



Art Progression Map



Technique	Years 1 and 2	Years 3 and 4	Years 5 and 6
Drawing	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	<ul style="list-style-type: none"> • Use different harnesses' of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.
	<ul style="list-style-type: none"> • To hold a pencil correctly and effectively. • To create muscle memory with good hand/eye co-ordination through repetitive actions and tasks. • To develop children's response their own work. • 	<ul style="list-style-type: none"> • To know how to create shade. • To know what hatching and cross hatching are. • To develop sketching techniques and encourage confidence in individual approach to drawing. 	<ul style="list-style-type: none"> • To explore how artists use tone to depict form and incorporate into own work • Understand the principles of perspective, light and shade and how to apply these principles individually.
Painting	<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make shades. • Create colour wheels. • Selecting different brush sizes and shape for experimentation. 	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
	<ul style="list-style-type: none"> • To know the secondary colours (Green / Orange and Violet) • To know that a tint is a mixture of a colour with white to reduce darkness. • To know that a shade is a mixture of a colour with black to increase darkness. • Hold brush effectively. • Able to load paint onto bristles of brush • Correct use of water pots. 	<ul style="list-style-type: none"> • To know the tertiary colours (Yellow / Orange, Red / Orange, Red / Violet, Blue / Violet, Blue / Green and Yellow Green) • To know how to create different mixing techniques and apply them effectively. • To use and understand why different brushes are create effects. • Ability to load and reload paint onto bristles and remove any excess water effectively. 	<ul style="list-style-type: none"> • To know the difference between water colour, acrylic and oil paints. • To apply paint evenly and neatly. • To know which brushes to use to create different effects. • Know how to create an emotive piece of work using colour and brush strokes to evoke and express emotion and thought.
Collage	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned).

	<ul style="list-style-type: none"> Sort and arrange materials. Mix materials to create texture. Engaging observational skills, encourage imagination and explore ideas. 	<ul style="list-style-type: none"> Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> Combine visual and tactile qualities. Use ceramic mosaic materials and techniques.
	<ul style="list-style-type: none"> To use scissors correctly and efficiently. To use utensils and materials in a sensible way. Apply ink/paint to a printing block/stamp, printing block evenly and gently, know when to reload paint. 	<ul style="list-style-type: none"> To understand differing processes and how to apply them effectively. To build up an awareness of colour and texture. Develop fine motor skills. 	<ul style="list-style-type: none"> To know how to create an intelligent design through the use of more than one medium. Understand hoe tactile creations effect the senses and to use in a thought provoking way. Able to create a more complicated and well thought out design.
3D Sculpture	<ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail. 	<ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.
	<ul style="list-style-type: none"> Can demonstrate, using different mediums to create a combination of shapes using imaginative and visualisation techniques. 	<ul style="list-style-type: none"> Learn how to create a 3D form out of clay/plasticine. To have an awareness of different mediums and what tools are used in each process. To know how to use, clean and store tools. 	<ul style="list-style-type: none"> To know and describe different artists work and the ability to reference them when building ideas to create own structures/pieces.
Textiles	<ul style="list-style-type: none"> Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting. Use dip dye techniques. 	<ul style="list-style-type: none"> Shape and create art with materials. Colour fabric. Create weavings. 	<ul style="list-style-type: none"> Show precision in techniques. Choose from a range of techniques. Combine previously learned techniques to create pieces.
	<ul style="list-style-type: none"> Use a wide range of tools to create different textures, lines, tones, colours and shapes. To cut correctly and safely in a straight line To know how to use dip dye techniques 	<ul style="list-style-type: none"> Know how to create a precise repeating pattern. Know how to mix colours to create a striking contrasts in patterns using fabric. 	<ul style="list-style-type: none"> To understand differing processes and how to apply them effectively. Know how to combine and use different techniques effectively.
Develop Ideas	<ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. 	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.
	<ul style="list-style-type: none"> Working with individual imagination rather than copying others ideas to form a unique and 	<ul style="list-style-type: none"> Working with individual imagination rather than copying others ideas to form a unique and 	<ul style="list-style-type: none"> Working with individual imagination rather than copying others ideas to form a unique and individual style.

	individual style.	individual style.	
To take Inspiration from the greats (classic and modern)	<ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.
	<ul style="list-style-type: none"> Knowledge of notable artists and their work. Learning to build on what has been learnt by other artists and to incorporate and build on that principle within own work. 	<ul style="list-style-type: none"> Knowledge of notable artists and their work. Learning to build on what has been learnt by other artists and to incorporate and build on that principle within own work. 	<ul style="list-style-type: none"> Knowledge of notable artists and their work. Learning to build on what has been learnt by other artists and to incorporate and build on that principle within own work.

