



Hemswell Cliff Primary School – Art Progression

Aims The national curriculum for art and design aims to ensure that 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.

VALUES	<p>Our School Values – RESPONSIBILITY, PATIENCE, QUALITY, CO-OPERATION, TOLERANCE, ASPIRATION are threaded through our curriculum.</p> <p>Links are made explicitly in short-term plans and our Values Progression grid.</p>	
EYFS	Key Stage 1	Key stage 2
<p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design texture, form and function.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.



Hemswell Cliff Primary School – Art Progression

Developing Ideas

Area	EYFS	Year 1	Year 2
Skill/ Knowledge	Look and talk about what they have produced, describing simple techniques and media used	Start to record simple media explorations in a sketch book.	Use a sketch book to plan and develop simple ideas. Build on information on colour mixing, the colour wheel and colour spectrums. Collect textures and pattern to inform other work.
Assessment /Evidence		<ul style="list-style-type: none"> • Work from observation and known objects. • Use imagination to form simple images from given starting points or a description. • Begin to collect ideas in sketchbooks • Work with different materials • Begin to think what materials best suit the task 	

Area	Year 3	Year 4	Year 5	Year 6
Skill/ Knowledge	Use a sketchbook to record media exploration and experimentations as well as try out ideas, plan colours and collect source material for future work. Identify interesting aspects of objects as a starting point for work. Use a sketch book to express feelings about a subject. Make notes in a sketch book about techniques used by artists.	Use sketchbooks to collect and record visual information sources as well as planning, trying out ideas and collect source material for future work. Express likes and dislikes through annotations. Use a sketch book to adapt and improve original ideas. Keep notes to indicate their intentions/purpose of a piece of work.	Use sketchbooks to collect and record visual information sources as well as planning, trying out ideas and collect source material for future work. Use sketch books to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of a sculpture. Keep notices which consider how to develop a piece of work further. Adapt work as and when necessary and explain why.	Use sketchbooks to collect and record visual information sources as well as planning, trying out ideas and collect source material. Annotate work in sketchbook. Use the sketch book to plan how to join parts of a sculpture.
Assessment /Evidence	<ul style="list-style-type: none"> • Develop sketch books • Use a variety of ways to record ideas including digital cameras and iPads • Develop artistic/visual vocabulary to discuss work • Begin to suggest improvements to own work • Experiment with a wider range of materials • Present work in a variety of ways. 		<ul style="list-style-type: none"> • Select and develop ideas confidently using suitable materials confidently • Improve quality of sketch book with mixed media work and annotation • Select own images and starting points for work • Develop artistic/visual vocabulary when talking about own work and that of others • Begin to explore possibilities using and combining different styles and techniques. 	



Hemswell Cliff Primary School – Art Progression

Drawing

Area	EYFS	Year 1	Year 2
Skill/ Knowledge	<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>Experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Develop a range of tone using a pencil and use a variety of drawings such as: hatching, scribbling, stippling and blending to create light/dark lines.</p> <p>Possible artists – Van Gogh, Seurat</p>	<p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Draw lines/marks from observations.</p> <p>Demonstrate control over the types of marks made with a range of media such as crayon, pastels, felt tips, charcoal, pen and chalk.</p> <p>Understand tone through the use of different grades of pencils (HB,2B,4B)</p> <p>Possible artists – Durer, Da Vinci, Cezanne</p>
Assessment /Evidence		<ul style="list-style-type: none"> • Begin to control lines to create simple drawings from observations • Use thick felt tip pens/chalks/charcoal/wax crayon/pastel • Hold a large paint brush correctly • Make marks using paint with a variety of tools • Consider consistency when applying paint • Colour within the line • Draw on smaller and larger scales • Begin to add detail to line drawings. 	

