**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 mixing  Combining materials to make pictures.  **Topic 3**  Christmas cards and decorations  Combining materials to make pictures.  **Topic 4**  Mother’s day card  Salt dough – bones  Collage – cutting and sticking  Junk model dinosaurs  **Topic 5**  Texture prints – three little pigs house  Construct pigs house  Painting flowers and plants using watercolours  Making their own water feature  Transient art – flower pictures  **Topic 6**  Animal prints/drawings  Making animal masks  Create their own rainbow using variety of materials  **Topic 7**  Weather pictures |

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| 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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| 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) |
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| 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. | **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) |
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| 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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| 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. | **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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| **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 |