

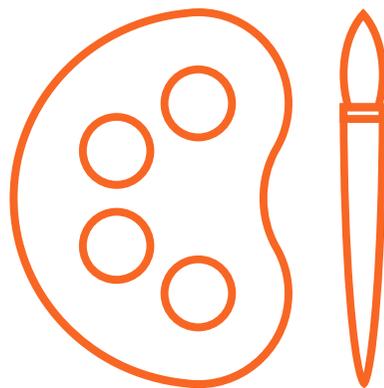
Making

Generating Ideas

Formal Elements

Knowledge of  
Artists

Evaluation



# Art & Design Pupil Progression



Making	02
Generating Ideas	04
Formal Elements	06
Knowledge of Artists	09
Evaluation	11

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Making</b></p> <p><b>Generating Ideas</b></p> <p><b>Formal Elements</b></p> <p><b>Knowledge of Artists</b></p> <p><b>Evaluation</b></p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Exploring mark making</li> <li>• Using 2D mathematical shapes to draw</li> <li>• Experimenting with line</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring drawing techniques</li> <li>• Applying tone to create form</li> <li>• Developing skill and control with art materials including blending pastels</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and representing subject matter</li> <li>• Using geometry and tonal shading</li> <li>• Drawing from observation</li> <li>• Drawing with charcoal</li> </ul>	<ul style="list-style-type: none"> <li>• Creating geometric and mathematical drawings</li> <li>• Still life drawing with tone</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing from observation</li> <li>• Drawing using the continuous line method</li> <li>• Using 2D drawings to develop ideas for 3D work</li> <li>• Drawing from different perspectives</li> <li>• Creating detailed drawings</li> <li>• Drawing using mathematical processes</li> </ul>	<ul style="list-style-type: none"> <li>• Creating detailed portraits chiaroscuro techniques</li> <li>• Developing the continuous line technique</li> <li>• Drawing for expression</li> <li>• Sketching methods</li> <li>• Still life using charcoal</li> <li>• Drawing using a negative medium, identifying areas of light and dark</li> </ul>	
	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• Mixing primary colours to create secondary colours</li> </ul>	<ul style="list-style-type: none"> <li>• Mixing, refining and applying more sophisticated colours</li> </ul>	<ul style="list-style-type: none"> <li>• Making own paint from natural pigments</li> <li>• Creating tints and shades</li> </ul>		<ul style="list-style-type: none"> <li>• Developing colour mixing and tonal shading with colour</li> <li>• Painting in an impressionist style</li> </ul>		
	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Developing skill and control with painting</li> </ul>	<ul style="list-style-type: none"> <li>• Improving painting skills, developing skill and control when painting</li> </ul>	<ul style="list-style-type: none"> <li>• Developing ability to control the tonal quality of paint</li> </ul>	<ul style="list-style-type: none"> <li>• Developing technical mastery of painting skills</li> <li>• Use a range of different strokes and shades</li> </ul>	<ul style="list-style-type: none"> <li>• Further improving skill and control when painting</li> <li>• Further improving skill and control when painting</li> <li>• Creating tonal paintings</li> </ul>		

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Making</b>  Generating Ideas  Formal Elements  Knowledge of Artists  Evaluation	<b>Materials</b>	<ul style="list-style-type: none"> <li>Using a range of materials and printmaking techniques</li> <li>Creating textured pieces</li> </ul>	<ul style="list-style-type: none"> <li>Using a range of materials to design and make products</li> </ul>	<ul style="list-style-type: none"> <li>Using a range of methods and materials to create puppets</li> </ul>	<ul style="list-style-type: none"> <li>Making art from recycled materials</li> <li>Printing using different materials</li> <li>Learning how to present and display works of art</li> </ul>	<ul style="list-style-type: none"> <li>Using recycled materials within mixed media art</li> <li>Selecting materials for a given purpose</li> </ul>	<ul style="list-style-type: none"> <li>Creating photomontages, focussing on composition</li> <li>Using polyprint tiles to create repeating printed patterns</li> <li>Creating digital art using photography to create abstract and self portrait pieces</li> </ul>
	<b>Craft</b>	<ul style="list-style-type: none"> <li>Clay etching</li> <li>2D Printing</li> </ul>	<ul style="list-style-type: none"> <li>Craft Weaving</li> <li>Using 3D clay to create 2D printed patterns and sculptural forms</li> </ul>	<ul style="list-style-type: none"> <li>Weaving using paper and other materials</li> <li>Tie dying</li> <li>Sewing</li> </ul>	<ul style="list-style-type: none"> <li>Showing creativity in their choice of materials and composition</li> <li>Creating sculptures</li> </ul>	<ul style="list-style-type: none"> <li>Expressing an idea or emotion through 3D clay sculpture</li> <li>Creating 3D sculptural forms from a purpose</li> </ul>	

