**Art Progression Ladders 2020-21**

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| **Year group** | **Essential skill to be taught** | **Suggested activities** | **Key knowledge** |
| FS | **Exploring and using media and materials*** safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative*** use what they have learnt about media and materials in original ways, thinking about uses and purposes
* represent their own ideas, thoughts and feelings through art
 | **Exploring and using media and materials*** Experiment with colour using pencils, felt tips, paint, chalk, play dough, salt dough
* Mix colours to create new ones
* Cut and stick materials of different textures
* Create pictures using a variety of different materials (collage)
* Junk modelling for a given purpose
* Explore water and how it moves
* Manipulate experiment (e.g. beads) to create transient pictures

**Being imaginative*** Design cards for a given purpose
* Create prints
* Draw objects based on real life objects/animals
* Sculpt salt dough
* Build 3D structures
* Create masks
 | **Topic 1**Self portraits**Topic 2**Firework/Diwali pictures – colour mixingCombining materials to make pictures. **Topic 3**Christmas cards and decorationsCombining materials to make pictures. **Topic 4**Mother’s day cardSalt dough – bonesCollage – cutting and stickingJunk model dinosaurs**Topic 5** Texture prints – three little pigs houseConstruct pigs housePainting flowers and plants using watercoloursMaking their own water featureTransient art – flower pictures**Topic 6**Animal prints/drawingsMaking animal masksCreate their own rainbow using variety of materials **Topic 7**Weather pictures |

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| **Year group** | **Essential skill to be taught** | **Suggested activities** | **Key knowledge** |
| 1 | **Line, shape and form*** Introduce tools which make marks on backgrounds.
* Use parts of a pencil to create different mark making effects
* Begin to produce simple observational drawings

**Colour*** Mix two primary colours to make secondary colours.
* Develop skill of holding applicators

**Pattern*** Explore simple repeating patterns
* Create patterns from shapes
* Develop cutting skills using paper

**Form*** Look at 3D sculptures
* Create a model by reconstructing basic shapes
 | **Line, shape and form*** Experiment with mark making on different colours and textures
* Make different marks- dots, wiggly lines, smudgy, circles, straight.
* Look carefully at simple objects and begin to sketch.
* Begin a sketch book and revisit some observational drawings and add to them.

**Colour*** Colour wheels
* Produce thick and thin paint by altering amount of water.
* Experiment with stamps, different brush sizes and sponges.
* Control the amount of paint on applicators to make lighter and darker shades

**Pattern*** Look at fabric patterns
* Cut out shapes to make patterns on paper
* Begin to explore using glue to attach paper.

**Form*** Hands on experience of sculptures
* Use plasticine or dough to make a model
 | **Cycle A****Self-portraits** – Sculpture of their face. Linked artists: Marilyn Monroe by Andy Warhol/Mona Lisa by Leonardo Da Vinci **Printing** – stone work, shields, flags etc. Based on repeating pattern on the shield belonging to William the Conqueror**Kandinsky** – Creating a piece inspired by Kandinsky’s concentric circles**Cycle B****Space collage –** multi media/material collage based on space. Based on the artist Eugenia Loli and her space collages**William Morris** – Drawing inspiration from Morris’ work to design and print a repeated floral pattern. **Stain glass windows** -based on stained glass window of Florence Nightingale window discovered at Guys Hospital in 2017 |

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| **Year group** | **Essential skill to be taught** | **Suggested activities** | **Key knowledge** |
| 2 | **Line, shape and form*** Begin to explore tone with gradient pencils
* Develop an awareness of texture
* Begin to incorporate tone into observational drawings

**Colour*** Make secondary colours from primary and experiment with lighter/darker
* Develop control when using paint
* Use colour to express mood

**Pattern*** Extend vocabulary associated with textiles.
* To make a simple block print

**Form*** Continue to develop knowledge of sculptures and materials
* Produce recognisable 3D representations
* Continue to develop joining skills
 | **Line, shape and form*** Experiment using a range of pencils- pressing harder and softer with different pencil gradients.
* Look at different textures- smooth, spiky, fluffy bumpy etc and develop vocabulary use.
* Add light/dark to observational drawings in sketch books

**Colour*** Colour charts with shading of secondary colours by adding more/less of primary
* Teach basic brush skills- amount of paint on brush, long and short strokes, different directions, colour wash and choice of brush size for different tasks.

