



Art Key Concepts Progression Map



Key Concept	EYFS	KS1		KS2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> -Children will do observational drawing of fruit, vegetables and plants. -Children will explore making marks and patterns with wax crayons, pencils and felt tips. -Children will create simple observational drawing self-portraits, looking closely at their features. 	<ul style="list-style-type: none"> -Children will do observational drawings of wildflowers and trees. -Children will create their own background using dark coloured chalks and create a skyline based on a picture of the artist Lowry. -Children will complete drawing self-portraits. -Children will create a chalk pastel drawing of the eight planets orbiting the sun. -Children will use sketching to design a futuristic car. -Children will practice sketching dinosaurs. 	<ul style="list-style-type: none"> -Children will draw Captain Cook's Endeavour from observation noticing lines and shapes. -Children will practise their observational drawing skills. -Children will discuss that there is no gap between sand, sea and sky. -Children will sketch mask design ideas using the examples - label shapes they will use and inspiration for them. -Children will use charcoal to recreate the soft lines Monet uses and observational drawing to recreate realistic tree shapes in the style of Monet. -They will use squared paper to recreate the geometric landscapes used by Metzinger and observational drawing to recreate a forest landscape in the style of Metzinger. Children will explore mark making with charcoal. 	<ul style="list-style-type: none"> -Children will experiment with natural resources used e.g. charcoal and the best techniques to use with them to create cave paintings. -Children will complete regular designs/sketches in sketchbooks for each project. -Children will use light and dark colours next to each other creates contrast. -Children will know how to create negative spaces. -Children will know four basic rules for shading when drawing -Children will know shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. 	<ul style="list-style-type: none"> -Children will sketch a range of mountains up to four different designs. The sketches should be annotated to show the materials they are thinking of using. -Children will look at different landscape images. Children will be introduced to the terms foreground, middle ground and background. -Children will sketch a range of floral designs to design a wallpaper stamp. -Children will experiment with a range of different sketching pencil to sketch around a piece of ribbon. They will use different grades of pencil to add detail and shading to create a 3D drawing. -Children will use charcoal and erasers to create a piece of work which explores proportion and tone when drawing. -Children will use scratching and wax paper to demonstrate shading techniques to create pattern and contrast. 	<ul style="list-style-type: none"> -Children will use their sketchbooks to design and record ideas of futuristic art. -Children will draw the same space themed image in different ways with different materials and techniques. -Children will create a continuous line portrait using text as lines and tone -Children will develop a final composition from sketchbook ideas -Children will make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. 	<ul style="list-style-type: none"> -The teacher will demonstrate how to create a human figure in proportion. Children will experiment with this skill in their sketchbook. -After studying clothing examples from artists' work, children will add clothing and details. -After looking at paintings by David Hockney and Paula Rego, to examine line, shape, tone, texture, pattern and colour, they will experiment with the drawing of these in sketchbooks. -They will explore the artists' works and experiment with drawing a reenactment of 'The Parents' and to sketch images of 'The Dance'. -Through observation of examples of Maya symbolism, children will notice shapes, designs, patterns and colours used. -They will use sketchbooks to record their ideas of designs and patterns to use when generating a range of symbols. -They will discuss the effect of light and dark on an object and consider how to draw it. -They will create form by applying chiaroscuro to a tonal drawing.