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Making</b>	<b>Sketch books</b>	<ul style="list-style-type: none"> <li>• Teacher led idea modelling through discussion</li> <li>• Sketchbooks may be used voluntarily to record thoughts and ideas and experiment with materials</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher led idea modelling through discussion and sketching</li> <li>• Sketchbooks may be used voluntarily to record thoughts and ideas, develop skills and experiment with materials</li> </ul>	<ul style="list-style-type: none"> <li>• Using sketchbooks to generate ideas and observations</li> <li>• Expressing thoughts and observations in sketchbooks</li> <li>• Making records of experiments with various materials</li> </ul>	<ul style="list-style-type: none"> <li>• Using sketchbooks for planning and refining ideas</li> <li>• Recording ideas for materials and composition</li> <li>• Developing skill and technique using various media in sketchbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Working collaboratively to explore ideas for meeting a design brief</li> <li>• Developing and discuss ideas through sketches</li> <li>• Enhancing knowledge of skill and technique using various media in sketchbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Developing and discuss ideas through sketches</li> <li>• Make personal investigations of interests and record observations in sketchbooks</li> <li>• Record experiments with various media and try out techniques and processes in sketchbooks before applying them</li> </ul>
<b>Generating Ideas</b>							
<b>Formal Elements</b>							
<b>Knowledge of Artists</b>							
<b>Evaluation</b>	<b>Inspiration from others</b>	<ul style="list-style-type: none"> <li>• Generating original ideas by looking at other artists' work</li> </ul>	<ul style="list-style-type: none"> <li>• Developing original artwork from other sources</li> <li>• Studying natural forms in the world around them and relating it to their own artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing original thoughts and ideas about the art of others</li> </ul>	<ul style="list-style-type: none"> <li>• Using literary sources to convey ideas through art</li> </ul>	<ul style="list-style-type: none"> <li>• Using the work of artists' to explore own ideas</li> <li>• Expressing ideas and feelings about familiar products</li> </ul>	<ul style="list-style-type: none"> <li>• Learning ways that artists represent their ideas through painting</li> <li>• Developing personal, imaginative responses to a theme</li> </ul>

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making	<b>Creating original artwork</b>	<ul style="list-style-type: none"> <li>• Exploring ideas through practical activities</li> <li>• Creating original patterns and designs</li> </ul>	<ul style="list-style-type: none"> <li>• Working instinctively with clay to create unique designs</li> <li>• Representing themselves through art</li> <li>• Creating art on themes of personal interest</li> </ul>	<ul style="list-style-type: none"> <li>• Representing themselves and their family through their art</li> <li>• Controlling materials to achieve a desired effect</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing thoughts and feelings through tactile creation of own work</li> <li>• Manipulating composition and materials to achieve a desired effect</li> <li>• Representing ideas from multiple viewpoints and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Designing new architectural forms to satisfy their own ideas and intentions</li> <li>• Designing and inventing new products</li> <li>• Linking artwork to literary sources</li> <li>• Creating ideas for inventions for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing ideas about art through messages, graphics, text and images</li> <li>• Producing personal interpretations of cherished objects</li> <li>• Expressing their own ideas and feelings through pattern</li> <li>• Creating imaginative and expressive 3D forms to convey meaning</li> </ul>
Generating Ideas							
Formal Elements							
Knowledge of Artists							
Evaluation							

