



# Whitesheet Primary Academy Art and Design Progression Grid



Drawing skills underpin all of our artistic learning, and pupils explore and develop their drawing skills as part of their research and understanding of the artists and knowledge for each unit of work. Each academic year, students will study the works of three famous artists in the areas of Drawing, Painting and Printing and one of 3D Design – Sculpture or Textiles and Collage. At the beginning of each unit of work, pupils will study an artist, their work, style, skills and lives, before using those techniques to explore work more widely. An exemplar series of lessons is available to support staff in developing these units of work and, over time, pupils' knowledge and skills in art.

Throughout the Art and Design learning, pupils will:

**A1** Study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms.

**A2** Evaluate and analyse creative works using the language of art, craft and design.

<b>At Key Stage One:</b> E1 record and explore ideas from first hand observations. E2 ask and answer questions about starting points for their work. E3 develop and share their ideas, try things out and make changes. E4 describe the differences and similarities between different practices and disciplines, and making links to their own work. E5 think critically about their art and design work.	<b>At Lower Key Stage Two:</b> E1 create sketch books to record their observations and use them to review and revisit ideas. E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. E4 think critically about their art and design work.	<b>At Upper Key Stage Two:</b> E1 create sketch books to record their observations and use to review and revisit ideas. E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. E4 think critically about their art and design work.	
<b>Art Tier 3 Vocabulary @ KS1:</b>		<b>Art Tier 3 Vocabulary @ LKS2:</b>	
<b>similarity</b> <b>foreground</b> <b>background</b>	<b>creative</b> <b>adaptation</b> <b>sources</b> <b>variation</b> <b>complement</b> <b>contrast</b>	<b>cartridge / tissue</b> <b>media</b> <b>Distance</b> <b>Symbolic</b> <b>Subtle</b> <b>Complex</b>	<b>Atmosphere</b> <b>Representation</b> <b>engaging Inconsistent</b> <b>Delicate</b> <b>Flowing</b> <b>Vibrant</b>


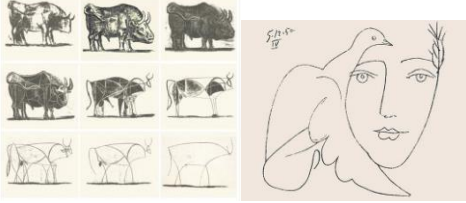

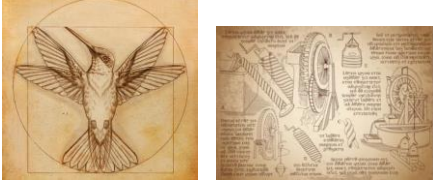


The Key Stage One curriculum builds on the foundation work completed throughout Early Years. The following progression highlights 'expected' level for areas of the Art curriculum for EYFS:

Drawing	Art and DT	Construction / Block Play	Painting	Malleable
They represent their ideas and thoughts and feelings through DT, art (ELG) Begins to develop a level of detail in their drawings using accuracy and purpose e.g. a facial features, fingers and small details – glasses, eyelashes freckles	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) Use materials available to them to create/construct with a purpose e.g. making a handbag, robot	Constructs with a purpose in mind using a variety of purposes (EMM 40-60mnths) Using block to represent things with a defined name and purpose	Choose particular colours for purpose (40-60mnths) Mixes colours for purpose and apply this to their creation e.g. a pink pig	Understand that different media can be combined to create new effects (40-60months) Uses various materials to represent objects/models e.g. Pipe cleaners for spider's legs.







The following progression grids outline the skills and vocabulary to be taught across each phase, along with a sequence of artists pupils will study. There are two artists, one for each stage of the cycle for drawing and painting/printing and one for each unit of sculpture and collage which alternate each year of the cycle. Pupils are expected to learn:

- Their name







- The time period in which they lived
- The reasons their art is being studied
- Their styles, their techniques and the subjects of their work
- Important elements of their biographies which influenced their works

Drawing						
Knowledge	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	Keith Haring	Pablo Picasso	Louise Bourgeois	Leonardo Da Vinci	David Lozeau	Ben Kwok
						
	D1 experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks. D2 draw lines and shapes using different surfaces. D3 invent lines and shapes in drawing. D4 to draw from imagination and experience		D1 draw for a sustained periods of time. D2 use a sketchbook to collect and develop ideas from a range of sources D3 experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc. D4 experiment with different grades of pencil to achieve varied tone D5 create texture and pattern in drawing with a range of mplements.		D1 draw for a sustained periods of time. D2 use a sketchbook to collect and develop ideas from a range of sources D3 experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc. D4 experiment with different grades of pencil to achieve varied tone D5 create texture and pattern in drawing with a range of mplements.	
Vocabulary	thick thin sketch texture	shade smudge blend	grades of pencil scale refine alter		Consolidate prior vocabulary	
Expectation of skills progression	Year One:	Year Two:	Year Three:	Year Four:	Year Five:	Year Six:

NB: Progression in drawing evidence is from a short unit focused on Remembrance Day, and will be updated from the artist-led drawing units completed in school as appropriate.




