using geometric shapes	Children use their sketches to create a foil print of a lobster.	Children create a mono-print, overlaid with different colours of paints for a bold and bright effect.	children create polyblock prints of national cakes	Children create a paper-cut print of their own design, using multiple methods and experimentation to achieve a series of prints.	Children create a print in multiple colours, experimenting to achieve a series of different outcomes. Children ,may choose to overlay other materials onto their design.

### Studying and evaluating Art

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know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms							
Significant Artists/craftsperson/architect/designer/illustrator							
<b>Autumn 1 - Painting</b>	Kandinsky	Mary Abbott, Jackson pollock, Piet Mondrain, David Hockney	Barbara Rae	Youvel Zommer	Victorian Impressionists (Van Gogh, Degas, Mary Casset)	Georgia O'Keeffe	Portraiture - Frank Auerbach Pablo Picasso Francois Nielly
<b>Autumn 2 - Sculpture</b>	Faberge Eggs	Alec Scheffler	Clarice Cliff	Barbara Hepworth - Sculptor Lion Man	John Muafangejo Darrell Wakelam	Laurence Vallieres	Lubaina Himid Veronica Ryan
<b>Spring 1 - Drawing</b>	Vincent Van Gogh	Vincent Van Gogh	Mary Evans	Durer	Rembrandt	Hokusai	Nancy Woff
<b>Spring 2 - Collage</b>	John Piper	Henri Matisse	Eileen Agar	Fred Tomeselli	Elizabeth Willing	Kurt Switters	Annegret Soltau
<b>Summer 1 - Digital art</b>	Focus is on using digital resources to create individual/ bespoke pieces						
<b>Summer 2 - Printing</b>	yayoi kusama	Esther Mahlangu	Jan Davidsz. de Heem (Dutch Still Life Movement)	Kandinsky Munich Houses	Claus Oldernberg Andy Warhol	Renoir/ The Impressionists	George Bellows Men of the Docks
Vocabulary taught							
<b>Autumn 1 - Painting</b>	Colour	Primary Secondary	Watercolour, Tone, Lighter	Warm colours Cold colours	Mixed media	Tertiary, Mix observation	Colour match

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			Darker	Contrast, Brush wash			
<b>Autumn 2 - Sculpture</b>	Pattern	colour, pattern, line, clay	texture, shape, composition, line, form	texture, shape, composition, line, form	pattern, texture, shape, line, composition, form	pattern, texture, shape, line, composition, form	colour, pattern, texture, line, shape, form and space
<b>Spring 1 - Drawing</b>	Light Dark Pencil	Thick Thin	Chalk, Pencil Tone, Viewfinder Pressure	Composition Texture, Line Cross-hatching	Mark-making, Geometric, Recede Advance, Detail	Background Foreground	Contour
<b>Spring 2 - Collage</b>	Smooth	Layer Smooth Texture	Layer, Smooth Texture Mixed media	Pattern texture layer	pasting, surface, design, embellishment, layer, texture	pasting, smooth, layer, texture	mixed media, layer, texture, embellish, abstract
<b>Summer 1 - Digital Art</b>	Layer Smooth	Textures, Canvas, Brush Tool	Mixed Media Zoom in Zoom out, Delete, Swipe Rotate, Canvas Undo	Pattern Template Layer Background Shape	Embellish, Stamp Curve, Customise Overlay	Pasting, Surface Design, Capacity Themes, Import	Abstract, Taper Flat, Chisel Themes, Speed