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Making</p> <p>Generating Ideas</p> <p>Formal Elements</p> <p>Knowledge of Artists</p> <p>Evaluation</p>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Learning the names of the primary colours and that they can be mixed to make secondary colours</li> <li>Creating and describing different shades of one colour using paint</li> <li>Choosing and justifying appropriate colours to reflect a theme and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Developing their knowledge of mixing primary colours to create secondary colours (paint and pastels)</li> <li>Describing their use of colour to achieve a specified intention</li> </ul>	<ul style="list-style-type: none"> <li>Experimenting with and discussing the pigments in natural products to make different coloured paints</li> <li>Increasing awareness of manipulating paint to achieve more accurate colours and shades</li> <li>Articulating their understanding of application of colour to paint sculptural forms</li> </ul>	<ul style="list-style-type: none"> <li>Analysing and describing the use of colour within artists' work</li> <li>Manipulating colour and pattern to create prints</li> <li>Describing how great artists mixed and applied paint</li> </ul>	<ul style="list-style-type: none"> <li>Defining and using more complex colours</li> <li>selecting and mixing colours to depict own thoughts, feelings and intentions</li> </ul>	<ul style="list-style-type: none"> <li>Selecting colours to accurately reflect objects in a still life composition</li> <li>Expressing feelings, emotions and events through colour mixing</li> <li>Recreating colours used by impressionist painters</li> </ul>	
	<p><b>Form &amp; Space</b></p> <ul style="list-style-type: none"> <li>Learning about form and space through 3D sculptures inspired by nature and animals</li> <li>Developing language and understanding of form and space through whole class sculpture</li> </ul>	<ul style="list-style-type: none"> <li>Extending their ability to articulate 3D form and space through practical activities.</li> <li>Creating 3D drawings</li> </ul>	<ul style="list-style-type: none"> <li>Developing ability to describe and model form in 3D using a range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>Analysing and describing the use of form within artists' work</li> <li>Further extending their ability to describe and model form and space in 3D using a range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>Make progress in their ability to describe and model form and space in 3D using a range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>Conveying, expressing and articulating a message or emotion through 3D sculpture</li> <li>Analysing and evaluating an artists' use of form</li> </ul>	

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making Generating Ideas	<b>Line</b>	<ul style="list-style-type: none"> <li>Using and expressing line to represent a landscape and water</li> <li>Learning the vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy</li> <li>Experimenting with line</li> </ul>	<ul style="list-style-type: none"> <li>Creating portraits by controlling and defining their use of line for expression.</li> <li>Drawing lines with increased skill, awareness and control</li> </ul>	<ul style="list-style-type: none"> <li>Expressing line in different ways to express geometric and organic forms</li> </ul>	<ul style="list-style-type: none"> <li>Analysing and describing the use of line within artists' work</li> <li>Using knowledge of lines of symmetry to help draw accurate shapes</li> </ul>	<ul style="list-style-type: none"> <li>Extending and expressing drawings using a developing understanding of line</li> </ul>	<ul style="list-style-type: none"> <li>Articulating their deepening knowledge of line to create portraits</li> <li>Developing continuous line drawing, developing control, expression, shape, form and detail</li> <li>Adapting the techniques of other artists to create abstract drawings</li> </ul>
	<b>Formal Elements</b>						
Knowledge of Artists Evaluation	<b>Pattern</b>	<ul style="list-style-type: none"> <li>Understanding patterns in nature from observation</li> <li>Making patterns in a range of materials to develop their understanding</li> <li>Designing and creating own patterns</li> </ul>	<ul style="list-style-type: none"> <li>Creating a pattern of their choosing</li> <li>Identifying and relating man-made and natural repeating patterns</li> <li>Learning a range of techniques to express their knowledge of repeating and non-repeating pattern</li> </ul>	<ul style="list-style-type: none"> <li>Constructing patterns through craft methods to further their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>Analysing and describing the use of pattern within artists' work</li> <li>Creating original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns</li> </ul>	<ul style="list-style-type: none"> <li>Constructing images through various methods to further their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>Using knowledge and understanding of patterns to represent feelings and emotions</li> <li>Extending and articulating their knowledge of pattern from multiple sources to create sophisticated original artwork</li> </ul>
	<b>Formal Elements</b>						
Knowledge of Artists Evaluation	<b>Shape</b>	<ul style="list-style-type: none"> <li>Creating abstract compositions using various shapes</li> <li>Identifying, making and describing their use of shape for print</li> </ul>	<ul style="list-style-type: none"> <li>Composing geometric designs by adapting and synthesising the work of others</li> </ul>	<ul style="list-style-type: none"> <li>Identifying 2D shapes within images and objects</li> <li>Identifying, drawing and labelling simple shapes found in everyday objects</li> <li>Creating and forming shapes from 3D materials</li> </ul>	<ul style="list-style-type: none"> <li>Analysing and describing the use of shape within artists' work</li> <li>Expressing geometric compositions using mathematical shapes</li> </ul>	<ul style="list-style-type: none"> <li>Composing original designs by adapting and synthesising the work of others</li> <li>Analysing and evaluating an artists' use of shape</li> </ul>	<ul style="list-style-type: none"> <li>Sketching the key shapes objects from different angles when drawing still life</li> <li>Imitating the techniques of other artists, they use simplified shapes and lines to create more abstract drawings</li> </ul>
	<b>Formal Elements</b>						