Area	Year 3	Year 4	Year 5	Year 6
Skill/ Knowledge	<p>Use a sketchbook to record media exploration and experimentations as well as try out ideas, plan colours and collect source material for future work.</p> <p>Identify interesting aspects of objects as a starting point for work.</p> <p>Use a sketch book to express feelings about a subject.</p> <p>Make notes in a sketch book about techniques used by artists.</p>	<p>Use sketchbooks to collect and record visual information sources as well as planning, trying out ideas and collect source material for future work.</p> <p>Express likes and dislikes through annotations.</p> <p>Use a sketch book to adapt and improve original ideas.</p> <p>Keep notes to indicate their intentions/purpose of a piece of work.</p>	<p>Use sketchbooks to collect and record visual information sources as well as planning, trying out ideas and collect source material for future work.</p> <p>Use sketch books to plan a sculpture through drawing and other preparatory work.</p> <p>Use the sketch book to plan how to join parts of a sculpture.</p> <p>Keep notices which consider how to develop a piece of work further.</p> <p>Adapt work as and when necessary and explain why.</p>	<p>Use sketchbooks to collect and record visual information sources as well as planning, trying out ideas and collect source material. Annotate work in sketchbook.</p> <p>Use the sketch book to plan how to join parts of a sculpture.</p>
Assessment /Evidence	<ul style="list-style-type: none"> • Develop sketch books • Use a variety of ways to record ideas including digital cameras and iPads • Develop artistic/visual vocabulary to discuss work • Begin to suggest improvements to own work • Experiment with a wider range of materials • Present work in a variety of ways. 		<ul style="list-style-type: none"> • Select and develop ideas confidently using suitable materials confidently • Improve quality of sketch book with mixed media work and annotation • Select own images and starting points for work • Develop artistic/visual vocabulary when talking about own work and that of others • Begin to explore possibilities using and combining different styles and techniques. 	
Artist/ Vocabulary	<p>Hans Holbein/Picasso</p> <p>portrait, proportion, real-life, cubism, colour, profile, view point,</p>	<p>Paul Cezanne</p> <p>Still Life, Light, Shadow, Cross Hatching Position, Spherical, Shade, Horizontal Vertical Chalks HB pencils 2B-6B</p>	<p>Observational Drawing – Henry Moore</p> <p>Perspective, style, technique, drawing from life, tone, line, form, edge, detail, vanishing point, charcoal</p> <p>Drawing Skills – Pete McKee</p> <p>Cross hatch, shade, overlap, thick, thin, block, blend</p>	



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Painting

Area	EYFS	Year 1	Year 2
Skill/ Knowledge	Enjoy using a variety of different tools including diff size brushes, sponges, fingers. Recognise and name primary colours. Explore working with paint on different surfaces and in different ways.	Experiment using a variety of different tools including diff size brushes, hands, feet, rollers Explore lightening and darkening paint without using black. Begin to show control over marks being made. Name the primary colours and start to mix a range of secondary colours. Possible artists; Klimt, Marc, Klee, Hockney	Begin to control marks being made in a range of painting techniques; layering, mixing media and adding texture. Understand how to make tints using white and tones by adding black to make darker and lighter shades. Understand the colour wheel and colour spectrums. Mix all secondary colours confidently. Use a suitable brush to produce appropriate marks. Possible artists; Pollock, Riley, Monet
Assessment /Evidence		<ul style="list-style-type: none"> Recognise and name primary and secondary colours. Mix primary colours to make secondary colours. Share colour charts to compare variations of the same colour. Create and experiment with shades of colour and name some of these. Recognise warm and cold colours. Create washes to form backgrounds Explore the relationship between mood and colour. 	
Artist/ Vocabulary		Colour Mixing colour wheel, primary colours, secondary colours, tertiary colours, powder paint, poster paint, wash, background	

