Apley Wood Primary School
Art Curriculum Progression

	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units of work	**Drawing, Sculpture, Collage and Painting** – taught through weekly creative activities (Reception's Rainbow Challenge – Yellow activity)	**Painting** – colour and shape **Sculpture and collage** – recycled art **Drawing** – Linked to artist study	**Painting** – Great fire of London **Sculpture** – Rockets and planes **Drawing** – Linked to artist study	**Drawing** – Figure drawing linked to artist study **Painting** – Landscapes **Mosaic** – Romans link	**Drawing** – Egyptians **Sculpture and photography** – Linked to artist study **Painting** – Linked to artist study	**Drawing** – Rivers (perspective) **Painting** – Watercolour linked to artist study **Drawing and Painting** – The Highwayman	**Textiles** – Mayan art **Sculpture** – Linked to artist study. **Drawing and Painting** – Portraits
Substantive theoretical knowledge	A range of different artists and works of art discussed throughout the year.	Autumn Term: Wassily Kandinsky Spring Term: Robert Bradford and Andy Scott Summer Term: Piet Mondrian	Autumn Term: David Best Spring Term: Roy Lichtenstein Summer Term: Giuseppe Arcimboldo	Autumn Term: Quentin Blake Spring Term: John Constable Summer Term: Antoni Gaudi	Autumn Term: Gustav Klimt Spring Term: Antony Gormley Summer Term: Lucy Arnold	Autumn Term: Paul Nash and Thomas Cole Spring Term: Georgia O'Keeffe Summer Term: L.S. Lowry	Autumn Term: Mayan inspired art Spring Term: Giacometti and Henry Moore Summer Term: Tawny Chatmon
Making: Skills of Making Art, Craft & Design Drawing: End of Year Key Objectives	Drawing: To draw using a range of materials tools and techniques. To draw with increasing complexity and detail. To draw from the imagination . To convey feelings and represent movement or loud noises in drawings.	Drawing: To know how to draw lines of different sizes and thicknesses.	Drawing (through sculpture unit): To know how to show line, shape and texture in pencil. To know how to annotate sketches to explain ideas.	Drawing: To know the different hardness of pencils. To know how to show line, tone and texture in pencil. To know how to annotate sketches to explain and elaborate ideas. To know to sketch lightly (no need to use a rubber	Drawing: To know how to shade to show light and shadow. To know hatching and cross hatching techniques to show tone and texture.	Drawing: To know how to use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). To know how to depict movement, perspective, shadows and reflection. To know how to choose a style of drawing suitable for the work (e.g.	Drawing: To know how to use a wide variety of techniques to add interesting effects. To know how to depict perspective, shadows and reflection. To know how to choose a style of drawing suitable for the work. To know how to annotate sketches

Apley Wood Primary School
Art Curriculum Progression

				to correct mistakes).		realistic or impressionistic). To know how to use lines to represent movement.	to explain and elaborate ideas.
Making: Skills of Making Art, Craft & Design Painting: End of Year Key Objectives	Painting: To paint using a range of materials tools and techniques. To explore colour mixing and how to make a colour lighter or darker. To use thin paintbrushes to add details to work To mix colours to acquire a specific colour/shade	Painting: To know how to use thick and thin brushes. To know the primary and secondary colours To know which primary colours to mix to make secondary.	Painting: To know that you can add white to colours to make tints and black to colours to make tones. To know how to create colour wheels including primary, secondary and tertiary colours.	Painting: To know how to use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. To know how to mix colours effectively. To develop a personal style of painting, drawing upon ideas from other artists.	Painting: To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. To mix colours effectively to create a colour palette based upon colours observed in the natural or built world. To develop a personal style of painting, drawing upon ideas from other artists.	Painting: To know that watercolour paint can be used to produce washes for backgrounds. To experiment with creating mood with colour. To know to sketch (lightly) before painting to combine line and colour. To know the qualities of watercolour and acrylic paints and how these can be used to create visually interesting pieces. To develop a personal style of painting, drawing upon ideas from other artists.	Painting: To know how colours, tones and tints can be combined to enhance the mood of a piece. To know which paint and brush techniques can be used to create texture. To develop a personal style of painting, drawing upon ideas from other artists.

Apley Wood Primary School
Art Curriculum Progression

Making: Skills of Making Art, Craft & Design Sculpture: End of Key Stage Objectives	Sculpture and Collage: To manipulate materials to achieve a planned effect. To construct with a purpose in mind using a variety of resources. To experiment to create different textures. To understand that different media can be combined to create new effects.		Sculpture: To know how to use a combination of shapes. To know that rolled up paper, straws, paper, card and clay can be used as materials. To know how to use techniques such as rolling, cutting, moulding and carving. To know how to create different textures, lines, tones, colours and shapes using a wide range of tools.		Sculpture: To know how to combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). To know how to use clay and other mouldable materials. To know which tools to use to carve and add shapes, texture and pattern.		Sculpture: To know how to combine visual and tactile qualities. To know how frameworks (such as wire or moulds) provide stability and form.
Generating Ideas: Skills of Designing & Developing Ideas	To explore, use and refine a variety of artistic effects to express their ideas and feelings. To plan to construct with a purpose in mind.	To know that ideas can be expressed in art work. To know how to use sketchbooks and drawing to record ideas.	To know to sketchbooks and drawing to record ideas and experiences.	To know how to gather and review information, references and resources related to their ideas and intentions. To know to use a sketchbook for different purposes, including recording observations, planning and shaping ideas.	To know how to select and use relevant resources and references to develop their ideas. To know to use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome.	To know to engage in open ended research and exploration in the process of initiating and developing their own personal ideas. To know how to confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas;	To know how to independently develop a range of ideas which show curiosity, imagination and originality To know how to systematically investigate and research ideas. To know to test ideas and plans using sketchbooks and other appropriate approaches.

