

## ART PROGRESSION CYCLE 2

There is a grid with examples of art/artists attached to the bottom of this table that you may like to use.

|                       |                | Year 1/2                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Year 3/4                                                                                                                                                                                                                                                                                                                                                                     | Year 5/6                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| SKILLS AND TECHNIQUES |                | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use a range of materials creatively to design and make products</li> <li><input type="checkbox"/> use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li><input type="checkbox"/> develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> create sketch books to record their observations and use them to review and revisit ideas</li> <li><input type="checkbox"/> improve their mastery of art and design techniques including drawing,</li> </ul>                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                       | CREATING IDEAS | <p><i>For instance:</i><br/> <i>Work from observation and known objects</i><br/> <i>Use imagination to form simple images from given starting points or a description</i><br/> <i>Begin to collect ideas in sketchbooks</i><br/> <i>Work with different materials</i><br/> <i>Begin to think what materials best suit the task</i></p>                                                                                                                               | <p><i>For instance:</i><br/> <i>Develop sketch books</i><br/> <i>Use a variety of ways to record ideas including digital cameras and iPads</i><br/> <i>Develop artistic/visual vocabulary to discuss work</i><br/> <i>Begin to suggest improvements to own work</i><br/> <i>Experiment with a wider range of materials</i><br/> <i>Present work in a variety of ways</i></p> | <p><i>For instance:</i><br/> <i>Select and develop ideas confidently, using suitable materials confidently</i><br/> <i>Improve quality of sketchbook with mixed media work and annotations</i><br/> <i>Select own images and starting points for work</i><br/> <i>Develop artistic/visual vocabulary when talking about own work and that of others</i><br/> <i>Begin to explore possibilities, using and combining different styles and techniques</i></p> |

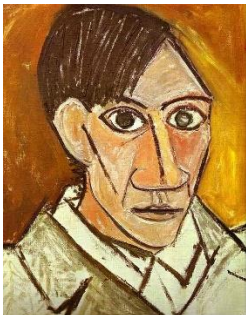
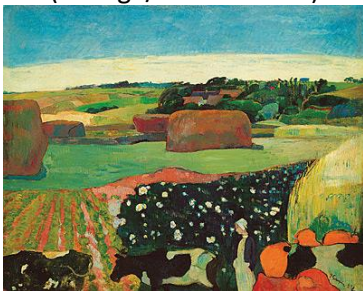
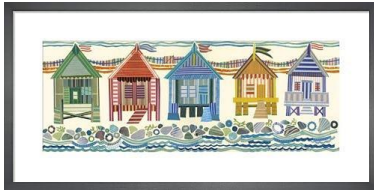
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| <b>SKILLS AND TECHNIQUES<br/>CONTINUED</b> | <b>MARK MAKING</b>             | <i>For instance:<br/>Begin to control lines to create simple drawings from observations<br/>Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel<br/>Hold a large paint brush correctly<br/>Make marks using paint with a variety of tools<br/>Consider consistency when applying paint<br/>Colour within the line<br/>Draw on smaller and larger scales<br/>Begin to add detail to line drawings</i> | <i>For instance:<br/>Use sketchbooks to record drawings from observation<br/>Experiment with different tones using graded pencils<br/>Include increased detail within work<br/>Draw on a range of scales<br/>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)<br/>Use a variety of brushes and experiment with ways of marking with them<br/>Develop shadows<br/>Use of tracing</i> | <i>For instance:<br/>Use first hand observations using different viewpoints, developing more abstract representations<br/>Introduce perspective, fore/back and middle ground<br/>Investigate proportions<br/>Use a range of mediums on a range of backgrounds<br/>Work indoors and outdoors<br/>Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</i> |
|                                            | <b>WORKING WITH<br/>COLOUR</b> | <i>For instance:<br/>Recognise and name primary and secondary colours<br/>Mix primary colours to make secondary colours<br/>Share colour charts to compare variations of the same colour<br/>Create and experiment with shades of colour and name some of these<br/>Recognise warm and cold colours<br/>Create washes to form backgrounds<br/>Explore the relationship between mood and colour</i>          | <i>For instance:<br/>Mix and match colours (create palettes to match images)<br/>Lighten and darken tones using black and white<br/>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)<br/>Experiment with watercolour, exploring intensity of colour to develop shades<br/>Explore complementary and opposing colours in creating patterns</i>                      | <i>For instance:<br/>Build on previous work with colour by exploring intensity<br/>Introduce acrylic paint<br/>Develop watercolour techniques<br/>Explore using limited colour palettes<br/>Investigate working on canvas<br/>experiment with colour in creating an effect<br/>Mark make with paint (dashes, blocks of colour, strokes, points)<br/>Develop fine brush strokes</i>                       |