Area	Year 3	Year 4	Year 5	Year 6
Skill/ Knowledge	Use a range of brushes demonstrating control. Experiment with washes, blocking colour, thickening paint to make textural effects. Use light and dark when painting and explore complementary colours. Mix colours, shades and tones. Understand how to create a background wash. Possible artists; Rothko, Rivera. Abstract, expressionism.	Confidently control marks and experiment with different effects. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complementary colours. Work in the style of an artist (not copying) Possible artists; Hopper, Rembrandt.	Confidently control marks and experiment with different effects. Mix and match colours to create atmosphere and light effects. Start to develop their own style. Possible artist- Explore modern and traditional artists	Work in a sustained and independent way to develop their own style of painting. Purposely control the marks made and experiment with different effects and textures. Understand what works well and why. Possible artist- Explore modern and traditional artists
Assessment /Evidence	<ul style="list-style-type: none"> Mix and match colours (create palettes to match images) Lighten and darken tones using black and white Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves) Experiment with watercolour, exploring intensity of colour to develop shades Explore complementary and opposing colours in creating patterns 		<ul style="list-style-type: none"> Build on previous work with colour by exploring intensity Introduce acrylic paint Develop watercolour techniques Explore using limited colour palettes Investigate working on canvas experiment with colour in creating an effect Mark make with paint (dashes, blocks of colour, strokes, points) Develop fine brush strokes 	
Artist/ Vocabulary	Henri Rousseau mediums sponge complimentary observation collage shade stroke		Water Colours – Paul Klee brushstroke, wash, tint, wet on dry, wet on wet, graded wash	



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Sculpture / 3D Work

Area	EYFS	Year 1	Year 2
Skill/ Knowledge	Enjoy using a variety of malleable media – clay, papier mache, salt dough. Impress and apply simple decorations. Cut shapes using simple tools and scissors. Build a construction/sculpture using a variety of objects.	Experiment with a variety of malleable media. Shape and model materials for a purpose – clay pot/tile. Roll, kneed and pinch malleable materials. Impress and apply decoration techniques including painting. Use tools and equipment safely and in the correct way.	Use equipment and media with increasing confidence. Use clay, Modroc or other to create an imaginary or realistic form – figure, structure etc. Explore carving as a form of 3D art.
Assessment /Evidence		<ul style="list-style-type: none"> • Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures • Investigate a range of different materials and experiment with how they can be connected together to form simple structures • Look at sculptures and try to recreate them using everyday objects/range of materials • Begin to form own 3D pieces • Consider covering these with papier-mâché • Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools • Look at sculptures by known artists and natural objects as starting points for own work 	

Area	Year 3	Year 4	Year 5	Year 6
Skill/ Knowledge	Use equipment and media with increasing confidence. Begin to show awareness of objects having 3D and perspective. Join two parts successfully. Construct a simple base. Use a sketchbook to plan simple designs and ideas. Produce intricate surface patterns/ textures. Develop carving. Apply language appropriate to skills and technique.	Make slip to join pieces together. Develop coiling and slabbing skills. Use recycled, natural and man-made material to sculpture. Adapt work and explain why. Gain more confidence in carving. Apply language appropriate to skills and technique.	Show experience of pinching, slabbing and coiling. Develop ways of finishing work – glazing, paint, polish. Use recycled, natural and man-made material to sculpture.	Develop ways of finishing work – glazing, paint, polish. Confidently carve. Recognise structural forms in the environment – furniture, buildings.
Assessment /Evidence	<ul style="list-style-type: none"> • Develop confidence working with clay adding greater detail and texture • Add colour once clay is dried • Investigate ways of joining clay - scratch and slip • Introduce ‘modroc’ • Create work on a larger scale as a group • Use pipe cleaners/wire to create sculptures of human forms 		<ul style="list-style-type: none"> • Design and create sculpture, both small and large scale • Make masks from a range of cultures and traditions, building a collage element into the sculptural process • Use objects around us to form sculptures • Use wires to create malleable forms • Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc) • Create human forms showing movement 	
Artist/ Vocabulary	Neolithic Homes (c/c D&T) 3D / model construct/ion join Clay mould dwelling clay board and tools texture assemble materials (cardboard, straws, paints)		Sculpture – Andy Goldsworthy Clay form tools join/assemble line model 3D construction poise position meaning	



