



St John's C.E. Primary School

Shaping lives. Shaping futures.

"Start Children off on the way they should go, and even when they are old, they will not turn from it."

Proverbs 22:6

Art

Progression of skills



Progression of Skills in Art

	Drawing	Painting	Printing	Form
Year 1	<ul style="list-style-type: none"> Extend the variety of drawings tools Explore different textures Observe and draw landscapes Observe patterns 	<ul style="list-style-type: none"> Name all the colours Mixing of colours Find collections of colour Applying colour with a range of tools 	<ul style="list-style-type: none"> Create patterns Develop impressed images Relief printing 	<ul style="list-style-type: none"> Construct Use materials to make known objects for a purpose Carve Pinch and roll coils and slabs using a modelling media. Make simple joins
Year 2	<ul style="list-style-type: none"> Experiment with tools and surfaces Draw a way of recording experiences and feelings Discuss use of shadows, use of light and dark Sketch to make quick records 	<ul style="list-style-type: none"> Begin to describe colours by objects Make as many tones of one colour as possible (using white) Darken colours without using black Using colour on a large scale 	<ul style="list-style-type: none"> Print with a growing range of objects Identify the different forms printing takes 	<ul style="list-style-type: none"> Awareness of natural and man-made forms Expression of personal experiences and ideas To shape and form from direct observation (malleable and rigid materials) Decorative techniques Replicate patterns and textures in a 3-D form
Year 3	<ul style="list-style-type: none"> Experiment with the potential of various pencils Close observation Draw both the positive and negative shapes Initial sketches as a preparation for painting Accurate drawings of people – particularly faces 	<ul style="list-style-type: none"> Colour mixing Make colour wheels Introduce different types of brushes Techniques- apply colour using dotting, scratching, splashing 	<ul style="list-style-type: none"> Relief and impressed printing Recording textures/pattern Monoprinting Colour mixing through Overlapping colour prints 	<ul style="list-style-type: none"> Shape, form, model and construct (malleable and rigid materials) Plan and develop Understanding of different adhesives and methods of construction
Year 4	<ul style="list-style-type: none"> Identify and draw the effect of light Scale and proportion Accurate drawings of whole people including proportion and placement Work on a variety of scales 	<ul style="list-style-type: none"> Colour mixing and matching; tint, tone, shade Observe colours Suitable equipment for the task Colour to reflect mood 	<ul style="list-style-type: none"> Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns Modify and adapt print 	<ul style="list-style-type: none"> Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction
Year 5	<ul style="list-style-type: none"> Effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people Concept of perspective Computer generated drawings 	<ul style="list-style-type: none"> Hue, tint, tone, shades and mood Explore the use of texture in colour Colour for purposes 	<ul style="list-style-type: none"> Combining prints Design prints Make connections Discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> Plan and develop ideas Shape, form, model and join Observation or imagination Discuss and evaluate own work and that of other sculptors
Year 6	<ul style="list-style-type: none"> Effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people Change and adapt the concept of perspective 	<ul style="list-style-type: none"> Hue, tint, tone, shades and mood Explore the use of texture in colour Colour for purposes Colour to express feelings 	<ul style="list-style-type: none"> Builds up drawings and images of whole or parts of items using various techniques Screen printing Explore printing techniques used by various artists 	<ul style="list-style-type: none"> Plan and develop ideas Shape, form, model and join using a variety of techniques Discuss and evaluate own work and that of other sculptors