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| <b>SKILLS AND TECHNIQUES<br/>CONTINUED</b> | <b>PRINTING</b>  | <p><i>For instance:</i><br/> Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control<br/> Develop controlled printing against outline /within cut out shapes<br/> Use matchbox to print to explore possibilities - different sized matchboxes create different lines/ shapes/patterns<br/> Experiment with marbling, investigating how ink floats and changes with movement</p>                                                                                                                                                                                               | <p><i>For instance:</i><br/> Use roller and ink printing. Use simple block shapes formed by children<br/> Blend two colours when printing<br/> Using roller &amp; inks, take prints from other objects (leaves, fabric, corrugated card) to show texture<br/> make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays<br/> Form string roller prints to create continuous patterns</p> | <p><i>For instance:</i><br/> Create polystyrene printing blocks to use with roller and ink<br/> Explore monoprinting (see below for artists)<br/> Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point<br/> Experiment with screen printing<br/> Design and create motifs to be turned into printing block images<br/> Investigate techniques from paper printing to work on fabrics</p>                                      |
| <b>SKILLS AND TECHNIQUES<br/>CONTINUED</b> | <b>SCULPTURE</b> | <p><i>For instance:</i><br/> Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures<br/> Investigate a range of different materials and experiment with how they can be connected together to form simple structures<br/> Look at sculptures and try to recreate them using everyday objects/range of materials<br/> Begin to form own 3D pieces<br/> Consider covering these with papier-mâché<br/> Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools<br/> Look at sculptures by known artists and natural objects as starting points for own work</p> | <p><i>For instance:</i><br/> Develop confidence working with clay adding greater detail and texture<br/> Add colour once clay is dried<br/> Investigate ways of joining clay - scratch and slip<br/> Introduce 'modroc'<br/> Create work on a larger scale as a group<br/> Use pipe cleaners/wire to create sculptures of human forms</p>                                                                                                                  | <p><i>For instance:</i><br/> Design and create sculpture, both small and large scale<br/> Make masks from a range of cultures and traditions, building a collage element into the sculptural process<br/> Use objects around us to form sculptures<br/> Use wires to create malleable forms<br/> Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)<br/> Create human forms showing movement</p> |

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| SKILLS AND TECHNIQUES<br>CONTINUED | TEXTILE AND COLLAGE | <i>For instance:<br/>Develop collages, based on a simple drawing, using papers and materials<br/>Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)<br/>Weave using recycled materials – paper, carrier bags<br/>Investigate a range of textures through rubbings<br/>Simple batik work<br/>Develop tearing, cutting and layering paper to create different effects<br/>Dye fabrics using tea, red cabbage, beetroot, onion, spinach<br/>Weave with wool</i> | <i>For instance:<br/>Research embroidery designs from around the world, create own designs based on these<br/>Sew simple stitches using a variety of threads and wool<br/>Investigate tie-dyeing<br/>Create a collage using fabric as a base<br/>Make felt<br/>Develop individual and group collages, working on a range of scales<br/>Use a range of stimulus for collage work, trying to think of more abstract ways of showing views</i> | <i>For instance:<br/>Introduce fabric block printing<br/>Create tie dye pieces combining two colours<br/>Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.<br/>Weave using paintings as a stimulus / the natural world<br/>Experiment with circular embroidery frames<br/>Create detailed designs which can be developed into batik pieces</i> |
|                                    |                     | <i>Pupils should be taught:<br/>□ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</i>                                                                                                                                                                                                                                                                                                   | <i>Pupils should be taught:<br/>□ about great artists, architects and designers in history</i>                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                |

