

Progression ladder Art English Martyrs

	EYFS	KS1	Lower KS2	Upper KS2			
National Curriculum		<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Key stage 2 Pupils should: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 				
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Colour	<ul style="list-style-type: none"> Children have regular opportunity to engage with the arts. Children engage and explore with a wide range of media and materials. Children use art for self expression. Children are taught to safely use a variety of materials 	<ul style="list-style-type: none"> Become familiar with: primaries – red/yellow/blue; Secondaries – orange/purple/green. Experiment with colour mixing. <p>Vocab awareness: primary, secondary, mix</p> <p>Artists: Alma Woodsey Thomas Picasso Andy Goldsworthy</p>	<ul style="list-style-type: none"> Become familiar with: tertiaries (primary + secondary i.e. blue + green = turquoise; red + green = brown) and the effect of black and white have when added to other colours – darker (shade), lighter (tint). Understand from experience how colours are made through mixing & consider these in their artwork, using a three-primary colour wheel as reference. <p>Vocab awareness: tertiaries, shade, tint</p> <p>Artists: Guiseppe Arcimboldo</p>	<ul style="list-style-type: none"> Consolidation: Be confident with primaries, secondaries, tones (darker=shade; lighter=tint), and tertiaries. Consider and discuss how different (warm/cool) colours can make you feel or what ideas or memories they may spark. <p>Vocab awareness: warm, cool, tones</p> <p>Artists: Picasso - Blue Period</p>	<ul style="list-style-type: none"> Consolidation: Increase in confidence with: six colour primaries (warm/cool), secondaries, tones (tints/shades), tertiaries. Introduce metallics Become familiar with: monochrome - using only one colour (or shades/tints of it); Name tints/shades of primaries and secondaries - e.g. red (pink/burgundy); blue (pale blue/navy); yellow (lemon/dark yellow); green (pale green/bottle green); purple (lilac/dark purple). <p>Vocab awareness: metallic, monochrome, names of shades of primary and secondary colours.</p> <p>Artists: Julia Everett</p>	<ul style="list-style-type: none"> Consolidation: Increase in confidence with: six colour primaries (warm/cool), secondaries, tints & shade names of primaries/secondaries, tertiaries, metallics, monochrome, tones (tints/shades) Become familiar with: neutrals - brown, beige, fawn, peach, khaki, olive, camel, salmon Vocab awareness: neutrals: beige, fawn, peach, khaki, olive, camel, salmon <p>Artists: O S Gemeos Lobo</p>	<ul style="list-style-type: none"> Consolidation: be confident with: six colour primaries (warm/cool), secondaries, tints & shade names of primaries/secondaries, tertiaries, metallics, monochrome, tones (tints/shades) neutrals - brown, beige, fawn, peach, khaki, olive, camel, salmon Over the year, understand from experience how colours are made through mixing & consider these in their own making possibly being able to explain the mood or message in mind. <p>Vocab awareness: mood, message</p> <p>Artists: Eric Ravilious</p>

