Froxfield Primary School- Art Progression

	Class 1	Class 2	Class 3	Class 4
	EYFS- Ongoing through each unit: *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.* *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;*			
Drawing and Painting DRAWING INCLUDED IN EVERY UNIT OF ART WORK	**A Summer 2 (Sandcastles and Moats)** **George Seurat - pointillism beach scene painting** Joost Wensveen **B Autumn 2 (Nurturing Nurses) Livvy Steiner -self portraits** Frida Kahlo	**A Spring 1 (Land Ahoy)** **Winslow Homer- seascapes** Vija Kelmins **B Autumn 1 (What A Wonderful World)** **Kehinde Wiley- portraits** Annie Leibovitz	**A Summer 1 (Raging Rivers)** **Leonid Afremov- river paintings** **B Spring 1 (The Conqueror's Legacy)** **Leonardo da Vinci- portraits**	**A Spring 2 (Dutch Lowlands)** **Jan Groenhart- landscape painting** **B Spring 1 (Off With Her Head)** **Hans Holbein- portraits**
	EYFS *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function* *Use a range of small tools, including scissors, paint brushes and cutlery;* *Begin to show accuracy and care when drawing.* • 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)	• 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)	• 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 match a specific colour.	• 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 mix a full range of hues and tones. (COLOUR WHEEL)
3D (Sculpture)	**A Spring 1 (Old MacDonald Had A Farm)** **Michelle Reader- recycled farm animal** Robert Bradford **B Summer 2 (Let's Play)** **Edward Degas- clay figure playing** Pieter Brugel 'Children's games'	**A Summer 2 (Froxfield Fun!)** **Richard Long- card/paper land art sculpture** Andy Goldsworthy **B Summer 2 (Local Life)** **Barbara Hepworth- clay sculpture and tile** Look at prints and drawings too	**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)** **Alberto Giacometti- armature and plaster animal** **B- Summer 1 (Our Changing World)** **Zaha Hadid- architecture**
	EYFS *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function* *Use a range of small tools, including scissors, paint brushes and cutlery;* *Begin to show accuracy and care when drawing.* Explore the natural world around them, making observations and drawing pictures of animals and plants; • 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.	• 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 fhound objects by combining materials. • Work on a range of scales and sizes.	• 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.	• 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. 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.

Froxfield Primary School- Art Progression

Collage and Textiles	**B Spring 2 (Off to the Zoo!)** **Henri Rousseau- tiger/jungle collage** Megan Coyle	**A Autumn 1 (A Remarkable Rainforest)** **Jeannie Baker- rainforest collage** Henri Rousseau	**A Spring 1 (Super Settlers)** **Barbara Shaw- Saxon scene collage**	**A Summer 1 (Stars and Stripes)** **Georgia O'Keefe- flower collage**
	EYFS *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function* *Use a range of small tools, including scissors, paint brushes and cutlery;* *Begin to show accuracy and care when drawing.* *Explore the natural world around them, making observations and drawing pictures of animals and plants;* • 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.	• 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 (Printmking) • Create collages by cutting and using materials and by sticking similar objects together to create new textures.	• 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.	• 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** Anita Lawrence	**B Spring 2 (Finding Fossils and Planting Seeds)** **Angie Lewin- plant/flower prints** Franz Bauer	**B Summer 2 (Off We Go To Market!)** **Flora Twort- Petersfield street print**	**B Autumn 2 (Force of Nature)** **George Hutton Hunter- volcano prints**
	EYFS *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function* *Use a range of small tools, including scissors, paint brushes and cutlery;* *Begin to show accuracy and care when drawing.* • 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.	• 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.	• 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.	• 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	*EYFS* *Share their creations, explaining the process they have used;* *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;* • Talk to teacher about work in progress and completed work. • Identify success in own work. • Understand that with practice, art skills with 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.	• 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 with 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. •	• 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 with 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.	• 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 with 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.

Froxfield Primary School- Art Progression

Looking at the work of other artists	EYFS *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;* • 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.	• 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.	• 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.	• 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**

* *Early Years Statutory Framework Sept 2021.*