Painting	<ul style="list-style-type: none"> -Children will look at Van Gogh sunflowers. Children will create a painting of their flower choice in a vase in style. -Children will print with plants flower pressing. -Children will do printing and create patterns using food. 	<ul style="list-style-type: none"> -Children will paint a wildlife garden. -Children will create their own tree picture using paint and various tools to create different effects- textures using brushes/sponges. - Children will paint a Great Fire of London fiery background and add silhouettes. -Using a range of techniques, children will create a starry sky using paint. - Children will create a picture of a steam train using printing techniques. Children will use paint sponges/bottle tops to create their steam train and a train track. - Children will create a Jurassic scene using different painting effects, modelled for the children. 	<ul style="list-style-type: none"> -Children will experiment with a range of materials to create sea and sky background. -Children will create their own sea scape using either chalk, oil pastel or paint and a variety of tools to apply. -Children will use printing to make a treescape. Children will learn how to mix colours, adding white and black to lighten/darken the colour. Children will learn how to create texture with paint. 	<ul style="list-style-type: none"> -Children will know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. -Children will use paint to create negative shapes to show the space around and between objects. -Children will know how to paint on a rough surface -Children will know how to create different textures using different parts of a brush. -Children will know how to use colour mixing to make natural colours. -Children will know how to make natural paints using natural materials. 	<ul style="list-style-type: none"> -Children will create styrofoam stamps using stencils. They will use fabric paint to print these stencils onto a range of materials. - Children will paint page a series of squares gradually changing the tone and colour by mixing paints. - The children will use a range of tools to experiment making different marks within their sketch books or on A3 paper using a range of materials to add texture to achieve a desired effect. - Children will paint still life using their chosen techniques. 	<ul style="list-style-type: none"> - Children will develop a portrait drawing into a painting. -Children will experiment with materials including watercolours to create different backgrounds to draw onto. Children will combine materials to create an effect. -Children will choose colours to represent an idea or atmosphere. - Children will experiment with what print effects different materials make. - Children will make a collagraph print to use as a background. 	<ul style="list-style-type: none"> -Children will mix tertiary colours by mixing primary and secondary colours. They will experiment with muted hues by creating tints, tones and shades, which they will use to paint monochromatic paintings. -Using artists' images as inspiration, children will experiment with a limited colour palette of paint to mix and blend colours to create colours, shapes and forms that could be used to create a background focusing on an impression rather than a pictorial representation. -They will analyse how an artist conveys a message and will use their creative work to develop an idea, applying painting techniques for visual impact and effect. -They will work independently, revisiting and reviewing painting to develop it.
Sculpture	<ul style="list-style-type: none"> -Children will understand what a sculpture is. -Children will create a sculpture in the style of Andy Goldsworthy -Children will create a sculpture using a variety of materials and boxes from the junk modelling area. -Children will make a sculpture of Diwali pots out of clay. 	<ul style="list-style-type: none"> -Children will create a woodland sculpture using natural materials -Children will create their own owl sculpture using a paper plate and a variety of materials. -Children will create a 3D model of an astronaut on the moon. -Children will use coloured card to create rocket models. -Children will make dinosaurs out of clay. -Children will use a range of instruments to mould/cut/roll clay. 	<ul style="list-style-type: none"> -Children will choose what materials they want to use to make the boat such as corrugated card, straws and lollypop sticks. -Children will look at examples of African masks. -Children will use milk bottles and mod roc to create an African mask. Adding features with mod-roc. 	<ul style="list-style-type: none"> -Children will experiment with clay sculpting techniques to build up to creating their own Roman style pottery. -Children will use joining techniques to create a Roman style tile. 	<ul style="list-style-type: none"> -Children will make a 2D or 3D model of a mountain, choosing from a range of materials such as papier mâché, clay, painting, oil pastels and layering. 	<ul style="list-style-type: none"> -Children will try out ideas on a small scale to assess their effect. -Children will use everyday objects to form a sculpture. -Children will transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. -Children will try out ideas for making a sculpture interactive. -Children will plan an installation proposal, making choices about light, sound and display. 	<ul style="list-style-type: none"> -Children will create 3D relief sculptures, using cardboard. -They will know how to draw a composition of shapes developed from initial ideas to form a plan for a sculpture. -They will know how to successfully translate 2D plans into a 3D sculpture. -Children will experiment with different tools e.g. junk printing materials, and different sizes of brush to create patterns and experiment with colour to convey feelings of love and joy. -From this they will evaluate their own and peers' ideas, making choices about techniques and patterns to use on their finished piece.