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<p>Drawing</p>	<p>and tools to create different techniques.</p> <ul style="list-style-type: none"> Children have opportunities to experiment with colour, design, texture and form. Children have opportunities to share their creations and explain their process. <p>Vocab awareness: art, colour, correct names for tools and materials they have access to.</p>	<ul style="list-style-type: none"> Experiment with line/dot/scribble/doodle, making marks of different sizes/types. Engage in activities to strengthen hand muscles, hand-eye co-ordination & correct pencil grip (including tracing & dot to dot). Draw; learn from any mistakes, rework when necessary & finish the activity. <p>Vocab awareness: look, notice, draw, mark, pencil, pen, line, dot, pattern, shape.</p>	<ul style="list-style-type: none"> Experiment with shading techniques (e.g. smudging, hatching/cross hatching, using dots). Know H=hard, B=black, F=fine in drawing pencils. Draw pictures for a variety of reasons e.g. illustrations to stories, self-portraits, still life drawings and simple drawings of buildings using a range of drawing instruments. Work with more speed, control & accuracy, representing intentions carefully, even if still symbolic. Take part in peer assessment of designs and final pieces, and adapt according to feedback. <p>Vocab awareness: shading, smudging, hatching, portraits, illustrate.</p>	<ul style="list-style-type: none"> Observe closely and notice more detail. Work with more speed, control and accuracy, sometimes using shading techniques. Introduce sometimes using a viewfinder to select what to draw. Do a first draft 'light touch' rough sketch of idea/observation. Evaluate to develop/improve work assisted by peer review, making links to stimuli. <p>Vocab awareness: composition, foreground, middle ground, background, main subject/focus, rough sketch, diagram, symbol</p>	<ul style="list-style-type: none"> Understand & use symbols and symbolism, how they represent meaning & how they differ from realistic images. In observational drawing show increasing ability to notice finer detail & draw it more accurately, lightly sketching rough outlines first. Introduce using shading/masking off techniques. Consider pattern, tone, shape & overall composition, using a viewfinder when required. <p>Vocab awareness: symbolism, represent, realistic, sketch, outline, still life, cartoon</p>	<ul style="list-style-type: none"> Using varied surfaces, colours, scales & tools to create illustration, portrait, self-portrait, cross-sectional diagram, symbol, sketch, cartoon, caricature, still life, and graffiti, letter/page decoration. Consider scale, tone/shading, visual texture, pattern, shape & composition. With support use a viewfinder/mask off areas if required <p>Vocab awareness: Visual texture, caricature, graffiti cross-sectional diagram,</p>	<ul style="list-style-type: none"> In their own work consider scale, tone/shading, visual texture, pattern, shape & composition. Where appropriate use a viewfinder/mask off areas if required. For a sustained period of time draw what is intended with increasing independence, speed, control, accuracy & intricacy Know about/attempt the 'continuous line' drawing technique to improve observation/hand-eye coordination and consider its usefulness. Vocab awareness: thumbnail sketch, continuous line, technical/figurative drawing, exploded diagram, perspective
<p>Painting</p>	<ul style="list-style-type: none"> Experiment with stroke, dab, blend, spread, layer, splash, mix, drip, dribble, coat, and smear. Use: brush, finger, stick, sponge, spray, spatula, card strip etc Paint marks of different sizes/types/colours with various tools. Learn from mistakes, rework when necessary & finish the activity. Notice and discuss how they feel when they are painting. <p>Vocab awareness: stroke, mark, tools, size.</p>	<ul style="list-style-type: none"> Experiment with stroke, dab, blend, spread, layer, splash, mix, drip, dribble, coat, and smear. Use: brush, finger, stick, sponge, spray, spatula, card strip etc Paint marks of different sizes/types/colours with various tools. Learn from mistakes, rework when necessary & finish the activity. Notice and discuss how they feel when they are painting. <p>Vocab awareness: stroke, mark, tools, size.</p>	<ul style="list-style-type: none"> Paint (wet) marks of different sizes/types/colours on various surfaces (thicker are best) with various tools including finer ones. Use Water-based ready mix/watercolour/ & occasionally acrylics to create desired effects. Practice holding painting tools correctly for purpose of marks desired. Respect brushes and stroke (not push against the bristles) across surfaces Think about and discuss why people paint: decoration, portrait, self-portrait, landscape, skyscape etc <p>Vocab awareness: tone, colour, pattern, texture, shape</p>	<ul style="list-style-type: none"> Before painting, rough-plan composition (main subject/focus, foreground, middle ground, background). Notice where we see paint in the school environment – why is it there? Hold paint tools correctly to suit mark intended (without damaging brushes); know brush part: ferrule (silver section). Outline/fill in, create visual or tactile texture where desired. <p>Vocab awareness: composition, subject, focus, foreground, middle ground, ferrule, outline</p>	<ul style="list-style-type: none"> Consider creative practitioners' reasons for working (if a stimulus) & similarities/differences between the kinds of work they create. Extend thinking from the 'what' and 'how' to the 'why' Begin to use a wider variety of mediums. Possible Mediums: Water-based ready mix/watercolour/fabric paint (sometimes with additives e.g. pva/sawdust/small found objects), ink, acrylics. <p>Vocab awareness: stimulus, medium, similarities, differences</p>	<ul style="list-style-type: none"> Plan composition (main subject/focus, foreground, middle ground, background) before painting. Paint background first, moving to middle ground and foreground - main subject/focus last. With support possibly mask off an area which won't receive paint. Hold paint tools with control/accuracy to suit marks intended (without damaging brushes). Outline/fill in/create some visual texture & finer details Consider what paintings may tell us about inner selves. <p>Vocab awareness: religious icon, still life, realistic, abstract, symbolic, paint types</p>	<ul style="list-style-type: none"> Select and use a variety of mediums: Water-based ready mix/ watercolour/fabric paint, ink, acrylics, gouache, poster paint etc appropriate for the task. Decide whether to mask off an area which won't receive paint. Hold paint tools with control/accuracy to suit marks intended (without damaging brushes) and explain decision. Outline/fill in/create some visual texture & finer details and explain technique and decision. <p>Vocab awareness: accuracy, finer detail</p>