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Making</p> <p>Generating Ideas</p>	<b>Texture</b>	<ul style="list-style-type: none"> <li>• Selecting, describing and using appropriate materials to create different textures</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and describing different textures</li> <li>• Selecting and using appropriate materials to create textures</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing and describing the use of texture within artists' work</li> </ul>	<ul style="list-style-type: none"> <li>• Using a range of materials to express more complex textures</li> </ul>	<ul style="list-style-type: none"> <li>• Developing knowledge and understanding of texture through practical making activities</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how artists manipulate materials to create texture in a range of artwork.</li> </ul>
	<b>Tone</b>	<ul style="list-style-type: none"> <li>• Learning that tone refers to the lightness or darkness of something</li> <li>• Developing understanding of use of different tints and shades to create simple tone in their work</li> </ul>	<ul style="list-style-type: none"> <li>• Experimenting with pencils to create more complex tones - learning that different ways of holding a pencil affects the tone created</li> <li>• Using tone to create 3D form when drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Applying and blending charcoal to create more sophisticated areas of tone</li> <li>• Learning and applying four simple rules of shading</li> <li>• Developing skill and control when using tone.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing and describing the use of tone within artists' work</li> <li>• Using a variety of tones to achieve different effects</li> <li>• Understanding of tone to create a 3D effect</li> </ul>	<ul style="list-style-type: none"> <li>• Developing an increasing sophistication in the use of tone to describe objects when drawing from observation</li> <li>• Analysing and evaluating an artists' use of tone</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberately manipulating tone to portray emotions - using 'halo' and 'chiaroscuro' techniques</li> <li>• Increasing awareness of how to use tone to describe light and shade, contrast and shadow</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making	<a href="#">Beatriz Milhazes</a> Understanding that abstract art uses shapes and colours and experimenting with composition	Inspired by the work of <a href="#">Max Ernst</a> , pupils learn the technique 'frottage' (taking a rubbings from uneven surfaces)	Discussing and analysing <i>Mother's Day</i> by <a href="#">Carl Giles</a> , before using the piece as inspiration for their own cartoon style drawings to represent their family	<a href="#">Luz Perez Ojeda's</a> lenticular prints as inspirations for creating optical illusion portraits	Using architect <a href="#">Friedensreich Hundertwasser's</a> work as inspiration for their own house designs	Researching and adopting the style of the impressionist painters, inspired by the work of <a href="#">Claude Monet</a>
Generating Ideas						
Formal Elements	<a href="#">Bridget Riley</a> Experimenting with line drawing	Exploring and replicating <a href="#">Ed Ruscha's</a> use of shading and tone to create a 3D look	<a href="#">Diego Velázquez's</a> painting <i>Old Woman Cooking Eggs</i> to illustrate tints and shades of colour	Using <a href="#">Barbara Hepworth's</a> work as inspiration for soap sculptures	Analysing the messages within <a href="#">Banksy's Clacton Pigeon Mural</a>	Creating a repeated pattern through printing, inspired by <a href="#">William Morris</a>
Knowledge of Artists	Exploring <a href="#">David Hockney and Vija Celminss'</a> use of materials to represent water	Recreating <a href="#">Clarice Cliff's</a> <i>Circle Tree</i> plate designs		Learning about the life and work of <a href="#">Paul Cézanne</a> and how he influenced the shift to modern art, pupils learn to replicate his painting style	Creating symmetrical, abstract prints in the style of <a href="#">Andy Warhol's Rorschach</a>	Analysing and evaluating <i>Nighthawks</i> by <a href="#">Edward Hopper</a> , looking at what the scene depicts and the formal elements of the piece
Evaluation	Exploring <a href="#">Jasper Johns'</a> use of colour	Using <a href="#">Nancy McCroskey's</a> mural, <i>Suite in Black, White and Grey</i> to explore and develop the skill of shading		Exploring composition for still life drawing through the work of <a href="#">Giorgio Morandi</a>	Developing the ability to read a picture with empathy through the analysis of <a href="#">John Singer Sargent's</a> picture <i>Gassed</i>	Learning how to represent emotion through art using the work of artist <a href="#">Kathe Kollwitz</a> as an example
	Comparing <a href="#">Wassily Kandinsky, Renata Bernal and Ilya Bolotowsky's</a> use of shapes within their works	Using <a href="#">Damien Hirst's</a> <i>Cornucopia</i> as inspiration for drawing		Analysing the formal elements of <a href="#">David Hockney's</a> painting <i>My Parents</i> before reenacting the scene depicted	Developing ideas for 3D work through 2D drawings, following methods used by <a href="#">Magdalene Odundo</a>	Exploring symbolism and tone in <a href="#">Pablo Picasso's, Guernica</a>
	Exploring the stories behind seaside inspired pieces by <a href="#">Pierre Auguste Renoir, Joaquín Sorolla and Peder Severin Krøyer</a>	Analysing the work of <a href="#">Julian Opie</a> and creating portraits in his style		Exploring the formal elements of <a href="#">Paula Rego's</a> <i>The Dance</i>		Analysing <a href="#">Mark Wallinger's</a> <i>Ecce Homo</i> sculpture