Campsbourne Primary School: Art History Learning Objectives

Campsbourne's class names are the entry point for the children to learn not just about a wide range of artists but to learn about the history of art in general. The artists and artworks that they will explore have been selected to provoke discussion and will become increasingly complex as the children move up through the school. The younger children will be encouraged to think about what things look like and how they are made while the older ones will start to contemplate the reasons *why* art is made, the messages contained within it and the issues and debates it raises. Discovering art history will inspire them to create practical work, help them visit galleries and museums as well as open up all curriculum topics. It will also help them develop skills such as critical thinking, observation and oracy. There are examples of all the chosen artists' works in London galleries which the children can see for themselves.

<p>Art Knowledge (Linked to Class Names)</p>	<p><u>Reception: Portraits</u> Both classes will learn about the work of Gwen John and Thomas Gainsborough, particularly John's self-portraits and Gainsborough's portraits of his daughters. Learning Objectives: To know when Gwen John and Thomas Gainsborough lived. To know what style of art they created. To know what major historical events happened in their life time? To learn what portraits and self-portraits are To see how different artists paint people in different ways</p>	<p><u>Year One: Patterns</u> Both classes will learn about the work of Chris Ofili and Bridget Riley and their use of patterns. Learning Objectives: To know when Chris Ofili and Bridget Riley lived. To know what style of art they created. To know what major historical events happened in their life time To learn about the use of patterns in art, looking at the use of shapes, colours and repeating patterns To help children observe the patterns that occur in everyday life</p>	<p><u>Year Two: Sculpture</u> Both classes will learn about the work of Barbara Hepworth and Henry Moore. Learning Objectives: To know when Barbara Hepworth and Henry Moore lived. To know what style of art they created. To know what major historical events happened in their life time? To know where they fit in chronologically with artists they have previously learnt about. To learn the difference between 2D and 3D art To discover the wide variety of materials used in sculpture To think about what happens to art that is intended to be outside</p>	<p><u>Year Three: Photography</u> Both classes will learn about the work of David Hockney and Julia Margaret Cameron, focussing on Hockney's composite polaroid works and Cameron's pioneering celebrity photography. Learning Objectives: To know when David Hockney and Julia Margaret lived. To know what style of art they created. To know where they fit in chronologically with artists they have previously learnt about. To know what major historical events happened in their life time and how their work was influenced by them To learn how photography changed how artists created their work and depicted the world To see that photography is a valid art form in its own right and can encompass a range of subjects including portraits, landscape, stories and abstract art To compare celebrity photography from Victorian times to that of today</p>	<p><u>Year Four: Public Art</u> Both classes will learn about the work of Anish Kapoor and Rachel Whiteread, particularly their public sculpture. Learning Objectives: To know when Anish Kapoor and Rachel Whiteread lived. To know what style of art they created. To know where they fit in chronologically with artists they have previously learnt about. To know what major historical events happened in their life time and how their work was influenced by them To learn about the range of public art in London and beyond, from monuments and statues to graffiti and street art To discuss the reasons for making public art and how artists have to think about the setting and audience</p>	<p><u>Year Five: History</u> Both classes will learn about the work of Elizabeth Thompson and JMW Turner focussing on their history paintings. Learning Objectives: To know when JMW Turner and Elizabeth Thompson lived. To know what style of art they created. To know where they fit in chronologically with artists they have previously learnt about. To know what major historical events happened in their life time and how their work was influenced by them. To discuss how and why artists record historical events To debate how accurate history paintings – and by extension any art forms depicting historical events e.g. films – are To explore how they are different to news we see on the TV and internet</p>	<p><u>Year Six: Identity</u> Both classes will learn about the work of Lubaina Himid and Yinka Shonibare. Learning Objectives: To know when Lubaina Himid and Yinka Shonibare lived. To know what style of art they created. To know where they fit in chronologically with artists they have previously learnt about. To know what major historical events happened in their life time and how their work was influenced by them. To examine how artists can use art to explore identity including gender and race To learn how art can be about ideas as much as the creative process or end result</p>
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