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<p>Textur e</p>		<ul style="list-style-type: none"> • Create a design/image gluing pre-cut paper/card squares on a card base. • Know that a mosaic is a picture made up of little pieces of paper/card/tile and collage is a picture made up of different layers of material. • Make for decorative purpose considering scale; learn from any mistakes, rework when necessary & finish the activity. <p>Vocab awareness: collage, mosaic, scale.</p>	<ul style="list-style-type: none"> • Collage: use a simple theme; select/manipulate various materials & consider their arrangement (rough-test layout) before permanently gluing in place. • Know that historic artists Braque/Picasso/Matisse used collage (and many artists still do today). • Mosaic: Create a design/image, cutting own paper/card 'tile' pieces & gluing onto a card base. <p>Vocab awareness: layout, design, theme, manipulate</p>	<ul style="list-style-type: none"> • Create mood board or other sketch book page to decide ideas and colours. • Know that: 'collage' is French ('coller' - 'glue'); the term 'collage' was coined by artists Braque and Picasso; types of collage can be traced back many years (e.g. Victorian 'découpage'). • Identify and consider use of key visual elements of medium & consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use. <p>Vocab awareness: coller, decoupage, tactile, mood</p>	<ul style="list-style-type: none"> • Mosaic: Consolidations: know that a mosaic is a picture made up of little pieces of paper/card/tile. • Learn and understand the history of Mosaic, where they were used and why. • Create own mosaics using a tougher materials and a stimulus; rough test layout before securing in place. • Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism) <p>Vocab awareness: purpose, material, glass, ceramic, stone</p>	<ul style="list-style-type: none"> • Collage a still life or figurative piece; or communicate a message, evoke a mood. • Collect/select/manipulate various materials & trial composition before gluing, working from background to foreground if necessary. • Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism). <p>Vocab awareness: evoke, mood, manipulate, composition</p>	<ul style="list-style-type: none"> • Make textile art with fabrics & materials: modify, connect & decorate; trying making techniques on small samples as sketch book work. (DT link) • Remember what textiles are used for (decorative/practical) and how they are made (woven, knitted, felted) & name types of fabric. (DT link) • Dye: use tie dye technique. Experiment with natural dyes e.g. onion skins, beetroot, tea, coffee • Know how and why dyes are 'fastened' (even if not required in their making process) <p>Vocab awareness: textile, sample, dye fastened</p>
<p>Sculpt ure</p>		<ul style="list-style-type: none"> • Use clay and plasticine type materials to experiment with free making. • Construct, assemble or model (small or large) various materials into 3D form; learn from any mistakes, rework when necessary & finish the activity. <p>Vocab awareness: squeeze, press, roll, stick, cut, cover, glue, decorate, join, model, sculpt, pinch</p>	<ul style="list-style-type: none"> • Use clay to create an object related to a specific theme. • Understand the importance of strength when thinking about thickness. • Use various materials to create 3D model and try ideas for fastening e.g. tape, glue, plait, staple, weave, hole punch & thread/treasure tag, use paper clip/fasteners, tie, twist, knot • Think about what sculptures can be made of & what would be the best material to achieve the design brief. <p>Vocab awareness: texture, shape, form, space</p>	<ul style="list-style-type: none"> • Know that sculptures are 3D and this means 'three dimensional'. • Deconstruct/watch the deconstruction of an everyday object to see how it has been made and possibly reconstruct it. • Consider scale suitable for purpose/location for display. • Use clay to make a coil pot for simple decorative or practical purpose or a clay tile using a bas-relief and/or incised method, using suitable modelling/impressing tools. <p>Vocab awareness: deconstruct, scale, ceramics, incise, impress, coil</p>	<ul style="list-style-type: none"> • Identify what the 3 dimensions are of '3D': length, width, depth (using a swimming pool analogy). • Know what an architect does and what kind of substructures they use when building. • Where appropriate Make a strong supporting substructure & add suitable surface texture &/or patter decoration. • Assemble and use suitable sculpting materials (possibly from a pre-selection) that best suit their idea; use various fastening/connecting techniques. <p>Vocab awareness: architect, architecture, substructure, surface</p>	<ul style="list-style-type: none"> • Observe/experiment/imagin e/research/respond/expres s - generating ideas from stimuli (significant historical/contemporary creative practitioners' work), using sketch books to support work and collect ideas. • Evaluate assisted by peer review linked to purpose. <p>Vocab awareness: practical purpose, impressing, selecting, suitable,</p>	<p>Printing</p> <ul style="list-style-type: none"> • See where intaglio and relief printing occurred in printing history; know about Gutenberg's printing press & its importance • Use digital print commands: choose printer, colour or monochrome, paper size, quantity, format (landscape/portrait), reduce/enlarge, borderless, paper type/quality (incl. image transfer), print. Know about 3D printing. • Identify key visual elements of medium: line/dot, tone, colour, pattern, shape (+ form & space for 3D printing) • Create a one-off three-colour monoprint using the incised polystyrene tile method. Mark the plate back with a T for 'top' before inking <p>Vocab awareness: monoprint (meaning 'one'), intaglio (incise, dig in), relief print, Gutenberg, printing press</p>

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	<p>Across KS2, in all areas, children should observe/experiment/imagine/research/respond and express. Generating ideas from stimuli (named significant historical / contemporary creative practitioners' work) and use sketch books to support work, experiment and collect ideas.</p>
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