

Western Community Primary School Art Progression Map



	Autumn	Spring	Summer
Year 1	Drawing Unit Observational Drawing focus on shape and medium	Painting/Collage/ Sculpture 3D Maps	Painting Unit Paintings of Fruit
Year 2	Drawing Unit Observational Drawings	Painting Unit Textile Pattern Flag	Sculpture Unit Flat Tile Clay
Year 3	Drawing Unit Georgia O'Keefe Flowers	Drawing/Painting Unit Cave Art	Painting/Printing Unit Lino Print
Year 4	Painting Unit Watercolour Landscape	Drawing /Painting Unit Picasso Painting	Sculpture Unit Viking Carving
Year 5	Drawing Unit Van Gogh Painting	Sculpture Unit Paper Mache Greek Pot	Painting Unit Landscape Painting
Year 6	Drawing Unit Self Portrait	Sculpture Unit Collage Project	Painting Unit Street Art

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Year 1	Autumn	Spring	Summer
	Drawing Unit	Painting/Collage/Sculpture Unit	Painting Unit
Prior Learning	Children will have had experience of lots of materials and mediums in EYFS. This is mainly child initiated with freedom to explore and create in their own way.	Children have experience of using paint and print with the freedom to create and explore following child initiated ideas. Children have experience of using paper to weave, twist and wrap paper.	Children have an initial experience of colour mixing and exploring paint in many contexts indoors and out.
Future Learning	In Year 2 children will add texture and pattern to their observational drawings focusing on small details of an object.	In Year 2 children will begin using print to make a repeating pattern flag using objects.	In Year 2 children will begin to use light and dark shades in paint.
Objectives	I can create lines with different mark making mediums and tools in 2D. I can use line and shape in an observational drawing.	I can roll, tear, scrunch, rip, cut paper to create a 3D form. I can build layers of materials to create a collage design in 3D.	I can create a colour scheme based on the seasons. I can use a range of painting tools to create lines and shapes. I can create a colour scheme based on the seasons.

<p>Art Focus</p>	<p>Initial Ideas -Explore ballpoint pens, crayons, oil pastels, pencil, charcoal etc</p> <p>Explore and Develop - Focus on pattern, line and shape (drawing different objects) using different thickness of pencil -Reviewing and evaluating each effect / preferred medium and why (class discussions)</p> <p>Refine Building observational art skills by increasing detail from a range of objects. Choose final idea</p> <p>Final Piece -Observational drawing of an object</p>	<p>Initial Ideas -Look at Eric Carle Illustrations -Create own pattern paper (Eric Carl) using tissue paper</p> <p>Explore and Develop -Explore different types of paper texture (feel/can you tear/twist/rip/cut) Which do you like more? -Look at examples of paper collage (patterns/shapes/landscapes) and create own -Look at cellophane collage (stained glass) / predict colour changes with overlays– create own -Paper beads (paper triangles wrapped round stick)</p> <p>Refine -Think about colour schemes (sunset/water/wintery)</p> <p>Final Piece -Scrunch, roll, shape materials to make a design in 3D.</p>	<p>Initial Ideas -Look closely at Carvaggio’s fruit paintings -Explore different painting tools and their effects (sponges, brushes of different sizes, feathers etc)</p> <p>Explore and Develop -Creating sketches and then paintings of different fruits. -Create paintings of individual fruit.</p> <p>Refine Use paint to represent fruit.</p> <p>Final Piece Create a collage of painted fruit.</p>
<p>Artist Link</p>		<p>Eric Carle</p>	<p>Carvaggio – Still life with fruit</p>
<p>Key Vocabulary</p>	<p>dark, light, sketch, shape, pattern, medium, texture, strength, 3D, layer, design, collage, effect, colour, primary,</p>		