Media	<ul style="list-style-type: none"> -Children will take photos during an autumn walk and of sculptures made. -Children will make poppy collages using different media, colour red. -Children will make a collage food plate. -Children will create sensory picture from a variety of media link with the story Lucy's picture. 	<ul style="list-style-type: none"> -Children will use mixed media throughout lessons to create texture, pattern and add detail. 	<ul style="list-style-type: none"> -Children will use mixed media throughout lessons to create texture, pattern and add detail. -Children will use the 2Simple, 2Paint, Pointillism app to create landscape art in the style of Van Gogh. Children will learn how to create/recreate desired textures using mixed media. 	<ul style="list-style-type: none"> -Children will use iPads to photograph plants in the natural environment -Children will use a photograph as a starting point for a botanical drawing in the style of Charles Darwin and Carl Linneas 	<ul style="list-style-type: none"> -Children will discuss local photographer with a focus on perspectives, angles and thought-provoking angles. -Children will apply this new knowledge by taking landscape photographs. -Children will create Purple Mash sea creature montage. - Children will use a range of steam-punk inspired images to cut and stick to create a mixed-media collage. 	<ul style="list-style-type: none"> -Children will use a photograph as a starting point for a mixed-media artwork. -Children will take an interesting portrait photograph, exploring different angles. 	<ul style="list-style-type: none"> -Children will explain how a new image can be created using a combination of other images. -Children will understand what photomontage is and recognise how artists use photography. -Children will know that macro photography is showing a subject as larger than in real life. -Children will demonstrate a competent knowledge of effective composition, discussing their ideas. -Children will understands that artists use macro photography to create abstract images through their artistic choices. -Children will discuss the features of a design, e.g. explaining what is effective about a composition. -Children will know how to make design decisions to select and use digital tools to replicate a painting in a photographic way. -Children will understand how artists use editing software to change their image, reflecting an artist's style. -Children will know how artists use the grid technique to create photorealism pieces of artwork to retain the same proportions as their original image.
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Design and Evaluation	<ul style="list-style-type: none"> -Children will design and create a vehicle to take Cinderella to the royal ball. -Children will design and create a new mini beast. -Children will design and create a mini beast hotel. -Children will complete peer evaluation activities. Discuss likes and dislikes. 	<ul style="list-style-type: none"> -Children will complete peer evaluation of sketches and final pieces. -Children will evaluate and analyse techniques. Analysis and subjective evaluation of the work of Lowry. -Children will analyse and evaluate the work of Kandinsky. -Children will label and evaluate futuristic car design. -Children will label and evaluate dinosaur sketches. 	<ul style="list-style-type: none"> -Children will compare and contrast four artists seascape work. (Van Gough, Turner, Hokusai and Derain). -Children will discuss their preferred artist. -Children will look at artists' work of forests/ trees. -Children will evaluate their work, recording one thing they liked and one thing they disliked. -Children will complete peer evaluation activities, picking out something they liked in their partners work and one way to improve it next time. 	<ul style="list-style-type: none"> -Children will complete self and peer evaluation of all independent pieces throughout lessons. -Children will analyse examples together, explaining what they like or dislike and decide what stories the pictures are telling. -Children will evaluate techniques and their efficacy for a given purpose. 	<ul style="list-style-type: none"> -Children will look at each other's designs and discuss what they like, asking each other questions about their designs and give tips on anything they might have missed or any ideas they have. -Children will respond to feedback and make any alterations needed to their designs. - Children review and evaluate each scratch art work. 	<ul style="list-style-type: none"> -Children will discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. -Children will consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. -Children will use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<ul style="list-style-type: none"> -Children will notice the difference between the two methods of surrealist and abstract art and state preferences using "I Like, I notice, I wonder. -Children will critique their own and others work and evaluate strengths and areas for improvement. -Children will review and evaluate techniques to decide how to create final pieces. -Through observation of David Hockney and Paul Rego's work the children will discuss and comment on the way they portray their subjects and discuss the feelings their pictures evoke. -Children will compare the similarities and differences between the styles and subjects of the artists' works and discuss the feelings the pictures evoke. -Children will understand that art can be created to cause a reaction and be able to consider why an artist chooses to use art this way. -Children will discuss how art is sometimes used to communicate social, political or environmental views.