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making	<a href="#">Vincent Van Gogh</a> > creating a textured collage for his painting <i>Fishing Boats on the Beach at Les Saintes-Maries-de-la-Mer</i>	Using the work of <a href="#">Edwina Bridgeman</a> as inspiration for creating clothes peg figures and evaluating her work		Analysing <a href="#">Edward Hopper's</a> <i>A Table for Ladies</i> , pupils create a role-play of the piece from a different perspective		Learning about photomontage through the work of <a href="#">Hannah Hoch</a> , <a href="#">Peter Kennard</a> and <a href="#">Jerry Uelsmann</a>
Generating Ideas						
Formal Elements	Recreating <a href="#">Louise Bourgeois's</a> giant spider sculpture, <i>Maman</i>	Creating a giant piece of mixed media work in a pop art style inspired by <a href="#">Roy Lichtenstein</a>		Exploring <a href="#">Pieter Brueghel's</a> painting, <i>Children's Games</i> before recreating it as a photo collage, with a modern twist		Using art to communicate meaning in the style of <a href="#">Jenny Holzer's</a> truisms
Knowledge of Artists						
Evaluation				Analysing abstract art through the work of <a href="#">Fiona Rae</a>		Analysing the work of <a href="#">Edward Weston</a> , children observe the abstract-looking images created through macro photography before creating their own in a similar style
				Creating collages in the style of <a href="#">Giuseppe Arcimboldo</a>		Examining <a href="#">Edvard Munch's</a> <i>The Scream</i> , looking specifically at mood and expression
				Exploring the work of <a href="#">Sokari Douglas Camp</a> and creating word sculpture		Using <a href="#">Paul Cezanne's</a> <i>Still Life with Apples</i> , <a href="#">Jaromir Funke's</a> <i>Composition - glass and ball</i> and <a href="#">Ben Nicholson's</a> <i>1946 (still life)</i> as inspiration for still life composition
				Exploring the work of <a href="#">El Anatsui</a> and creating sculpture in the same style - using recycled materials		Using <a href="#">Paul Cezanne's</a> <i>Still Life with Apples</i> , to develop ability to add colour effectively to still life

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Making</b></p> <p><b>Generating Ideas</b></p> <p><b>Formal Elements</b></p> <p><b>Knowledge of Artists</b></p>	<ul style="list-style-type: none"> <li>• Recognising and describing key features of their own and the work of others</li> <li>• Describing what they think about the work of others</li> </ul>	<ul style="list-style-type: none"> <li>• When looking at creative work, expressing clear preferences and giving some reasons for these using some basic language of art (formal elements)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on preferences about their work in order to improve it</li> <li>• Discussing art using an increasingly sophisticated use of language (formal elements)</li> </ul>	<ul style="list-style-type: none"> <li>• Using their own and other's opinions of their work to identify how to improve</li> <li>• Building a more complex vocabulary when discussing art (formal elements)</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly analysing and reflecting on their progress taking account of intentions and opinions</li> <li>• Developing a greater understanding of vocabulary when discussing their own and the work of others</li> </ul>	<ul style="list-style-type: none"> <li>• Giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work</li> <li>• Using the language of art with greater sophistication to discuss art</li> </ul>

**Evaluation**