

Art: Progression Map

Implementation

In order to ensure learners receive high quality lessons in Art, we use the Aims and Attainment targets as detailed in the National Curriculum for Art at Key Stages 1 and 2 to inform our planning and the ways in which the children’s skills develop as they move through the school.

Long and medium term provision map

At Denver Primary School, we recognise the importance of providing children with the opportunity to create. Children are nurtured to hone their practical skills and to try new methods. We also recognise the importance of providing children with knowledge of artists and artistic movements to give them some context and to develop their knowledge and understanding of the wider world of Art. Using the National Curriculum as a basis for long term planning, we seek to provide learners with a coherent curriculum that allows learners to increase their confidence and competence in relation to the skills and processes involved in Art.

Reception to Year 6

Art is taught for one hour a week. Art may also be evidenced in many other topics throughout the school, such as posters or diagrams. In Reception, the teaching of Art is often embedded within other areas of the children’s learning, such as through story telling or when the children discuss events from their own lives. As with other subject-areas, planning in Art is part of a two year rolling programme.

Area/Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</p> <p>Investigate different lines - thick, thin, wavy, straight.</p>	<p>Build on previous use of tools, inc. crayons, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Sketch objects in both the natural and</p>	<p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Sketch to make quick</p>	<p>Experiment with the potential of various pencils (2B - HB) to show tone, texture etc.</p> <p>Draw both the positive and negative shapes i.e draw both the</p>	<p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Encourage more accurate drawings of whole people, building on their work on</p>	<p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Produce increasingly detailed preparatory sketches for</p>	<p>Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.</p> <p>Introduce the</p>

Painting	Use a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers.	man made world, including people.	records of something. Work out ideas through drawing	outline of the object and the shapes it creates within it.	facial features to include proportion, placement and shape of body.	painting and other work.	concept of perspective.
		Use a variety of tools and techniques including the use of different brush sizes and types.	Work on a range of scales e.g. large brush on large paper etc.	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.	Use more specific colour language e.g. tint, tone, shade, hue.	Work on preliminary studies to test media and materials.	Carry out preliminary studies, test media and materials and mix appropriate colours.
Printing	Make rubbings showing a range of textures and patterns. Imprint onto a range of textures – newspaper, coloured paper,	Mix and match colours to artefacts and objects.	Mix a range of secondary colours, shades and tones.	Mix a variety of colours and know which primary colours make secondary colours.	Make and match colours with increasing accuracy.	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.	Create shades and tints using black and white.
		Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.	Produce simple pictures by printing objects.	Design and create print patterns of increasing complexity and repetition.	Extend repeating patterns - overlapping, using two contrasting colours etc	Design prints for fabrics, book covers and wallpaper	Investigate printing techniques used by various artists. (Morris, Escher, Klee)
		Build a repeating	Use printmaking as a means of drawing	Relief printing - string, card, etc.	Use the equipment and	Make connections between own work and patterns in	Use sketchbook for recording textures/patterns.

	plain paper, into clay and dough etc.	pattern and recognise pattern in the environment.	Create order, symmetry, irregularity		media with increasing confidence.	their local environment (e.g. curtains, wallpaper)	
Textiles	Handling, manipulating and enjoying using materials	Simple paper and/or material weaving using a card loom.	Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.	Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch.	Join fabrics in different ways, including stitching.	Use different grades and uses of threads and needles.	Choose different techniques, colours and textures etc when designing and making pieces of work.
Collage	Simple collages, using paper, pasta, beans and larger tactile things.	Create textured collages from coloured paper.	Create more complex textured collages from a variety of media.	Experiment with a range of media e.g. overlapping, layering etc.	Start to place more emphasis on observation and design of textural art.	Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.	Use found and constructed materials. Work collaboratively on a larger scale.
Colour	Experiencing and using primary colours predominantly – to ensure they know their names. Allow for	Ensure they know the names of all the colours. Begin to introduce mixing of colours to	Begin to describe colours by objects – 'raspberry pink, sunshine yellow' Make as many	Extend exploring colour mixing to applying colour mixing. Make colour wheels to show primary	Make the colours shown on a commercial colour chart. Mix and match colours to those in a	Controlling and experimenting particular qualities of tone, shades, hue and mood. Use colour to	Consider artist's use of colour and application of it (Pollock, Monet, Chagall)

Exploring,
Producing
their Ideas

<p>experimentation of mixing, but no formal teaching of mixing colour to make new colours.</p>	<p>make new colours.</p> <p>Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark</p>	<p>tones of one colour as possible using primary colours and white.</p> <p>Darken colours without using black</p>	<p>and secondary colours.</p> <p>Introduce different types of brushes for specific purposes.</p>	<p>work of art.</p> <p>Work with one colour against a variety of backgrounds.</p>	<p>express moods and feelings.</p>	
<p>Explore ideas from observation and imagination.</p>	<p>Explore an artist's work and describe what they can see.</p> <p>Use a sketchbook to record work completed.</p>	<p>Explore the work of a range of artist's work and describe what they can see.</p> <p>Use a sketchbook to record ideas from first hand observation.</p>	<p>Explore the work of a range of artists work contrasting similarities and differences.</p> <p>Use a sketchbook to record ideas from first hand observation, experience and imagination.</p>	<p>Explore the work of a range of artists work and see how they can be grouped into movements or styles.</p> <p>Use a sketchbook to record ideas and work. Use brief annotations relating to how you produced the</p>	<p>Explore the work of a range of artists work and describe what they think the artist is trying to convey.</p> <p>Use a sketchbook to assess your ideas. Understanding what worked and what didn't.</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Make thoughtful observations about starting points and to select ideas or directions to use in their future work.</p>

Evaluating and developing work

Explain what they have produced.

Review what they have done and say what they think and feel about it. This can be verbally or in their sketchbook.

Review what they and others have done and say what they think and feel about it. This can be verbally or in their sketchbook.

Identify what they might change in their current work or develop in their future work. This can be verbally or in their sketchbook.

work.
Compare ideas, methods and approaches in their own and their peer's work and say what they think and feel about them. This can be verbally or in their sketchbook.

Compare ideas, methods and approaches in their own, their peer's and other artists work and say what they think and feel about them. This can be verbally or in their sketchbook.

Compare ideas, methods and approaches in their own, their peer's and other artists work. Use this to adapt their work according to these views and describe how they might develop it further. This can be verbally or in their sketchbook.