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Printing

Area	EYFS	Year 1	Year 2
Skill/ Knowledge	Enjoy taking rubbings – leaf, coins. Develop a simple pattern by using objects. Enjoy using stencils to create a picture.	Explore printing simple pictures with a range of soft and hard materials – cork, pen, sponge. Experience impressed printing. Use equipment to print a clear image. Explore printing in relief – string and card. Begin to identify forms of printing. Use printmaking to create repeated patterns.	Continue to explore printing simple pictures with a range of soft and hard materials – cork, pen, sponge. Demonstrate experience of impressed printing – drawing into ink, printing from objects. Make simple marks on rollers and printing tools. Take simple prints – mono-printing. Experiment with over printing motifs and colour.
Assessment /Evidence		<ul style="list-style-type: none"> • Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control • Develop controlled printing against outline /within cut out shapes • Use matchbox to print to explore possibilities - different sized matchboxes create different lines/ shapes/patterns • Experiment with marbling, investigating how ink floats and changes with movement 	

Area	Year 3	Year 4	Year 5	Year 6
Skill/ Knowledge	Print simple pictures. Explore mono-printing and relief printing. 3 colour printing. Demonstrate experience in combining prints taken to produce an end piece.	Demonstrate and experience fabric printing 3 colour printing. Demonstrate experience in combining prints taken to produce an end piece	Start to overlay prints with other media. Overlay colours when printing. Use print as a starting point to embroidery.	Demonstrate a range of printing skills. Describe techniques and processes. Develop own style and
Assessment /Evidence	<ul style="list-style-type: none"> • Use roller and ink printing. Use simple block shapes formed by children • Blend two colours when printing • Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays • Form string roller prints to create continuous patterns 		<ul style="list-style-type: none"> • Create polystyrene printing blocks to use with roller and ink • Explore monoprinting (see below for artists) • Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point • Experiment with screen printing • Design and create motifs to be turned into printing block images • Investigate techniques from paper printing to work on fabrics 	
Artist/ Vocabulary			Relief Printing – Sheila Robinson design repeat pattern cutting safety linoleum block/tile carving roller ink blades print	



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Textile and Collage

Area	EYFS	Year 1	Year 2
Skill/ Knowledge	Enjoy playing with and using a variety of textiles and fabrics. Decorate a piece of fabric. Show simple stitch work. Weave – paper, twigs. Fabric collage	Investigate textures by describing, naming, rubbing and copying. Produce an expanding range of pattern and textures. Begin to understand how colours can be linked to mood and feelings	Use textures and patterns appropriately. Investigate textures and patterns. Use line and tone in different media to consider shape, shade, pattern and texture. Use natural materials to consider pattern and texture – feathers, sticks, grass. Link colours and emotion.
Assessment /Evidence		<ul style="list-style-type: none"> • Develop collages, based on a simple drawing, using papers and materials • Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc) • Weave using recycled materials – paper, carrier bags • Investigate a range of textures through rubbings • Simple batik work • Develop tearing, cutting and layering paper to create different effects • Dye fabrics using tea, red cabbage, beetroot, onion, spinach • Weave with wool 	
		Sewing – running stitch, stuffing, fold, attach, back stitch, join	