	mix		
Unit Outcome	Observational Drawing focusing on shape and medium.	3D map using different paper mediums to create a pattern (not repeating)	Paintings of fruit – children to arrange in collage by layering.
Year 2	Autumn	Spring	Summer
	Drawing Unit	Painting/Printing Unit	Sculpture Unit
Prior Learning	In Year 1, children have experienced using different mediums to make different lines. They have made observational drawings of objects.	In Year 1, children have created pattern paper (not repeating). They have explored basic colour theory and investigated colour schemes.	Children have explored using paper to create a 3D model and explored the way paper can be sculpted in different ways.
Future Learning	In Year 3, children will use drawing skills to build on shape and texture. They will learn to shade and use tone to draw flowers.	In Year 3, children will use paint to create a wash and explore tints, shades and tone to create different browns.	In Year 3, children will explore creating a collage of their own work building up layers of work.
Objectives	I can use texture and pattern in my observational drawing. I can use shape and form to develop sketching techniques. I can experiment with creating shades and tones using different mediums.	I can create a repeating print by printing with objects. I can create rubbings of different materials. I can explore paint colours (light/dark complimentary/contrast/colour mixing/create a shade)	I can mould, form and shape a material to create in 3D. I can bond a material together to add detail. I can use shape and colour to complete a piece.

<p>Art Focus</p>	<p>Initial Ideas - Experiment with watercolour effects (blobs to add detail to make animals) - Look at the work of Thomas Bewick line prints and make own interpretation.</p> <p>Explore and Develop -Use 2 different pencil hardness experiment with pressure/texture/shapes -Use charcoal and pastels for drawing styles. -Create light and dark -Use different shading to create tone. -Use a viewfinder to focus in on detail of specific objects.</p> <p>Refine -Practise drawing animals in different ways. -Add texture and pattern detail</p> <p>Final Piece Chosen animal with pattern and texture</p>	<p>Initial Ideas -Explore different patterns in wallpaper etc. Look for shapes/repeating patterns -Explore work of William Morris.</p> <p>Explore and Develop -Try sketching some patterns (symmetrical/asymmetrical/wobbly etc) -Explore paint colours (light/dark complimentary/contrast/colour mixing/create a shade) -Practise printing on paper/create repeating pattern -cutting out favourite parts/matching them together. -Reflect and choose favourite colours/shapes/patterns</p> <p>Refine -Plan for final work.</p> <p>Final Piece Paint print onto fabric to make a flag.</p>	<p>Initial Ideas -Creating rubbings of different effects on pottery etc. -Look at work of Chris Gryder</p> <p>Explore and Develop -Feeling different effects (embossed, pressed, raised, carved) -Sketch examples of pottery tiles and patterns. -Practising and trying out techniques on sample bits of clay</p> <p>Refine -Review ideas and choose one final design -Designing, choosing and drawing favourite ideas to make a tile to represent them.</p> <p>Final Piece -Paint clay work – create shades of colour</p>
<p>Artist Link</p>	<p>Thomas Bewick Hirameki</p>	<p>Lisa Kirkbride (Local Artist) William Morris</p>	<p>Chris Gryder</p>

Key Vocabulary	pressure, medium, tone, texture, pattern, shade, smudge, blend, transfer, print, fabric, complimentary, contrasting, warm tone, cool tone, sculpt, emboss, raised, pattern, mould, form		
Unit Outcome	Observational drawing of an animal in the style of Thomas Bewick print. .	Textile Pattern Print to make own flag	Flat Tile – clay model
Year 3	Autumn	Spring	Summer
	Drawing Unit	Drawing/Painting Unit	Painting/Printing Unit
Prior Learning	In Year 2, children have had experience of creating observational drawings adding pattern and texture to a drawing.	In Year 2, children have had experience of creating shades of colour and looking at contrasting and complimentary colours.	In Year 2, children have used objects to create repeating patterns and designs.
Future Learning	In Year 4, children will develop using pastels and chinks and look at proportion in drawing.	In Year 4, children will explore different types of paint and their effect to create a watercolour landscape.	In Year 4, children will look at shapes and patterns in wood carvings linked to vikings.
Objectives	I can explore shading using different media to add depth. I can record ideas in a sketchbook to show my progression of ideas. I can develop my sketch techniques to create a final piece.	I can create a wash as a background. I can make my own tints, tones and shades of a colour. I can create a collage using overlapping and layering with image and paint.	I can identify which colours go well together. I can turn a drawing into a print design. I can mix a range of colours from the colour wheel. I can create a collage using overlapping and layering with image and paint.