Painting and Printing

Progression of Key Skills

Year Group	Unit Title	Key Skills
1	Kandinsky	<p>Painting</p> <ul style="list-style-type: none"> Name all the colours Mixing of colours Find collections of colour Applying colour with a range of tools <p>Printing</p> <ul style="list-style-type: none"> Create patterns Develop impressed images Relief printing
2	William Morris	<p>Painting</p> <ul style="list-style-type: none"> Begin to describe colours by objects Make as many tones of one colour as possible (using white) Darken colours without using black Using colour on a large scale <p>Printing</p> <ul style="list-style-type: none"> Print with a growing range of objects Identify the different forms printing takes
3	Pollock	<p>Painting</p> <ul style="list-style-type: none"> Colour mixing Make colour wheels Introduce different types of brushes Techniques- apply colour using dotting, scratching, splashing <p>Printing</p> <ul style="list-style-type: none"> relief printing recording textures/patterns monoprinting colour mixing through overlapping colour prints
4	Owen Mortensen	<p>Printing</p> <ul style="list-style-type: none"> Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns modify and adapt print <p>(Painting will be done during another unit)</p>
5	Andy Warhol	<p>Painting</p> <ul style="list-style-type: none"> tint, tone, shades and mood <p>Printing</p> <ul style="list-style-type: none"> combining prints design prints make connections discuss and evaluate own work and that of others <p>Drawing</p> <ul style="list-style-type: none"> produce increasingly accurate drawings of people
6	Screen printing	<p>Printing</p> <ul style="list-style-type: none"> Builds up drawings and images of whole or parts of items using various techniques Screen printing Explore printing techniques used by various artists



Progression of Unit Outcomes

Year Group	Unit Title	Unit Outcomes
1	Kandinsky	Children will be able to mix colours using the primary colours and make these colours lighter or darker by adding white or black to them. They will understand the difference between warm and cold colours and be able to give examples for each. They will be able to paint and print shapes in the same style as Kandinsky.
2	William Morris	Children will be able to mix colours and make these colours lighter or darker by adding white and yellow or black and blue to them. They will understand how to make an initial sketch and how to turn this into a block print. They will be able to explain the difference between block and mono printing. They will be able to paint and print sketches in the same style as William Morris.
3	Pollock	Children will be able to understand the type of artist that Pollock was and how his techniques were different to other artists. Understand a colour wheel and mix the colours that they need. They will be able to predict and explain which colours they will make by overlapping their printing. They will understand different painting techniques and be able to see where Pollock used the same ones.
4	Owen Mortensen	Children will create a printed image using the techniques of Owen Mortensen and natural or manmade patterns. (Children learn to mix colours during drawing unit)
5	Andy Warhol	Children will be able to understand the type of artist that Andy Warhol was and how his techniques were different to other artists. Understand a colour wheel and mix the colours that they need. They will understand how to create a sketch of a person thinking about perspective. Learn how to make contrasting colour prints using Andy Warhol's techniques.
6	Screen printing	Children will draw an image that is relevant to their play. They will transfer this image to be used as a screen print. They will apply paint to print their image onto material.

Progressions of End of Unit Assessment Statements

Year Group	Unit Title	Assessment statements
1	Kandinsky	<ul style="list-style-type: none"> ➤ Understand who Kandinsky is and be able to identify a range of his work ➤ Name the primary colours and mix these to make secondary and tertiary colours ➤ Identify and explain the difference between warm and cold colours ➤ Be able to change the shade of a colour by adding black or white and understand that this could be done with blue or yellow ➤ Paint and print using their colours in the style of Kandinsky ➤ Be creative when making their own Kandinsky inspired piece of work
2	William Morris	<ul style="list-style-type: none"> ➤ Understand who William Morris is and be able to identify a range of his work ➤ Be able to change the shade of a colour by adding black or white and understand that this could be done with blue or yellow and how this will affect the change in shade ➤ Sketch detailed designs based on William Morris' work ➤ Paint and print using their colours in the style of William Morris



		<ul style="list-style-type: none"> ➤ Be creative when making their own William Morris inspired piece of work
3	Pollock	<ul style="list-style-type: none"> ➤ Understand who Pollock is and be able to identify a range of his work ➤ Be able to mix colours and make a colour wheel with a variety of different shades by adding e.g. more blue to red to make a different purple ➤ Use dripping and splattering techniques to produce a piece of work ➤ Paint and print using their colours in the style of Pollock ➤ Be creative when making their own Pollock inspired piece of work
4	Owen Mortensen	<ul style="list-style-type: none"> ➤ Understand the work of Owen Mortensen and how he uses nature to create images ➤ Be able to explain the difference between man-made and natural pattern ➤ Be able to choose patterns to create an image ➤ Print using a variety of materials ➤ Print using a variety of colours ➤ Be creative when making their own Owen inspired piece of work
5	Andy Warhol	<ul style="list-style-type: none"> ➤ Understand who Andy Warhol is and be able to identify a range of his work. They will be able to explain how his art was different to the styles of art seen at that time and how this changed people's view of art. ➤ Be able to mix colours and make a colour wheel with a variety of different shades by adding e.g. more blue to red to make a different purple ➤ Be able to explain and show how colour changes by changing the tint, tone and shade by adding, black, blue, grey, white or yellow. ➤ Paint and print using their colours in the style of Andy Warhol ➤ Be creative when making their own And Warhol inspired piece of work
6	Screen printing	<p>(Painting techniques learnt during drawing unit)</p> <ul style="list-style-type: none"> ➤ Sketch a drawing that is appropriate for a specific audience ➤ Paint using appropriate colours that they have mixed themselves ➤ Be able to transfer their drawing to a print ➤ Use screen printing to print this onto material



