

Eastbury Primary School: ART Progression Map 2020

SUBJECT: ART				
	Autumn	Spring	Summer	
Year 1	<p>Beginning of the year, all year groups must recap on primary/secondary colours, colour mixing, and teaching techniques to shade and tint.</p> <p>Topic Title: Portraits</p> <p>Key knowledge: Ar1/1.1: To use a range of materials creatively to design and make products.</p> <p>This Portraits unit will teach the class about portraits, and use of different materials and techniques when making their own. The children will also have the opportunity to explore the work of Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol, and create artwork inspired by them.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Sketching, painting, observational drawings, developing fine motor skills... • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. <p>Key vocabulary: Pablo Picasso, Paul Klee, Henri Matisse, Andy Warhol, portraits, painting, drawing, sketching, observation...</p>	<p>Topic Title: Firework painting</p> <p>Key knowledge: Ar1/1.2: To use a range of materials creatively to design and make products.</p> <p>This unit will focus on pupils experimenting with colours, creating different shades, still life drawing, creating art inspired by artists.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Colour mixing, close observational drawing, learning about different artists, using mixed media to create art. • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. <p>Key vocabulary: Arcimboldo, Van Gogh, artist, firework painting, fruits, bowls, starry night...</p>	<p>By the end of year all pupils must have knowledge of colour, painting, drawing and sculpting. They should also have had the opportunity to study artists' lives and their work.</p> <p>Topic Title: Sculptures</p> <p>Key knowledge: Ar1/1.1: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>This unit will focus on pupils creating various sculptures. They will research, design and create using different materials. Understand that sculptures are not always made from clay.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Research about sculptures, planning, designing, choosing material, understanding why some materials are better than others... • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. <p>Key vocabulary: Sculpture, sculpting, artists, research, design, make, create, clay, marshmallow, sugar cubes, build...</p>	
Year 2	<p>Beginning of the year, all year groups must recap on primary/secondary colours, colour mixing, and teaching techniques to shade and tint.</p> <p>Topic Title: Link to History</p> <p>Key knowledge: Ar1/1.1: To use a range of materials creatively to design and make products.</p> <p>Ar1/1.2: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>Topic Title: Henri Rousseau/ Franz Marc</p> <p>Key knowledge: Ar1/1.4: To learn about the work of a range of artists, craft makers and designers. Describe the differences and similarities between different practices and disciplines. Make links to own work.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Learn about Henri Rousseau Tiger. • To mimic his painting. • To learn about Franz Marc- two horses. To mimic his painting. 	<p>By the end of year all pupils must have knowledge of colour, painting, drawing and sculpting. They should also have had the opportunity to study artists' lives and their work.</p> <p>Topic Title: London skyline</p> <p>Key knowledge: Ar1/1.3: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • London skyline picture • Printing 	

	<p>Key Skills:</p> <ul style="list-style-type: none"> • Create a treasure map. • Design a pirate coin • Create a pirate coin using salt dough. • Use tools to carve and add shapes, texture and pattern. • Annotate work in sketchbook. • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. <p>Key vocabulary: Drawing, painting, sculpting, moulding, planning, designing, imagination, materials, treasure, map, coins, questioning...</p>	<ul style="list-style-type: none"> • Compare two artists • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. <p>Key vocabulary: Artists, Henri Rousseau, tiger, painting, Franz Marc, two horses, explore, analyse, sketch, paint, create, differences, similarities, compare...</p>	<ul style="list-style-type: none"> • Collage • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. <p>Key vocabulary: Colour, pattern, texture, line, shape, form and space, London skyline, paint, print, collage, mixed media, research, understand, create...</p>
<p>Year 3</p>	<p>Beginning of the year, all year groups must recap on primary/secondary colours, colour mixing, and teaching techniques to shade and tint.</p> <p>Topic Title: Bronze Age and Iron Age (link to history)</p> <p>Key knowledge: Ar2/1.1: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Design pots and jars • Design and Create round houses/huts from Bronze Age and Iron Age. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook. • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. 	<p>Topic Title: Romans (link to history)</p> <p>Key knowledge: Ar2/1.2: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Roman mosaics. • Roman Empire map drawing. • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. <p>Key vocabulary: Drawing, painting, sculpting, materials, mosaics, tiles, Romans, history, art, question, research, design, discuss...</p>	<p>By the end of year all pupils must have knowledge of colour, painting, drawing and sculpting. They should also have had the opportunity to study artists' lives and their work.</p> <p>Topic Title: William Morris</p> <p>Key knowledge: Ar2/1.3: To learn about great artists, architects and designers in history.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Wall paper designs and patterns. • Understanding repeat patterns. • Drawing. • Colour. • Printing (build up layers of colours). • Barking Abbey site and grounds. • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. <p>Key vocabulary: William Morris, wallpaper, patterns, repeat patterns, drawing, printing, colour, artist, designer...</p>

