

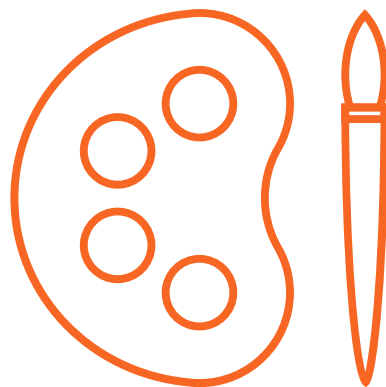
Making

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

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

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

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making	Creating original artwork	<ul style="list-style-type: none"> • Exploring ideas through practical activities • Creating original patterns and designs 	<ul style="list-style-type: none"> • Working instinctively with clay to create unique designs • Representing themselves through art • Creating art on themes of personal interest 	<ul style="list-style-type: none"> • Representing themselves and their family through their art • Controlling materials to achieve a desired effect 	<ul style="list-style-type: none"> • Expressing thoughts and feelings through tactile creation of own work • Manipulating composition and materials to achieve a desired effect • Representing ideas from multiple viewpoints and perspectives 	<ul style="list-style-type: none"> • Designing new architectural forms to satisfy their own ideas and intentions • Designing and inventing new products • Linking artwork to literary sources • Creating ideas for inventions for a purpose 	<ul style="list-style-type: none"> • Expressing ideas about art through messages, graphics, text and images • Producing personal interpretations of cherished objects • Expressing their own ideas and feelings through pattern • Creating imaginative and expressive 3D forms to convey meaning
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>	Colour	<ul style="list-style-type: none"> Learning the names of the primary colours and that they can be mixed to make secondary colours Creating and describing different shades of one colour using paint Choosing and justifying appropriate colours to reflect a theme and purpose 	<ul style="list-style-type: none"> Developing their knowledge of mixing primary colours to create secondary colours (paint and pastels) Describing their use of colour to achieve a specified intention 	<ul style="list-style-type: none"> Experimenting with and discussing the pigments in natural products to make different coloured paints Increasing awareness of manipulating paint to achieve more accurate colours and shades Articulating their understanding of application of colour to paint sculptural forms 	<ul style="list-style-type: none"> Analysing and describing the use of colour within artists' work Manipulating colour and pattern to create prints Describing how great artists mixed and applied paint 	<ul style="list-style-type: none"> Defining and using more complex colours selecting and mixing colours to depict own thoughts, feelings and intentions 	<ul style="list-style-type: none"> Selecting colours to accurately reflect objects in a still life composition Expressing feelings, emotions and events through colour mixing Recreating colours used by impressionist painters
	Form & Space	<ul style="list-style-type: none"> Learning about form and space through 3D sculptures inspired by nature and animals Developing language and understanding of form and space through whole class sculpture 	<ul style="list-style-type: none"> Extending their ability to articulate 3D form and space through practical activities. Creating 3D drawings 	<ul style="list-style-type: none"> Developing ability to describe and model form in 3D using a range of materials. 	<ul style="list-style-type: none"> Analysing and describing the use of form within artists' work Further extending their ability to describe and model form and space in 3D using a range of materials. 	<ul style="list-style-type: none"> Make progress in their ability to describe and model form and space in 3D using a range of materials. 	<ul style="list-style-type: none"> Conveying, expressing and articulating a message or emotion through 3D sculpture Analysing and evaluating an artists' use of form

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

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

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

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Making	<p>Vincent Van Gogh > creating a textured collage for his painting Fishing Boats on the Beach at Les Saintes-Maries-de-la-Mer</p> <p>Recreating Louise Bourgeois's giant spider sculpture, Maman</p>	<p>Creating a giant piece of mixed media work in a pop art style inspired by Roy Lichtenstein</p>		<p>Exploring Pieter Brueghel's painting, Children's Games before recreating it as a photo collage, with a modern twist</p>		<p>Using art to communicate meaning in the style of Jenny Holzer's truisms</p>
Generating Ideas				<p>Analysing abstract art through the work of Fiona Rae</p>		<p>Analysing the work of Edward Weston, children observe the abstract-looking images created through macro photography before creating their own in a similar style</p>
Formal Elements				<p>Creating collages in the style of Giuseppe Arcimboldo</p>		<p>Examining Edvard Munch's The Scream, looking specifically at mood and expression</p>
Knowledge of Artists				<p>Exploring the work of Sokari Douglas Camp and creating word sculpture</p>		<p>Using Paul Cezanne's Still Life with Apples, Jaromir Funke's Composition - glass and ball and Ben Nicholson's 1946 (still life) as inspiration for still life composition</p>
Evaluation				<p>Exploring the work of El Anatsui and creating sculpture in the same style - using recycled materials</p>		<p>Using Paul Cezanne's Still Life with Apples, to develop ability to add colour effectively to still life</p>

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

Evaluation