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| <p><b>KNOWLEDGE ABOUT ARTISTS</b></p> | <p><i>For instance:</i><br/> Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour) Georges Braque/Pablo Picasso (collage)<br/> Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces<br/> Consider specific works such as Richard Long's 'Mud Hand Circle' (printing)<br/> Consider works from different cultures e.g. Chinese block prints</p> | <p><i>For instance: Use the work of artists to replicate ideas or inspire own work e.g.</i><br/> Look at the work of David Hockney e.g. photo montages (drawing)<br/> Consider the work of artists e.g. Ruth Daniels, Mark Quinn, Carol Simms (colour)<br/> Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian<br/> Introduce work by artists such as Marc Quinn, as well as sculptures from Aztec and Benin civilizations (sculpture)<br/> Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc. (drawing)<br/> Look at the patterns/ optical illusions created by OP artist Bridget Riley (colour)<br/> Abstract paintings by Picasso (colour)<br/> Use the work of artist Stacey Chapman "car" and other images on the internet (print)<br/> Look at work of Henry Moore (sculpture)<br/> Consider work by contemporary textile artist Patricia Greaves (textiles).</p> | <p><i>For instance: Use the work of artists to replicate ideas or inspire own work e.g.</i><br/> Consider work by artists such as Cezanne, Derain, Van Gogh (colour)<br/> Look at the style of Fauve artists Derain, Vlaminck and Braque<br/> Consider the work of Seurat (pointillism –colour)<br/> Look at the work of artists that used monoprinting include David Hockney, Tracey Emin, Picasso and Jim Dine (print)<br/> Consider work of Cornelia Parker (sculpture)<br/> Consider the work from other cultures e, g Asia<br/> Consider Georgia O Keiffe flowers showing use of line or William Morris detailed tiles - natural sources (colour)<br/> Look at cubist artists such as Picasso, Duchamp to show movement/ layering<br/> Consider looking at Pop Art to represent popular objects from current culture (Andy Warhol)<br/> Artists such as Claude Lorrain, Poussin, Jan Beaney and Annemeike Mein could be discussed as starting points.</p> |
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Possible artists to accompany each topic.

| 2020/21          |                                                                                                                                                                         |                                                                                                                                                                                       |                                                                                                                                           |
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| Class            | Autumn                                                                                                                                                                  | Spring                                                                                                                                                                                | Summer                                                                                                                                    |
| <b>Raindrops</b> | <b>All About Me</b><br>Picasso Self Portrait<br>                                      | <b>Fairy Tales</b><br>Elsie Wrights photos<br>Cottingley Faries<br>                                | <b>Creepy Crawlies</b><br>Eric Carle - Illustrator<br> |
| <b>Streams</b>   | <b>Farming</b><br>Paul Gauguin, Hay Stacks In Brittany.<br>(Collage/mixed media)<br> | <b>Great Fire Of London</b><br>Artist Unknown.<br> <p>Focus in use of pencil to create marks.</p> | <b>Seaside</b><br>Hannah Cole.<br>(Printing.)<br>     |
| <b>Rivers</b>    | <b>London</b><br>Textiles<br>Heidi Rhodes                                                                                                                               | <b>Forces And Magnets</b><br>Pastel Chalk Charcoal<br>van Gogh – Painting The Wind                                                                                                    | <b>Vikings</b><br>Viking Ship Sculpture – Reykjavik.<br>(Sculpture)                                                                       |

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| <b>Estuary</b> | <b>London</b><br>Painting<br>Hyde Park by Camille Pissarro<br> | <b>Forces And Magnets</b><br>Futurist Sculpture<br>Umberto Boccioni<br> | <b>Vikings</b><br>Textiles<br>Tapestry's depicting the Vikings<br> |
| <b>Ocean</b>   | <b>America</b><br>Painting<br>Georgia O'Keeffe<br>                                                                                               | <b>WWII</b><br>War Time Posters.<br>(Inks, pens and pencils)                                                                                                | <b>The Living World</b><br>Another Place. Antony Gromley.<br>(Sculpture)                                                                              |