	<ul style="list-style-type: none"> Collect information, sketches and resources and present ideas imaginatively in a sketch book. <p>Key vocabulary: Sketchbook, draw, sketch, shade, highlight, plan, design, research, history, houses, huts, Bronze age, Iron age, question, respond, pictures, photos, sources...</p>			
Year 4	<p>Beginning of the year, all year groups must recap on primary/secondary colours, colour mixing, and teaching techniques to shade and tint.</p> <p>Topic Title: Still life</p> <p>Key knowledge: Ar2/1.1: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Create sketchbook. Still life drawing. Sketching. Shading. Shadow definition. Colour and tone. Develop close observational skills using a variety of view finders. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. <p>Key vocabulary: Sketchbook, drawing, sketching, shading, defining, definition, cross hatching, highlighting, colour...</p>	<p>Topic Title: Vincent Van Gogh</p> <p>Key knowledge: Ar2/1.2: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Creating depth using lines. Creating movement using lines. Portraits. Painting (use brush techniques and the qualities of paint to create texture). Using a range of materials (pencil, oil pastel, paint). Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. <p>Key vocabulary: Vincent Van Gogh, artist, painter, paint, draw, portrait, movement, lines, materials, depth...</p>	<p>By the end of year all pupils must have knowledge of colour, painting, drawing and sculpting. They should also have had the opportunity to study artists' lives and their work.</p> <p>Topic Title: Famous architects</p> <p>Key knowledge: Ar2/1.3: To learn about great artists, architects and designers in history.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Learning about great architects through time (Sir Christopher Wren, Zaha Hadid, Antoni Gaudi, Renzo Piano, Santiago Calatrava etc.) Finding out about architectural features through history. Pupils designing their own building. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. Visit local historical buildings like Manor house and Valence house to learn about local arts and buildings. Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources. <p>Key vocabulary: Architects, architecture, buildings, design, features, history, create...</p>	
Year 5	<p>Beginning of the year, all year groups must recap on primary/secondary colours, colour mixing, and teaching techniques to shade and tint.</p>	<p>Topic Title: Historical figures in Great Britain and cityscape.</p> <p>Key knowledge:</p>	<p>By the end of year all pupils must have knowledge of colour, painting, drawing and sculpting. They should also have had the opportunity to study artists' lives and their work.</p>	

	<p>Topic Title: Ancient Greece</p> <p>Key knowledge: Ar2/1.1: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Create sketchbook. • Rough sketching. • Sketching (lightly) before painting to combine line and colour). • Shading. • Shadow definition. • Colour. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook. • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. <p>Key vocabulary: Ancient Greece, clay pots, pattern, mythical creatures, shape, material, sketch, draw, shade, colour, paint...</p>	<p>Ar2/1.2: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Sketching portraits of historical figures (Queen Victoria, Prince Albert...) • Work in a sustained and independent way to create a detailed drawing. • Use dry media to make different marks lines, patterns and shapes within a drawing. • Explore colour mixing and blending techniques with coloured pencils. • Use different techniques for different purposes i.e. Shading/ hatching within their own work. • Start to develop their own style using tonal contrast and mixed media. • Sketching (lightly) before painting to combine line and colour). • Plan, design and create sculpture of cityscape using mixed media - Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. <p>Key vocabulary: Sketching, detailed drawing, lines, patterns, shading, hatching, tonal contrast, mixed media, painting, plan, design, sculpt, sculpture, cityscape...</p>	<p>Topic Title: Piet Mondrian</p> <p>Key knowledge: Ar2/1.3: To learn about great artists, architects and designers in history.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Review understanding of primary colours. • Research the work and life of Piet Mondrian. • Use rulers to create geometrical shapes. • Reproduce the art of Piet Mondrian. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources. <p>Key vocabulary: Famous artists, Piet Mondrian, colour block, primary colours, colours, black lines, research, life, work, geometrical shapes, reproduce, comment, progress...</p>	
Year 6	<p>Beginning of the year, all year groups must recap on primary/secondary colours, colour mixing, and teaching techniques to shade and tint.</p> <p>Topic Title: In Flanders Fields (link to history and geography)</p> <p>Key knowledge: Ar2/1.2: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Finding out about WW1 artists. 	<p>Topic Title: Shang Dynasty (link to history and geography)</p> <p>Key knowledge: Ar2/1.1: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Ar2/1.2: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Drawing/ sketching. • Water colour painting. 	<p>By the end of year all pupils must have knowledge of colour, painting, drawing and sculpting. They should also have had the opportunity to study artists' lives and their work.</p> <p>Topic Title: Art from around the world.</p> <p>Key knowledge: Ar2/1.3: To learn about great artists, architects and designers in history.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Explore artists and their work (Kandinsky, Turner, Monet, Matisse etc.) 	

	<ul style="list-style-type: none"> • Paul Nash paintings. • WW1 propaganda posters – how art was used in propaganda. • Paul McRea’s poem – Poppy Art. • Drawing. • Painting. • Collage. • Sketching (lightly) before painting to combine line and colour). • Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook. • Teacher led enquiries, to ask and respond to simple closed questions. <p>Key vocabulary: WW1/WW2, war, artists, Paul Nash, Paul McRae, poem, poppies, paintings, propaganda, drawing, collage, sketching, compare, adapt, annotate...</p>	<ul style="list-style-type: none"> • Use brush techniques and the qualities of paint to create texture. • Shading. • Creating depth. • Bronze art work • Ritual vessels • Oracle bones shaping and designing using clay and tools. • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. <p>Key vocabulary: Shang Dynasty, China, history, drawing, sketching, water colour, brush techniques, shading, tinting, depth, Bronze art, oracle bones, sculpture, clay, tools...</p>	<ul style="list-style-type: none"> • To understand the importance of impressionist artists. • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. • Islamic patterns (link to History). • Geometric designs (link to maths). • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. <p>Key vocabulary: Impressionism, artists, Mone, Turner, Kandinsky, develop, materials, comment, artwork, visual language, Islamic art, geometric design...</p>
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