<p>Art Focus</p>	<p>Initial Ideas -Explore the work of Georgia O’Keffe and different flowers.</p> <p>Explore and Develop -shading for depth and texture using colour pencil/pastel in O’Keefe style. -create attempts at her work -practise drawing a range of flowers to develop accuracy (observational drawings of real flowers) -practise shade and tone to an object.</p> <p>Refine -create pencil drawing of flowers. -Create another version using paint -Explore and make warm/cool colours to create different versions of the same picture.</p> <p>Final Piece -Use sketches to develop final work</p>	<p>Initial Ideas -Explore cave art painting and ideas represented.</p> <p>Explore and Develop -Explore using watercolours to create a wash. -Make own brown using primary watercolours (tints/tones/shades) -Use mixed media techniques (charcoal, pencil, paint, chalk to experiment with different effects)</p> <p>Refine -create drawings in style of cave art</p> <p>Final Piece -Collate final design ideas -Create a layered collage of the different media (cave art sketch book - lots of examples online)</p>	<p>Initial Ideas -Explore artist work and discuss print techniques.</p> <p>Explore and Develop -Mix a range of colours on wheel -Talk about which colours go together -Create a sketch to design your own picture which will be used as a pattern. These could be linked to the patterns in the natural world/man made objects.</p> <p>Refine -Cut polystyrene tile with drawn picture. -Make a pattern by printing polystyrene.</p> <p>Final Piece -Print with more than one colours (layered effect)</p>
<p>Artist Link</p>	<p>Georgia O Keefe -Hibiscus Andy Goldsworthy</p>	<p>Look at historic examples of Cave Art</p>	<p>Sybil Andrews Jacques Hnizdovsky</p>
<p>Key Vocabulary</p>	<p>depth, shade, warm, cool, tone, wash, collage, tint, layer,</p>		
<p>Unit Outcome</p>	<p>Own interpretation of a Georgia</p>	<p>Create a Cave Art picture using</p>	<p>Create own Lino print using</p>

	O Keefe style painting.	mixed mediums	Sybil as inspiration linked to topic.
Year 4	Autumn	Spring	Summer
	Painting Unit	Drawing/Printing Unit	Sculpture Unit
Prior Learning	In Year 3, children will mix colours to make their own shades, tints and tones of brown. They will explore warm and cool colours.	In Year 3, children have created observational drawings of flowers using tone and shade for depth. They have printed using polystyrene to make repeating patterns.	In Year 3, they create a multi layered collage of their work.
Future Learning	In Year 5, they will develop properties of paints by creating tone, tints and shade of each.	In Year 5 they use pastel to create movement lines in a drawing.	In Year 5, children will create a paper mache pot.
Objectives	I can select appropriate colours to create a mood within a painting. I can explore different types of paint and discuss their properties. I can match the shape of my brush movements to the mood.	I can draw objects with the correct proportion and then distort these for effect. I can show a process of increasing control over the mediums I use to improve my accuracy.	I can combine different materials to create a 3D form. I can shape a variety of materials to create different forms. I can turn a 2D drawing into 3D using shading techniques.
Art Focus	Initial Ideas -Explore Turner and discuss the mood/emotions he creates in his pictures. (Colours/line movements)	Initial Ideas -Explore artist ideas and talk about techniques and ideas they have used.	Initial Ideas - Explore and sketch Viking carvings looking at shapes/patterns/designs.