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<p>Artists Movements and Genres</p>	<ul style="list-style-type: none"> -Children will study the work of Andy Goldsworthy and natural sculptures. -Children will study the work of Picasso and portraits and discuss likes and dislikes. -Children will discuss and examine the plant and flower images created by Van Gogh. 	<ul style="list-style-type: none"> -Children will study the work of Lowry, considering what his artwork looked like, why people liked it and what they like or dislike about his art. -Children will study the work of Kandinsky, considering what his artwork looked like and why people liked it. -Children will say what they like and do not like about his artwork? -Children will know why Rousseau was famous and identify features of his work. -Children will know Rousseau was a famous French painter and that he enjoyed painting jungle scenes using oil paints. 	<ul style="list-style-type: none"> -Children will compare and contrast four artists seascape work. (Van Gough, Turner, Hokusai and Derain). Children will discuss their preferred artist. -Children will study the work of Ester Mahlangu. -Children will learn about the invention of the printing press. -Children will know that Monet was an impressionist artist and that Mertzinger was a neo-impressionist artist and will be able to describe the differences between the two styles of landscapes art. E.g. Monet used soft lines and colours to create realistic landscapes, but Metzinger created mosaic style painting using individual brushstrokes and bright colours. -Children will discuss the impressionist work of Van Gogh and compare it to the work of Monet (impressionist) Metzinger (neo-impressionist), saying which one they prefer, how they are similar or different. -Children will discuss what they like or dislike about Van Gogh's work. 	<ul style="list-style-type: none"> -Children will discuss how cave art was made, the key features of the artwork, what it represented and its purpose. -Children will discuss with the children Michaelangelo's techniques, style, life and inspiration. They will find out his artwork looked like, why people like it, what they like or dislike about his art. -Children will Charles Darwin through his botanical drawings. They will find out what his artwork looks like, why people like it, what they like or dislike about his art. -Children will identify key features of Roman artwork. -Children will look at the abstract work of Georgia O'Keefe. They will find out what her artwork looked like, why people liked it, what they like/ or dislike about her art. 	<ul style="list-style-type: none"> -Children will look at local artist Stephen Hornsey who is a photographer in the local area of Stockton and Middlesbrough. -Children will talk about the perspectives of his photographs and evaluate his work and what they like or don't like and why. -Children will study the commercial use of William Morris's artwork in wallpaper, tapestry and glass windows. -Children will discuss how he became interested in art. 	<ul style="list-style-type: none"> -Children will analyse retro futuristic image that consider impact, audience and purpose. -Children will research and discuss the ideas and approaches of Chila Kumari Singh Burman, being able to describe how the cultural and historical context may have influenced their creative work. -Discuss how artists including Cai Guo-Qiang create work with the intent to create an impact on the viewer. -Consider what choices can be made in their own work to impact their viewer. 	<ul style="list-style-type: none"> -Through observation of David Hockney, Paula Rego, Fiona Rae and Lubaina Himid's work, the children will discuss and comment on the techniques and inspiration for the artists' works. -Through observation paintings from the surrealist and abstract movements, the children will discuss and comment on the techniques and inspiration for the artists' works. -Children will discuss images created by Hannah Hock from the Dada movement through use of photomontage and consider the effect of cityscape landscapes created by Chris Plowman. -Children will evaluate how expressions, emotions and feelings can be portrayed through paintings like Edvard Munch's 'The Scream'. -Children will collect information to identify the key features of Mayan artwork. -Children will discuss the work of Mexican artist Diego Rivera and appreciate different artistic styles. -Children will analyse 'Guernica' a painting by Spanish artist, Pablo Picasso, which contains a powerful message of protest, using symbols to represent meaning. -Children will investigate the artist Joseph Cornell who was best known for his shadow boxes that contained found objects and pictures as inspiration for 3D sculpture work.
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