**Pattern*** Look at cardboard printing blocks, sticking string to create patterns

**Form*** Look at and handle sculptures
* Group sculptures according to material they are made from
* Make a model using paper, clay, wood, papier-mâché, dough etc
 | **Cycle A****Self-portraits** – Sculpture of their face. Linked artists: Marilyn Monroe by Andy Warhol/Mona Lisa by Leonardo Da Vinci **Printing** – stone work, shields, flags etc. Based on repeating pattern on the shield belonging to William the Conqueror**Kandinsky** – Creating a piece inspired by Kandinsky’s concentric circles**Cycle B****Space collage –** multi media/material collage based on space. Based on the artist Eugenia Loli and her space collages**William Morris** – Drawing inspiration from Morris’ work to design and print a repeated floral pattern. **Stain glass windows** -based on stained glass window of Florence Nightingale window discovered at Guys Hospital in 2017  |

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| 3 | **Line, shape and form*** Look closely during observational drawing
* Develop an awareness of famous artists in history
* Develop knowledge of perspective
* Do close up drawings with detailing
* Evaluate own work and others

**Colour*** Expand knowledge of colour wheels
* Use different brush strokes/sizes

**Pattern*** Print using a variety of objects and tools
* Block printing

**Form*** Develop gouging and scraping techniques
* Develop techniques in scrunching, curling, shaping and tearing.
 | **Line, shape and form*** Draw using a range of media
* Demonstrate light and dark in drawings
* Experiment with chalk, charcoal and pastel
* Look at perspective in modern artwork
* Use viewing frames to draw details and close up images

**Pattern*** Use a range of tools and objects to print patterns in straight lines.
* Explore rotation in printing

**Form*** Use clay to practise gouging and scraping
* Carve into soap, plaster of Paris, clay and plasticine
 | **Cycle A****Cave Paintings –** children will use the tools the Stone Age people used and draw inspiration from cave art images to create their own. **Canal Art: Roses** - Drawing inspiration from art on canal boats to create a repeated pattern using a stencil. Linked to work of narrow boat painter Graham Brown (the river man)**Portraits –** Self-portraits in the style of Modigliani. A look into his work which focuses on portraits with long faces and necks, almond shape eyes and dark colours. **Cycle B****White Tree Frog – linked to Journey to the River Sea**Animal art - develop sketching techniques and shading using watercolours focusing on brushstrokes/dotting and overlaying**Rangoli patterns –** exploration of Rangoli patterns looking at tertiary colours, shade and tone and the creation of symmetrical/geometrical patterns using string printing**Modern Sculpture** – Looking at the work of modern artists for the MK sculpture walk and creating a piece inspired by this (sculpture) |
| **Year group** | **Essential skill to be taught** | **Suggested activities** | **Key knowledge** |
| 4 | **Line, shape and form*** Use graded drawing pencils to make observational drawings- knowing that things further away are lighter and greyer.
* Explore light and dark through the use of charcoal, chalk and pastel.

**Colour*** Mix gradients of colour eg. Dark green to light green by adding yellow.
* Apply paint with full control.
* Choose correct brush sizes for different purpose.
* Use different paint types for effect- watercolour, oil, acrylic, powder.
* Colour works of great artists

**Pattern*** Using colour palette to make decisions
* Print blocking- including rotation and colour.

**Form*** Layer materials
* Cut accuracy
* Embellishing
 | **Line, shape and form*** Plan, practise and improve drawing.
* Look at and discuss tones- why are areas light and dark? How has this been created?
* Use pencils to add tones including cross hatching.

**Colour*** Discuss complimentary colours and look at examples of work containing them.
* Make own colour wheels
* Create landscapes using different paint types for different effects- discuss effect of the colour and tones on audience.
* Explore artists and use of colour to influence mood of painting.

**Pattern*** Produce two print blocks using cardboard, neoprene, polystyrene
* Look at effect of overprinting and combining colours in printing

**Form*** Look at sculptures from other cultures
* Use scrunched up paper, feathers, wool etc to create layers on models and images.
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| **Year group** | **Essential skill to be taught** | **Suggested activities** | **Key knowledge** |
| 5 | **Line, shape and form*** Demonstrate the illusion of depth
* Use different tones, white and black with charcoal, pastel.
* Look at biro hatching in depth
* Use viewing frames to focus on detail
* Further develop understanding of perspective

**Colour*** Apply paint with increasing control
* Make appropriate brush choices
* Use different types of paint- pastel, charcoal, watercolour.
* Use black and white to make different tones of colour.
* Mix three colours to make a desired colour e.g. flesh tones.

