

Froxfield Primary School- Art Progression

| | Class 1 | Class 2 | Class 3 | Class 4 |
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| Drawing and Painting DRAWING INCLUDED IN EVERY UNIT OF ART WORK | A Summer 2 (Sandcastles and Moats) George Seurat - pointillism beach scene painting B Autumn 2 (Nurturing Nurses) Livvy Steiner -self portraits | A Spring 1 (Land Ahoy) Winslow Homer- seascapes B Autumn 1 (What A Wonderful World) Kehinde Wiley- portraits | A Summer 1 (Raging Rivers) Leonid Afremov- river paintings B Spring 1 (The Conqueror's Legacy) Leonardo da Vinci- portraits | A Spring 2 (Great Danes) Anna Ancher Interior/ landscape painting B Spring 1 (Off With Her Head) Hans Holbein- portraits |
| | <ul style="list-style-type: none"> Develop use of an increasing variety of media. Name media used. Use lines and marks to create shapes and patterns. Choose the subject of working from a very limited range provided by the teacher. Make drawings and paintings that show increasing detail and context. Work to the size of the paper. Draw and paint on a range of scales. 'Colour in' accurately with paint as well as drawing materials. Work from the human figure in a range of poses. Mix, match and name primary and secondary colours. (COLOUR WHEEL) | <ul style="list-style-type: none"> Develop use and control of an increasing variety of media. Name media and begin to predict the results they might achieve. Use lines and marks to create an increasing range of shapes, patterns and textures. Choose the subject of working from a limited range provided by the teacher. Make drawings and paintings that show increasing detail, context and use of the visual elements. Work to the size of the paper or surface. Draw and paint on a range of surfaces and scales. Work from the human figure in a range of poses and circumstances. Begin to recognise and apply the proportions of the human face. Mix, match and name primary and secondary colours and make them lighter or darker. (Tints and Shades) (PAINT CHART) | <ul style="list-style-type: none"> Use and control more specialist media. Explore ways in which they can be applied to achieve particular effects. Use and apply media in a variety of ways involving changes in pressure, speed and a range of different hand/arm movements. Begin to identify and understand how different styles of drawing can be used. Begin to match the approach to the scale of the work. Begin to choose scale and surface appropriate to the work/media. Work from the human figure in a range of active and passive situations. Recognise and apply the proportions of the human body. Use the primary colours and black and white to mix a full range of tints and shades. (COLOUR WHEEL) | <ul style="list-style-type: none"> Work with a wide range of more specialist media and mix media to achieve desired effects. Control a wide range of media to devise pre-determined effects in support of the work. Choose media and the way to apply it to enhance the expression of ideas and feelings. Choose the style of drawing to match the purpose. Compose the work and plan the effective use of available space. Choose the scale and surface appropriate to the work. Include proportion and simple perspective in work. Draw and paint the human figure in isolation, in groups and set in different environments. Discover, know and use the proportions of the human body. Use the primary colours and black and white to match a specific colour. |
| 3D (Sculpture) | A Spring 1 (Old MacDonald Had A Farm) Michelle Reader- recycled farm animal B Summer 2 (Let's Play) Edward Degas- clay figure playing | A Summer 2 (Froxfield Fun!) Richard Shilling- card/paper land sculpture B Summer 2 (Local Life) Barbara Hepworth- clay sculpture and tile | A Autumn 1 (Lest We Forget) Henry Moore- clay abstract figure B Autumn 1 (Through the Ages) Evangeline Duplessis Alessandra Fabre papier mache jewellery | A- Autumn 2 (Tomb Raiders) Elizabeth Berrien- armature and plaster animal B- Summer 1 (Our Changing World) Andy Goldsworthy- land art sculpture including carving |
| | <ul style="list-style-type: none"> Mould and model malleable materials e.g. dough or clay to create simple shapes. Use simple tools to cut, shape and impress patterns in a range of materials. Build junk models and prepare them for painting and decorating by covering them with layers of paper. Build and construct simple structures from found objects by combining materials. | <ul style="list-style-type: none"> Mould and model clay to create shapes that can be combined to make objects. Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials. Fold, pleat and cut paper and thin card of varying thicknesses. Build and construct structures from separate but similar found objects by combining materials. Work on a range of scales and sizes. | <ul style="list-style-type: none"> Mould and model clay to create people from a range of component shapes. Use simple techniques for building and joining clay. Use a wide range of simple tools to cut, shape and impress patterns and textures in a range of materials. Work on a range of scales and sizes. Create papier mache and use it to model 3D shapes. Make a wire armature and use it to support the work. Combine materials and processes to achieve required effects and meet specific design requirements- make wire armature for jewellery, build up using papier mache then decorate. | <ul style="list-style-type: none"> Design and create planned sculptures from single and combined media. Use plaster impregnated bandages over armatures. Carve using soft wood. Weave patterns using natural materials e.g. grasses, sticks etc... Choose materials that are appropriate to the subject. Sculpture needs to be viewed from all angles and each view needs to be considered when the structure is being developed. Light can be used to enhance sculpture. |