Apley Wood Primary School
Art Curriculum Progression

						testing materials; planning and recording information.	
Evaluating: Skills of judgement & Evaluation	To realise that tools can be used for a purpose. To begin to be interested in and describe the texture of things. To adapt work where necessary.	To show interest in and know how to describe what they think about the work of others.	When looking at creative work, to know how to express clear preferences and give some reasons for these.	To know to take the time to reflect upon what they like and dislike about their work in order to improve it.	To know to regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.	To know to regularly analyse and reflect on their progress, taking account of what they hoped to achieve.	To know how to provide a reasoned evaluation of their own work. To know how to evaluate professionals' work which takes account of the starting points, intentions and context behind the work.
Knowledge & Understanding: Acquiring and applying knowledge to inform progress	To know to look at work of others to generate inspiration and conversation about art and artists.	To know how to recognise and describe some simple characteristics of different kinds of art, craft and design. To know about the work of a range of famous, notable artists and designers and express and opinion on their work. To discuss examples of traditional, modern and contemporary art.	That different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. To know about the work of a range of famous, notable artists and designers and express and opinion on their work.	To know about, and express an opinion on, the work of a range of famous, notable artists. To know some of the features of traditional, modern and contemporary art. To know how to use some of the tools and techniques they	To know some of the key ideas, techniques and working practices of some different artists, craftspeople, architects and designers, and to express an opinion on their work. To know features of traditional, modern and contemporary art.	To know how to research the ideas and approaches of a range of artists, craftspeople, designers and architects. To compareand discuss artists taking account of their particular cultural context and intentions. To know facts about notable artists', artisans'	To know about, interpret and explain the work, ideas and working practices of a range of significant artists, craftspeople, designers and architects. To know how different historical, cultural and social contexts influenced artists' work.

		To discuss examples of traditional, modern and contemporary art. To know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.	To know about the materials, techniques and processes they have used, and discuss them using an appropriate vocabulary *(for instance, they know the names of the tools and colours they use).*	have chosen to work with.	To know how tools they have chosen to work with should be used effectively and with safety.	and designers' lives. To know some of the differences between traditional, modern and contemporary art. To know which processes they are using and explain how they hope to achieve high quality outcomes.	To know some of the differences between traditional, modern and contemporary art. To know the technical vocabulary and techniques for modifying the qualities of different materials and processes.
Vocabulary	**Colour, line, shape** Descriptive words based on touching and looking – hard, soft, rough, smooth	**Colour, line, shape, texture, form, tone (value), space** Primary and secondary colours, mix, blend, names of tools that are used.	**Colour, line, shape, texture, form, tone (value), space** Extension of colour vocabulary – names of primary and secondary colours as well as shades. tint, light, dark organisation words – repeat, overlap, symmetry, regular, irregular etc.	**Colour, line, shape, texture, form, tone (value), space** Dark and light, hot and cold, colours, shades, contrasts Technical terms used in processes naming techniques and tools, sculpting, modelling, calligraphy, print, engraving etc. **Traditional, modern and contemporary art.**	**Colour, line, shape, texture, form, tone (value), space** Dark and light, hot and cold colours, shades, contrasts. Technical terms used in processes naming techniques and tools, sculpting, modelling, wearing, hanging, pottery, relief, construction, manuscript, calligraphy, print, engraving etc. **Traditional, modern and**	**Colour, line, shape, texture, form, tone (value), space** Dark and light, hot and cold colours, shades, contrasts, shadow, pattern. Technical terms used in processes naming techniques and tools, sculpting, modelling, wearing, hanging, pottery, relief construction, manuscript, calligraphy, print, engraving etc.	**Colour, line, shape, texture, form, tone (value), space** Dark and light, hot and cold colours, shades, contrasts, shadow, pattern, structure. Technical terms used in processes naming techniques and tools, sculpting, modelling, wearing, hanging, pottery, relief construction, manuscript, calligraphy, print, engraving etc.

Apley Wood Primary School
Art Curriculum Progression

					contemporary art.	**Traditional, modern and contemporary art.**	**Traditional, modern and contemporary art.**
Cross-curricular Links	Forest school – looking for colour, shapes, form and texture in nature.	Materials (Science) Animals (Science) Maths – Measurement and shape (Mondrian)	History – Guy Fawkes (bonfire painting). Science – rocket sculpture.	English – figure drawing link to Roald Dahl books. Geography – Apley woods	History – linked to Egyptians	Geography – drawing linked to London landmarks. History – Industrial revolution	History - Maya Character Education - Diversity

Substantive

- Practical – knowledge about how we make art
- Theoretical – knowledge of art and its history

Disciplinary

- Disciplinary – knowledge of how quality and value have been expressed by experts