



Art Curriculum Progression

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Developing/ Applying Ideas | | Use of sketch books - to follow pupils through school | | | | | |
| Drawing | <p>I can begin to use clockwise movements, and trace a vertical line</p> <p>I can use and hold a pencil effectively</p> <p>I can show control with small movements</p> <p>I can create simple representations of events</p> | <p>I can use mark making to show how people feel.</p> <p>I can make different lines using different pencil thickness</p> <p>I can keep within the lines of a drawing when adding colour with coloured pencils.</p> <p>I can make different marks with a pencil: dots, dashes, scribbles.</p> <p>I can make faint, soft lines and apply more pressure to make stronger lines with pencils/ wax crayons charcoal/ pastel.</p> | <p>I can use a basic range of drawing apparatus with control through observation of a basic image</p> <p>I can draw a simple landscape</p> <p>I can make different marks with a pencil: scribbles, sweeping lines, wavy lines, straight lines</p> <p>I can blend and smudge with charcoal/pastel.</p> | <p>I can shade using pencils do different grades and tones.</p> <p>I can use pressure to create hard and soft pencil lines and use soft lines to plan a drawing.</p> <p>With coloured pencil, he/she can block colour by applying pencil strokes in the same direction.</p> <p>I can show facial expression in a drawing</p> <p>I can observe images and recreate a still life composition</p> | <p>I can use different types of lead pencil to create texture: scribble, shade (hatch & cross hatch), dot, dash, circle, spiral</p> <p>I can use the side of pastel of charcoal to build up layers of colour.</p> <p>I can work with a variety of pen types.</p> <p>I can draw a landscape using vanishing point and perspective</p> <p>I can show movement in drawing</p> | <p>I can use hard and soft pencil lines to record detail in the distance, foreground & create shadow.</p> <p>I can use the tip of pastel/ charcoal to create detail.</p> | <p>I can layer with a coloured pencil to create depth of colour and tone.</p> <p>I can use blending and overlaying colours with pastel/charcoal to create soft backgrounds, using fingers to smudge.</p> |
| Painting | I can hold a paint brush correctly. | I can paint an image | I can paint a picture which shows awareness of space and shape. | I can select the brush size and type depending on the task. | I can mix different thicknesses of paint for different | I can create layers of paint to add detail to | I can create different effects to create texture (eg |

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| | <p>I can make different marks with a paintbrush-strokes, dabbing, fingerprints, dots.</p> <p>I can paint a simple image.</p> <p>I know the names of the primary colours.</p> <p>I can make a simple print.</p> | <p>I can mix a range of colours to use in a picture</p> <p>I can paint different shapes</p> <p>I can load a brush with the correct amount of paint and choose the correct brush size</p> <p>I can make a simple repeating pattern in print.</p> | <p>I can make tints by adding white.</p> <p>I can make secondary colours</p> <p>I can use a paint brush to: dab, smooth, wash, sponge, stipple, stroke</p> <p>I can use different brush types to make different marks: lines, blobs, dots,dashes.</p> <p>I can make a print through pressing, rubbing, stamping or rolling</p> | <p>I can mix and match colours for purpose: skin tones, backgrounds.</p> <p>I can explore tone-lighter and darker</p> | <p>purposes e.g. Thin for a colour wash background.</p> | <p>background colours.</p> <p>I can show movement in painting through the use of brushstrokes.</p> | <p>by adding PVA or sawdust) or using brushes in different ways with thickened paint.</p> |
| <i>Independent Artist</i> | | <p>I can begin to recall all the equipment needed for an art session.</p> <p>I can begin to clear away my working area.</p> | <p>I can help prepare and clear away my working area.</p> | <p>I can prepare and clear away my working area.</p> | <p>I can take responsibility for preparing, organising and clearing away my painting area.</p> | <p>I can choose a suitable format to work with: Portrait or Landscape.</p> <p>I can make a clear plan for my working area and the equipment needed for a complete art project.</p> | <p>I can select the most effective medium for different pieces of work and explain my choices.</p> |
| <i>Sculpture</i> | | <p>I can make a model using natural and man made materials to show a simple idea.</p> | <p>I can make a simple clay objet using pinch pots and coil methods.</p> | <p>I can make a 3D sculpture using a range of materials. e.g. clay, modroc, papier mache.</p> | <p>I can sculpt clay using a range of tools and techniques.</p> | <p>I can add detail to a clay sculpture using clay tools or to a 3D sculpture using different materials</p> | <p>I can make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying</p> |
| <i>Art in Context/History</i> | <p>I can describe differences and similarities between drawings, paintings and sculptures by well known artists and designers studied.</p> <p>I can describe how my own work is similar and/or different to the work of well known artists and designers that I have studied.</p> | | | | | | |
| | | <p>Monet- Waterlilies (exploring landscapes)</p> | <p>Van Gogh -Sunflowers, Starry night</p> | <p>Picasso- Self Portrait</p> | | | <p>Warhol Hirst Banksy</p> |

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| Vocabulary | Line Paint Draw Form Art Colour Join Look Print | Shape Natural Famous Mix Tool Image Create Design Copy Repeat Pattern | Pinch Mould 3d Space Materials Represent Observe Technique Background Shade | Form Change Manipulate Effect Effective Texture Resize Orientation Recreate Compare Still Life Composition Tone | Architect Architecture Control Improve Vanish point Perspective Movement | Format Saturation Contrast Filter Mood Designer Crop Evaluate | Representation Inference Message Meaning Produce Influence Graffiti |
| Aspirational | Artist | Artist | Artist | Sculptor | Artist Sculptor | Artist Sculptor | Graphic Artist Architect |
| Global Citizenship | | Looking at artists from around the world - Monet | Looking at artists from around the world – Van Gogh | Looking at artists from around the world - Picasso | | | |
| Health and Wellbeing | | Cleanliness – keeping work areas tidy and clean | Cleanliness – keeping work areas tidy and clean | Cleanliness – keeping work areas tidy and clean Safely using materials – modroc, papier mache | Cleanliness – keeping work areas tidy and clean Safely using modelling tools | Cleanliness – keeping work areas tidy and clean Safely using modelling tools | Cleanliness – keeping work areas tidy and clean Safely using modelling tools |