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| Collage and Textiles | B Spring 2 (Off to the Zoo!) Henri Rousseau- tiger/jungle collage | A Autumn 1 (A Remarkable Rainforest) Jeannie Baker- rainforest collage | A Spring 1 (Super Settlers) Barbara Shaw- Saxon scene collage | A Summer 1 (Stars and Stripes) Georgia O'Keefe- flower collage |
| | <ul style="list-style-type: none"> Tear paper into strips and shapes with some accuracy. Begin to cut fabric into simple shapes. Select fabric and thread for collage in terms of colour. Apply adhesive sparingly to a range of materials and stick them down with some accuracy. Make choices to match colour to purpose. Make own simple collage choosing and applying various coloured, textured and patterned materials. | <ul style="list-style-type: none"> Tear paper into strips and shapes with accuracy. Cut fabric into simple shapes. Select fabric and thread for collage in terms of collage and texture. Apply adhesive sparingly to a range of materials and stick them down accurately. Make choices to match texture and colour to purpose. Create simple printed patterns and textures for collage (Printmaking) Create collages by cutting and using materials and by sticking similar objects together to create new textures. | <ul style="list-style-type: none"> Cut complex shapes from a range of materials (including fabric) with some accuracy. Tear paper to pre-determined strips and shapes. Appropriately select fabrics and threads for collage. Create and apply new fabric textures by crumpling and creasing. Experiment with materials to achieve new textures and colours. Create printed patterns and textures for collage (Printmaking) Apply adhesive sparingly and stick down shapes accurately. Produce own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern. | <ul style="list-style-type: none"> Accurately cut complex shapes from a range of materials (including fabric) Alter and amend a range of surfaces to create new textures appropriate to the work. Further experiment with materials to achieve new textures using a range of colour tones. Design printed patterns and textures for collage. (Printmaking) Select fabric and threads to enhance the purpose of the work. Dye fabric to achieve a particular effect required by the work. Plan and produce own collage, choosing cutting, arranging and applying materials focusing on colour, shape, texture and pattern. |
| Printmaking | A Autumn 2 (No Place Like Home) Kate Watkins- house/school print using found objects | B Spring 2 (Finding Fossils and Planting Seeds) Angie Lewin- plant/flower prints | B Summer 2 (Off We Go To Market!) Flora Twort- Petersfield street print | B Autumn 2 (Force of Nature) George Hutton Hunter- volcano prints |
| | <ul style="list-style-type: none"> Load a range of different objects with paint and print them. Ink up a block and print a regular and irregular pattern Investigate a range of other techniques e.g. using cut stencils. Print to make pictures and patterns. Work on a range of surfaces and scales. | <ul style="list-style-type: none"> Make a simple printing block from a polystyrene printing tile. Ink up a block and print a regular and irregular pattern Make a monoprint using wax crayons. Print to make pictures and textures. | <ul style="list-style-type: none"> Make a more complex printing block from a polystyrene printing tile. Build up a printing block by applying card, string, wool etc.. Experiment with and combine a range of simple printing techniques. Choose objects with which to print to achieve specific results. Print to make pictures, patterns or textures. Work on a range of surfaces including fabric. | <ul style="list-style-type: none"> Make a more complex print by screen printing in more than one colour. Build up a complex printing block by applying card, string wool etc... Develop their own repeat patterns using the computer. Print more complex regular and irregular patterns. Plan the work to incorporate the scale, the surface, the method and the final result. |
| Reflect, Review and Evaluate | <ul style="list-style-type: none"> Talk to teacher about work in progress and completed work. Identify success in own work. Understand that with practice, art skills will improve. Relate finished work to simple criteria as defined by the teacher. Begin to understand that art work can show how they feel as well as what they have seen, experienced and imagined. Have the opportunity to reflect on, and talk about their work naming tools and materials. | <ul style="list-style-type: none"> Talk to teacher about work in progress and completed work. Identify where success has been achieved in own work and how this could be further developed. Understand that with practice, art skills will improve. Relate finished work to criteria as defined by the teacher. Begin to understand that art work can show how they feel as well as what they have seen, experienced and imagined. Have the opportunity to reflect on, and talk about their work naming tools and materials. | <ul style="list-style-type: none"> Talk to teacher about work in progress and completed work. Identify strengths and areas for further development in own work. Understand that with practice, art skills will improve. Relate finished work to more complex criteria as defined by the teacher. Understand that art work can show how they feel as well as what they have seen, experienced and imagined. Have the opportunity to reflect on, and talk about their work naming tools and materials and describing processes. | <ul style="list-style-type: none"> Talk to teacher about work in progress and completed work. Identify strengths and areas for development and have strategies for improvement to apply to future work. Understand that with practice, art skills will improve. Relate finished work to criteria as defined by the teacher and by themselves. Understand that art work can show how they feel as well as what they have seen, experienced and imagined. Have the opportunity to reflect on, and talk about their work naming tools and materials and describing processes. |
| Looking at the work of other artists | <ul style="list-style-type: none"> Look at the work of artists, crafts people and designers including local examples. Begin to understand that other artists have used the same subjects as a stimulus for their work. Relate the subjects and processes of their work to the work of a range of other artists. | <ul style="list-style-type: none"> Look at the work of artists, crafts people and designers including local examples. Understand that other artists have used the same subjects as a stimulus for their work. Relate the subjects and processes of their work to the work of a range of other artists. | <ul style="list-style-type: none"> Look at the work of artists, crafts people and designers from a range of times and cultures including local examples. Understand that other artists have used the same subjects as a stimulus for their work and that their work is different. Relate the subjects and processes of their work to the work of a range of other artists. | <ul style="list-style-type: none"> Look at the work of artists, crafts people and designers from a range of times and cultures including local examples. Understand that other artists have used the same subjects as a stimulus for their work and that their work is different. Relate the subjects and processes of their work to the work of a range of other artists. |
| Vocabulary | COLOUR, PRIMARY, SECONDARY, LINE, PATTERN, SHAPE | COLOUR, PRIMARY, SECONDARY, TERTIARY, LINE, PATTERN, SHAPE, TEXTURE | COLOUR, PRIMARY, SECONDARY, TERTIARY, LINE, PATTERN, SHAPE, TEXTURE, TONE | COLOUR, PRIMARY, SECONDARY, TERTIARY, LINE, PATTERN, SHAPE TEXTURE, TONE, FORM, SHAPE AND SPACE |