Drawing

Progression of Key Skills

Year Group	Unit Title	Key Skills
1	Landscape rubbings	<p>Drawing</p> <ul style="list-style-type: none"> Extend the variety of drawings tools Explore different textures Observe and draw landscapes Observe patterns
2	Monet	<p>Drawing</p> <ul style="list-style-type: none"> experiment with tools and surfaces draw a way of recording experiences and feelings discuss use of shadows, use of light and dark sketch to make quick records
3	Da Vinci	<p>Drawing</p> <ul style="list-style-type: none"> Experiment with the potential of various pencils close observation Draw both the positive and negative shapes initial sketches as a preparation for painting accurate drawings of people – particularly faces
4	Van Gogh	<p>Drawing</p> <ul style="list-style-type: none"> Identify and draw the effect of light Scale and proportion Accurate drawings of whole people including proportion and placement Work on a variety of scales <p>Painting</p> <ul style="list-style-type: none"> colour mixing and matching; tint, tone, shade observe colours suitable equipment for the task colour to reflect mood
5	Mondrian	<p>Drawing</p> <ul style="list-style-type: none"> Create own abstract pattern to reflect personal experiences and expression create pattern for purposes <p>(Drawing targets have also been covered during printing unit)</p>
6	Picasso	<p>Drawing</p> <ul style="list-style-type: none"> effect of light on objects and people from different directions interpret the texture of a surface produce increasingly accurate drawings of people concept of perspective <p>Painting</p> <ul style="list-style-type: none"> tint, tone, shades and mood explore the use of texture in colour colour for purposes colour to express feelings



Progression of Unit Outcomes

Year Group	Unit Title	Unit Outcomes
1	Landscape rubbings	Children will be able to use different drawing tools including pastels, pencils and rubbings to create a landscape picture. They will be able to look at patterns and textures in nature and use this in their art work.
2	Monet	Children will create two images to compare the effect of light and shade in the style of Monet and the Haystacks.
3	Da Vinci	Children will create a Mona Lisa picture inspired by Da Vinci using different pencils for sketching and shading.
4	Van Gogh	Children will be able to understand the type of artist that Van Gogh painted and how the painting techniques used are different to other paintings. Understand a colour wheel and mix the colours that they need. They will be able to predict and explain which colours they will make by changing the tint, tone and shade. They will understand how to create a sketch and how to use vibrant colours to paint their pictures like Van Gogh
5	Mondrian	Children will be able to create a Mondrian inspired piece of work using parallel lines, right angles and the primary colours.
6	Picasso	Children will be able to understand the type of artist that Picasso was and how his techniques were different to other artists and how this changed how people viewed art. Understand a colour wheel and mix the colours that they need. They will be able to predict and explain which colours they will make by changing the tint, tone and shade. They will understand how to create a sketch and how to use contrasting colours to paint their faces in the style of Picasso