Area	Year 3	Year 4	Year 5	Year 6
Skill/ Knowledge	Create textures and pattern using a wide range of media. Create art from natural artists.	Experiment with different grades of pencils. Use complimentary and contrasting colours for effect.	Include tones and tints, light and dark shades becoming increasingly subtle.	Consider the use of colour for mood and atmosphere.
Assessment /Evidence	<ul style="list-style-type: none"> • Research embroidery designs from around the world, create own designs based on these • Sew simple stitches using a variety of threads and wool • Investigate tie-dyeing • Create a collage using fabric as a base • Make felt • Develop individual and group collages, working on a range of scales • Use a range of stimulus for collage work, trying to think of more abstract ways of showing views 		<ul style="list-style-type: none"> • Introduce fabric block printing • Create tie dye pieces combining two colours • Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc. • Weave using paintings as a stimulus / the natural world • Experiment with circular embroidery frames • Create detailed designs which can be developed into batik pieces 	
Artist/ Vocabulary	Weaving Wool, colour, design, repeating pattern, wind, weave, textile, assemble, alternate, join, material, thread			



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Responding to Art / Knowledge about Artists

Area	EYFS	Year 1	Year 2
Skill/ Knowledge	Look and talk about what they have produced describing simple techniques and media used.	Look and talk about their own work and that of other artists and techniques used. Express likes and dislikes.	Look and talk about what they have produced describing simple techniques and media used.
Assessment /Evidence		<ul style="list-style-type: none"> Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour) Georges Braque/Pablo Picasso (collage) Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces Consider specific works such as Richard Long’s ‘Mud Hand Circle’ (printing) Consider works from different cultures e.g. Chinese block prints 	

Area	Year 3	Year 4	Year 5	Year 6
Skill/ Knowledge	Explore different crafts and artists linking to their own work. Like and dislikes. Similarities and differences. Express thoughts and feelings about art. Reflect and express challenges and successes. Explain how art makes them feel. Respond to art from different cultures.	Discuss and review their own work and others expressing thought and feelings, identify modifications and development points. Explore a range of designers, artists and architects	Recognise the art of key artists and begin to place them in historical movements, Discuss and review their own and others work. Compare the different styles and approaches of artists.	Recognise the art of key artists and begin to place them in historical movements, Discuss and review their own and others work. Compare the different styles and approaches of artists.
Assessment /Evidence	<ul style="list-style-type: none"> Use the work of artists to replicate ideas or inspire own work e.g. Look at the work of David Hockney e.g. photo montages (drawing) Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian Introduce work by artists such as Marc Quinn, as well as sculptures from Aztec and Benin civilizations (sculpture) Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc. (drawing) Look at the patterns/ optical illusions created by OP artist Bridget Riley (colour) Abstract paintings by Picasso (colour) Use the work of artist Stacey Chapman “car” and other images on the internet (print) Look at work of Henry Moore (sculpture) Consider work by contemporary textile artist Patricia Greaves (textiles). 		<ul style="list-style-type: none"> Use the work of artists to replicate ideas or inspire own work e.g. Consider work by artists such as Cezanne, Derain, Van Gogh (colour) Look at the style of Fauve artists Derain, Vlaminck and Braque Consider the work of Seurat (pointillism –colour) Look at the work of artists that used monoprinting include David Hockney, Tracey Emin, Picasso and Jim Dine (print) Consider work of Cornelia Parker (sculpture) Consider the work from other cultures e, g Asia Consider Georgia O Keiffe flowers showing use of line or William Morris detailed tiles - natural sources (colour) Look at cubist artists such as Picasso, Duchamp to show movement/ layering Consider looking at Pop Art to represent popular objects from current culture (Andy Warhol) Artists such as Claude Lorraine, Poussin, Jan Beane and Annemeike Mein could be discussed as starting points. 	
Assessment /Evidence	<ul style="list-style-type: none"> Twinkl Assessments Short Written paragraph to show knowledge embedded from the topic KWL Mind Maps completed at the start and end of topic Photographs Videos Self & Peer Evaluations Quizzes/Hands up 		<ul style="list-style-type: none"> Tasks completed linked to Knowledge Organisers Comparison activities Completing an investigation or setting up own investigation Annotated written work/or photographs Scenario Discussions / What I know conversations.... (with teacher annotations) Drama Activities Topic summary “What I have learnt” 	