**Pattern*** Produce complimentary print blocks
* Repeating and layered designs
* Using colour to enhance designs.

**Form*** Investigate use of wire in sculptures
* Add embellishment to create effects on sculptures
* Increase control of cutting with different materials
 | **Line, shape and form*** Observational drawing with depth
* Look at artists who use charcoal and pastel- discuss effect and recreate own based on given mood.
* Use of viewing frames to focus on detail
* Practise and improve

**Colour*** Use knowledge of secondary and complimentary colours to produce landscapes and seascapes.
* Look at foregrounds and backgrounds in existing work- how are the effects created?
* Create foregrounds and backgrounds using different tones.
* Reproduce tones and shades to reproduce the objects in 2D
* Colour perspective

**Pattern*** Look at existing repeated patterns- fabric, gift wrap. Discuss how pattern is repeated- colour, rotation and line.
* Use polystyrene to create pattern for a purpose
* Overprinting and combining colours

**Form*** Look at a range of sculptures
* Close up observations
* Explore the effects of different embellishments and make evaluations
* Use pre-formed masks and embellish
* Make papier-mâché models
* Make wire sculptures
 | **Cycle A****Printing with Chinese patterns and calligraphy-** knowledge of equipment and how to use (calligraphy pens) Chinese Art Culture knowledge**Tudor portraits-** explore portraits of Holbein. Unit is knowledge based – based on proportions of faces**Pop Art-** key features of the style, comparing different artists with a focus on Andy Warhol and Roy Lichtenstein **Cycle B-****Plants and leaves-** wire sculpture**Van Gogh-** looking at his work, focus on recreation of starry night using different mediums**Art around the world-** study of comparing cultures and the associated art with a focus on masks. Mastering the techniques and styles of both. |

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| **Year group** | **Essential skill to be taught** | **Suggested activities** | **Key knowledge** |
| 6 | **Line, shape and form*** Demonstrate the illusion of depth using tone and hatching.
* Use chalk, charcoal and pastel to create depth.
* Use a range of media to draw
* Observational drawing

**Colour*** Mix colours independently to create any shade.
* Choose appropriate brushes for purpose independently
* Choose different paint types for effect

**Pattern*** Use a combination of all printing techniques
* Make intricate printing blocks
* Make own printing blocks

**Form*** Combine wire sculpture and papier-mâché
* Embellish appropriately
* Use cutting, layering and a range of fabrics
* Evaluate collages and create own according to a brief
 | **Line, shape and form*** Use of viewing frames
* Link drawings to topics
* Draw with different mediums and compare effect
* Use ink to add shade
* Complete drawings in foreground and background

**Colour*** Use knowledge of secondary and complimentary to mix tones used in foreground and background in landscapes
* Identify colour blends in existing landscapes and give opinions

**Pattern*** Use lino printing
* Make a lino block and explore colours
* Use other cultures as inspiration for printing

**Form*** Create collages choosing appropriate materials for desired impact
* Use inspiration of others to inform own collages
* Look at sculptures from different cultures and create own using wire and papier-mâché
* Add designs through layers of fabric and embellishment.
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| **Greater depth** |
| **KS1*** Children can begin to choose the right materials for a task independently- e.g. choose an appropriate brush shape/size when painting.
* Children can say whether they prefer using different materials and explain why related to the final piece they create- e.g. I like the paint better because I could mix to make new colours.
* Children can say how their work is the same or different from the original artist
 | **Lower KS2*** Children can choose appropriate materials themselves to complete a task- e.g: they can say when they think they would choose paint and why
* Children can compare different techniques used in art and explain how the effect is different e.g: watercolour V sketching pencil
* Children can make comparisons between different artists work and state what they like and why
 | **Upper KS2*** Children can explain how they would recreate an artist’s work- which medium to use and why
* Children can generate their own success criteria for how to use different tools in art
* Children are competent when using a range of different mediums
* Children can evaluate their work and make suggestions for how to improve it
* Children can give and justify their opinions on different artists work
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