	<p>-How does it make you feel (scared, happy, frightened, joyfully...)</p> <p>Explore and Develop</p> <ul style="list-style-type: none"> -properties of different paints (powder, watercolour, poster) -try out different paints -Creating different atmospheres in a painting (using same picture but altering colour) -recap cool and warm colours <p>Refine</p> <ul style="list-style-type: none"> -Experiment to create atmosphere -Try recreating a Turner painting <p>Final Piece</p> <p>Create own landscape based on Turner's ideas, making links to topic ideas.</p>	<p>Explore and Develop</p> <ul style="list-style-type: none"> -Explore using pastels and chalk -choose own material. -Distance and proportion in drawings (size of different parts on the rooster/animals. -First look at the accurate proportion and try. <p>Refine</p> <ul style="list-style-type: none"> -Play around with proportion in style of Picasso (look at other exaggerated work of his) -Choose final ideas ready for final piece. <p>Final Piece</p> <ul style="list-style-type: none"> -Use print techniques to create another version and/or background-using bleeds/wash/scratch with watercolours. 	<p>-Look at artifacts linked to current topic.</p> <p>Explore and Develop</p> <ul style="list-style-type: none"> -Practise sketching techniques to shade 2D to represent 3D ideas. -Shade to create depth <p>Refine</p> <ul style="list-style-type: none"> -Design final piece after refining -Practise using paper, tissue, tinfoil etc to roll and scrunch to make 3D shapes. <p>Final Piece</p> <ul style="list-style-type: none"> -Attach these to cardboard base to make carving. -Paint design.
Artist Link	Turner – landscapes/seascapes	Picasso – Le Coq	Viking Carvings
Key Vocabulary	landscape, mood, atmosphere, technique, proportion, scale, accuracy,		
Unit Outcome	Watercolour landscape scene in style of Turner linked to topic.	Recreation of a Picasso piece choosing own medium	Create an interpretation of Viking carving using a range of

			materials.
Year 5	Autumn	Spring	Summer
	Drawing Unit	Sculpture Unit	Painting Unit
Prior Learning	In Year 4, children have investigated proportion through Picasso.	In Year 4, children have looked at Viking carvings and used these to create 3D models.	In Year 4, explore the different types of paint and how they work. Recap using warm and cool colours to create a mood.
Future Learning	In Year 6, children use all of their skills to recap proportion, colour, shade, tone, pattern to draw a self portrait.	In Year 6, children explore other sculpture materials like modrock to make terracotta models.	In Year 6, children recap use of colour, light, dark, shade to make graffiti art.
Objectives	<p>I can use lines to create movement in a drawing.</p> <p>I can explore perspective through changing the shape and size of lines.</p> <p>I can show increasing control over the lines I draw by making these more accurate and intricate.</p>	<p>I can use collage materials to create a mood board of ideas for my project.</p> <p>I can sculpt paper mache into a shape based on my design.</p> <p>I can make decisions about how I want to finish my design (glazes, paints and varnish to explore glaze/matt/shiny)</p>	<p>I can create different shades of a colour in each type of paint.</p> <p>I can explore colour and the emotions they creates.</p> <p>I can change the atmosphere of the same painting by choosing appropriate colour choices.</p>
Art Focus	<p>Initial Ideas</p> <p>-Create an art gallery for children explore Van Gogh an other artists using lines in work</p>	<p>Initial Ideas</p> <p>-Look at examples of Greek Pottery. (mood board/pic collage of researched examples.</p>	<p>Initial ideas</p> <p>-Explore Monet's painting style</p> <p>-Recap emotions from year 4 (How can a picture make you feel)</p>

	<p>Explore and Develop -Creating distance and proportions -create drawings -Apply lines to create movement in patterns and shapes.</p> <p>Refine -Create representation of Van Gogh image. -Draw own landscape(linked to topic)</p> <p>Final Piece Own landscape adding lines for movement in pastel or pencil.</p>	<p>-Look at the decoration on vase/stories they tell.</p> <p>Explore and Develop -Use sketch to draw examples of styles and shapes. -Practise drawing/refining</p> <p>Refine -Draw finished design and make using paper mache.</p> <p>Final Piece Make paper mache pot, paint with colour and style of artifacts.</p>	<p>-Talk about colour representing atmosphere (green tranquil, red danger)</p> <p>Explore and Develop -Shades using different types of paint (powder, poster, watercolour) -Experiment with best order to mix a shade (light and dark) -Creating mood in a painting</p> <p>Refine -Use same landscape but explore changing mood by changing colour -Replicate chosen piece using layers</p> <p>Final Piece -Create own painting reflecting the style -Using same painting but repeat using different colours.</p>
Artist Link	Vincent Van Gogh – Starry night and other works by him, Edvard Munch – Scream	Ancient Greek Artefacts	Monet – 4 Seasons/Parliament Painting/haystacks
Key Vocabulary	distance, scale, perspective, pottery, ceramic, shape, pattern,mood,		
Unit Outcome	Interpretation of starry night or other similar style painting in	Paper Mache Greek Style pot.	A landscape painting using paint medium of child’s choice.