Painting and Printing						
Knowledge	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	P: Wassily Kandinsky	P: Henri Matisse	P: Romero Britto	P: Vincent Van Gogh	P: Frida Khalo	P: Claude Monet
						



	PR: Cornelius Krieghoff (Insp.) 	PR: Giuseppe Arcimboldo 	PR: Andy Warhol 	PR: Georgia O'Keeffe 	PR: Takashi Murakami (The Warhol of Japan) 	PR: John Constable 
Skills	P1 use a variety of tools and techniques i.e. brush sizes and types. P2 experiment with tools and techniques e.g. layering, mixing. P5 name and mix primary colours, shades and tones. P6 create textured paint by adding material, i.e. sand or plaster PR1 print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables. PR2 take simple prints i.e. mono-printing. PR3 create simple printing blocks for press print. PR5 experiment with overprinting motifs and colour		P1 experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. P2 create different effects and textures with paint. P3 use language of and mix primary and secondary colours and use tints and shades. PR1 create printing blocks using relief or impressed method. PR2 develop print techniques i.e. mono-printing, block printing, relief or impressed method. PR3 create repeating patterns. PR4 print with two colour overlays.		P1 develop a painting from a drawing. P2 experiment with different media and materials for painting. P3 create imaginative work from a variety of sources e.g. observational drawing, music, poetry, other artists P4 mix and match colours to create atmosphere and light effects. P5 identify, mix and use primary, secondary, complimentary and contrasting colours. PR1 create printing blocks using sketchbook ideas. PR2 develop techniques PR5 experiment with overprinting motifs and colour.	
Vocabulary	printing technique brush size primary/secondary colours gouge scrape	shade acrylic / poster / watercolour artefact mono-printing motif wash	colour scheme / blocking spectrum tint	tone hue relief/impressed method. block printing	warm colours cold colours	atmosphere
Expectation of skills progression	Year One:	Year Two:	Year Three:	Year Four:	Year Five:	Year Six:

3D Design – Sculpture (Once in Cycle A or B)						
	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
Knowledge	Joan Miro 		Barbara Hepworth 		Fernand Leger 	

Skills	3D1 manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading. 3D2 explore sculpture with a range of malleable media. 3D3 work safely with materials and tools. 3D4 experiment with constructing and joining recycled, natural and manmade materials		3D1 plan, design and make models from observation or imagination. 3D2 develop skills in joining, extending and modelling clay. 3D3 use papier mache to create simple 3D effects. 3D4 experiment with constructing and joining recycled, natural and manmade materials. 3D5 create textures and patterns in malleable materials including clay.		3D1 shape, form, model and construct from observation and imagination. 3D2 plan a sculpture through drawing and other preparatory work. 3D3 develop skills in using clay including slabs, coils, slips etc.	
	roll knead sculpt(ure) texture construct	join slip form malleable	carving surface transparent opaque manipulate recycled		Consolidate prior vocabulary	
	Year One:	Year Two:	Year Three:	Year Four:	Year Five:	Year Six:

Textiles and Collage (Once in Cycle A or B)						
	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
Knowledge	C: Ben Lewis Giles 		C: Hannah Hoch 		C: Beatriz Milhazes 	
	<p>T1 choose fabrics/threads based on colour, texture and shape. T2 apply shapes with glue or stitching. T3 apply decoration using beads, buttons, feathers etc. T4 apply colour with printing, dipping, fabric crayons. T5 create fabrics by weaving materials, i.e. grass through twigs.</p> <p>C1 arrange and glue materials to different backgrounds. C2 fold, crumple, tear and overlap papers.</p>		<p>T1 use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. T2 develop skills in stitching, cutting and joining</p> <p>C1 experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. C2 use collage as a means of collecting ideas and information and building up a visual vocabulary.</p>		<p>T1 use fabrics to create 3D designs T2 experiment with a range of media to overlap and layer creating textures, effects and colours.</p> <p>C1 use a range of media to create collages. C2 use different techniques, colours and textures when designing and making pieces of work. C3 use collage as a means of extending work from initial ideas.</p>	

Vocabulary	texture construct	join natural man-made form recycled	surface transparent opaque	weave embroider tapestry	Consolidate prior vocabulary	
Expectation of skills progression	Year One:	Year Two:	Year Three:	Year Four:	Year Five:	Year Six: