



Art Progression Map

Overarching Vision

Sketchbooks

Sketchbooks should be used consistently across the school. Examples of how to evidence learning objectives are available on slides in each scheme of work.

All lessons should include a date and learning objective.

This is a personal space for children to document their journey: experiment with techniques.

Children should be encouraged to annotate where appropriate. This is a form of evaluation.

As this is a personal space for children, all lessons should be marked through the use of a follow up question and personal feedback given orally.

Evaluations

The skills of evaluating art should be taught. This will focus on two areas: increasing understanding of art purpose and intention and awareness of choices and decisions. Use of art specific vocabulary should be modelled by teachers. Children should be encouraged to use it when discussing art and during annotations and written evaluations. Where possible, evaluations should be evident in sketchbooks. These can be shown in note form.

Inclusivity

Children should be exposed to the artwork of a range of artists. It is essential for the examples looked at to include artists of different:

- Genders
- Races
- Cultures
- Time periods
- Art styles (including architecture and textiles)

It should also be noted that examples of art work by disabled and LGBTQ+ artists should be used.



Making Skills



| Nat Curriculum, Blooms, NSEAD Coverage | | Pupils should... |
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| Year 3 | Drawing | <ul style="list-style-type: none"> Identify and draw shapes through observation and second-hand sources. Begin experimenting with portraiture looking at proportion of features. Draw a city landscape focusing on foreground and background. |
| | Painting | <ul style="list-style-type: none"> Develop skill and control with a paint brush. Mix colours (primary, secondary and tertiary) to paint with. Pupils learn how colour has dark and light values. Learn how depth is created by varying tones or colours e.g. skies, landscapes and how is more interesting. |
| | Printing | <ul style="list-style-type: none"> Print simple motifs through block printing. |
| | Mixed Media | <ul style="list-style-type: none"> Create a collage using paper. |
| | Sculpture | <ul style="list-style-type: none"> Design and make a form using paper, tape and Modroc. Focussing on modelling. |
| | Photography | <ul style="list-style-type: none"> Photograph completed sculptures playing with placing. |
| Year 4 | Drawing | <ul style="list-style-type: none"> Draw through observation 3D shapes focusing on tone and shade. Introduce self-portraits focusing on proportions of features and positioning. Experiment with different styles of drawing: Realistic (portrait), Abstract and Graphic (cartoon etc.) Draw a landscape with focus on scale. |
| | Painting | <ul style="list-style-type: none"> Mix skin tones. Apply colour to a portrait. Apply colour to a sculpture. |
| | Printing | <ul style="list-style-type: none"> Replicate a drawing through block printing. |
| | Sculpture | <ul style="list-style-type: none"> Design and make a recognisable form using clay. Focussing on modelling and carving. |
| Year 5 | Drawing | <ul style="list-style-type: none"> Draw through second hand observations. Draw a landscape considering background, foreground and midground. Draw lines, shapes and forms neatly and evenly. |
| | Painting | <ul style="list-style-type: none"> Mix colours with purpose. Apply colour to a landscape with a focus on depth. Develop skills to paint neatly and carefully, without leaving gaps or unfinished edges. |
| | Printing | <ul style="list-style-type: none"> Create a repeating pattern and replicate through a print. |
| | Mixed Media | <ul style="list-style-type: none"> Create a mixed media piece: photographs, paper collage, paint |
| | Sculpture | <ul style="list-style-type: none"> Create a sculpture exploring assembly. |
| Year 6 | Drawing | <ul style="list-style-type: none"> Develop confidence in self-portraits focusing on developing a personal style. Draw a landscape with focus on one point perspective. |

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Knowledge



| Nat Curriculum, Blooms, NSEAD Coverage | | Pupils should be able to: |
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| | Printing | <p>• Experiment with styles of drawing and how it is used in Art: 1. Graphic (cartoon, graffiti, fashion designs) 2. Realistic (portraits, still life) 3. Abstract</p> <p>• Control paint to make things appear lighter and further away.</p> <p>• Recreate an image as a print and work into this to increase detail.</p> |
| Year 3 | Learn about artists, craftspeople, architects and designers. | <ul style="list-style-type: none"> • Study examples and give personal opinions about it: Do you like this piece? What is one part you like? • Answer questions including: How has the artist produced this work? What was the background behind the art? Who made it? Where were they from? Why was it made? • Compare pieces of artwork. • Make transcriptions of artwork. • Use vocabulary such as: composition, medium, content, surface, colour palette confidently when talking about art. |
| Year 4 | | <p>As above including:</p> <ul style="list-style-type: none"> • Develop reasons for liking pieces of art: Why do you like this? How does it make you feel? • Begin placing artwork in a historical and social context. • Develop the use of the language of art: realistic, art periods, proportion, depth, line, hue, moulding, carving and assembling. |
| Year 5 | | <p>Begin to use the CPFMA model:</p> <ul style="list-style-type: none"> • Content – Describe the art. Look at the social, cultural and historical factors. • Process – When and how was it made? What materials and techniques are used? • Formal elements – Line, tone, colour, shape, form, pattern, composition, texture. • Mood – What emotions does the piece convey? • Applying: Make studies of artist's work. <p>Know colour relationships: complimentary, contrasting and harmonious.</p> |
| Year 6 | | <p>Consolidate using the CPFMA model:</p> <ul style="list-style-type: none"> • Content – Describe the art. Look at the social, cultural and historical factors. • Process – When and how was it made? What materials and techniques are used? • Formal elements – Line, tone, colour, shape, form, pattern, composition, texture. • Mood – What emotions does the piece convey? • Applying: Make studies of artist's work. |



Evaluation

| Nat Curriculum, Blooms, NSEAD Coverage | Pupils should... |
|--|--|
| Year 3 | <ul style="list-style-type: none">• Orally describe their work and the work of others, describing the formal element of colour.• Note form written evaluations.• Talk about how they could improve their work and learn that it is normal to feel anxious about outcomes.• Use evaluations to understand what they need to do to improve and that all artists do this.• Offer advice and praise to others. |
| Year 4 | <ul style="list-style-type: none">• Describe formal elements of colour and line.• Note form written evaluations consistently used.• Use evaluations to understand what they need to do to improve and that all artists do this. |
| Year 5 | <ul style="list-style-type: none">• Describe formal elements of: colour, line, shapes, textures and pattern.• Try to fairly appraise their own work and understand how to improve it, accepting criticism from others.• Know that the creative process can leave us uncertain.• Make careful and considerate judgements about own and others work without comparing their own work to that of others.• Use evaluation to understand what they need to do to improve and that all artists do this |
| Year 6 | <ul style="list-style-type: none">• They should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy.• Understand the making process is difficult. |

With thanks to Paul Carney Arts for help with terminology and design.