	colour pencil/pastel		
Year 6	Autumn	Spring	Summer
	Drawing Unit	Sculpture Unit	Painting Unit
Prior Learning	In Year 5, children have explored using lines to create movement in a drawing. They have looked at the proportion of objects in Year 4.	In Year 5, they have used paper mache to create a Greek Pot.	In Year 5 they have looked at colour choices and the feeling sthe evoke. They have changed the atmosphere of a painting by making appropriate colour choices.
Future Learning	<p><i>The National Curriculum for KS3 says;</i> All Pupils: produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques -evaluate and analyse creative works using the language of art, craft and design -know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>		
Objectives	<p>I can show proportion accurately for facial features and in relation to the body. I can show increased control when creating shapes to represent facial features. I can accurately use shading, tone and texture on my drawing.</p>	<p>I can create models on a range of scales. I can identify different sculpture materials and explore the shapes they make. I can use intricate patterns and shapes to produce a finished piece.</p>	<p>I can demonstrate my knowledge of colours and make appropriate choices of what to use (contrast/complementary). I can make a choice about the type of brush stroke I want to use for an effect.</p>

<p>Art Focus</p>	<p>Initial Ideas -Look at the work of self portrait artists and styles. Investigate backgrounds and additional features of personality etc.</p> <p>Explore and Develop -Practise sketching techniques (light touch/using lines/shapes) -Recap tone, texture, shadow -Look at proportion of face/body ratio then facial feature ratios - Sketching a range of emotions/facial expressions -Practise using different sized pencils for thick/thin lines/detail -Spend time drawing individual features with close detail.</p> <p>Refine -Practise at drawing self-portrait and reviewing work to improve.</p> <p>Final Piece -Draw self. -Create a background using paint to reflect personality/favourite things</p>	<p>Initial Ideas -Explore traditional Chinese Artists and style -Use a range of mediums to replicate versions of traditional painting.</p> <p>Explore and Develop -Experiment with different types of sculpture materials -E.g. tin foil, metal, plasticine, clay, Modroc -Sketch ideas of Terracotta Warriors</p> <p>Refine -Choose which medium to make sculpture and why. -Create models of different sizes</p>	<p>Initial Ideas -Look at pieces of street art – often polarising. Is Graffiti art always a negative thing? (Look at opinions of Graffiti/ art in the Ouesburn). -Look at ideas of graffiti art – copy/choose favourite pieces (lots of sketches)</p> <p>Explore and Develop -Look at lettering styles/fonts. -Practise shading (different colours/light to dark/pressure in a colour). -Practise outlining work (thick line/using lighter colour to highlight edge).</p> <p>Refine -Create a stencil from favourite shape (cut out/stipple effect with paint) -Practise overprinting to make new colours.</p> <p>Final Piece Create a piece of street art to reflect them and their move from Primary School.</p>
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	ICT Link – take a photo of the self-portrait and use editing tools to create a background/change colour (pop art)		ICT Link – Research examples of graffiti art and create piccollage/montage of favourite pieces for inspiration.
Artist Link	Frida Kahlo – Self Portraits Andy Warhol – pop art style	Qi Baishi Wu guanzhong	Banksy
Key Vocabulary	scale, detail, portrait sculpture, shape, model transfer, stipple, stencil, highlight, contrast, outline,		
Unit Outcome	A Self Portrait using tone, shade and texture thinking about background and expressing themselves.	Project Collage reflecting work throughout the unit with children deciding what to include and why. May be a mode board, presentation board, art gallery	Street Art Piece reflecting their likes/dislikes/as an individual using skills practised.