Progressions of End of Unit Assessment Statements

Year Group	Unit Title	Assessment statements
1	Landscape rubbings	<ul style="list-style-type: none"> ➤ Be able to use a variety of drawing tools to create a landscape picture ➤ Be able to recognise and use different textures and patterns in nature ➤ Be able to look at different parts of a landscape and put these ideas together into a piece of art work.
2	Monet	<ul style="list-style-type: none"> ➤ Be able to experiment with tools for sketching and shading (including pastels) ➤ Be able to draw as a way of recording experiences and feelings and be able to see this in other people's work ➤ Be able to discuss use of shadows and the use of light and dark and how this effects the mood of a painting/piece of art work ➤ Be able to sketch to make quick records
3	Da Vinci	<ul style="list-style-type: none"> ➤ Children will be able to decide on the type of pencil they need depending on whether they are sketching or shading and be able to explain the difference. ➤ They will be able to use proportion when they sketch thinking about the size of what they are drawing and where this is on the face. ➤ This should ensure that they are drawing people accurately. ➤ They will be able to put the pieces of a face together to create a whole image and use pencils accordingly to shade it.
4	Van Gogh	<ul style="list-style-type: none"> ➤ Understand who Van Gogh is and be able to identify a range of his work. They will be able to explain how his art was



		<p>different to the styles of art seen at that time and how this changed people's view of art.</p> <ul style="list-style-type: none"> ➤ Be able to mix colours and make a colour wheel with a variety of different shades by adding e.g. more blue to red to make a different purple ➤ Be able to explain and show how colour changes by changing the tint, tone and shade by adding, black, blue, grey, white or yellow. ➤ Understand that a sketch is an initial drawing and the techniques used to create a sketch. ➤ Understand and use perspective in their drawings but also recognise how Van Gogh manipulates perspective in his work. ➤ Use and mix paint to create a contrasting picture in the style of Van Gogh
5	Mondrian	<ul style="list-style-type: none"> ➤ Be able to create their own abstract pattern to reflect personal experiences and expression ➤ Be able to create pattern for purposes ➤ Be able to create computer generated drawings that reflect their painted pieces.
6	Picasso	<ul style="list-style-type: none"> ➤ Understand who Picasso is and be able to identify a range of his work. They will be able to explain how his art was different to the styles of art seen at that time and how this changed people's view of art. ➤ Be able to mix colours and make a colour wheel with a variety of different shades by adding e.g. more blue to red to make a different purple ➤ Be able to explain and show how colour changes by changing the tint, tone and shade by adding, black, blue, grey, white or yellow. ➤ Understand that a sketch is an initial drawing and the techniques used to create a sketch. ➤ Understand and use perspective in their drawings but also recognise how Picasso manipulates perspective in his work. ➤ Use and mix paint to create a contrasting picture in the style of Picasso



Form

Progression of Key Skills

Year Group	Unit Title	Key Skills
1	Hedgehogs	Form <ul style="list-style-type: none"> Construct Use materials to make known objects for a purpose Carve Pinch and roll coils and slabs using a modelling media. Make simple joins
2	Flowers	Form <ul style="list-style-type: none"> Awareness of natural and man-made forms Expression of personal experiences and ideas to shape and form from direct observation (malleable and rigid materials) decorative techniques Replicate patterns and textures in a 3-D form work and that of other sculptors
3	Insects	Form <ul style="list-style-type: none"> Shape, form, model and construct (malleable and rigid materials) Plan and develop understanding of different adhesives and methods of construction aesthetics
4	Butterflies	Form <ul style="list-style-type: none"> Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors analyse and interpret natural and manmade forms of construction
5	Flowers	Form <ul style="list-style-type: none"> plan and develop ideas Shape, form, model and join observation or imagination
6	Birds	Form <ul style="list-style-type: none"> plan and develop ideas Shape, form, model and join observation or imagination properties of media Discuss and evaluate own work and that of other sculptors

Progression of Unit Outcomes

Year Group	Unit Title	Unit Outcomes
1	Hedgehogs	Children will create a hedgehog out of clay. They will research hedgehogs looking at their colour, shape and texture and recreate this in their model. They will learn how to pinch, roll and carve clay using their fingers and other tools.
2	Flowers	Children will use clay to create a flower. They will evaluate the colours and patterns in flowers and decide which they would like to use in their piece of art. They will use their sketch book to record ideas and refer back to these. Children will use shaping, modelling and joining skills.
3	Insects	Children will use paper mache to create an insect. They will learn the difference between malleable and rigid materials and see how their material will change from one to the other when dry. They will learn how to use different materials for construction. Children will research insects concentrating on the size, shape and pattern of them including



		the pattern in their wings. They will use shaping, joining and smoothing techniques to create their insect and paint this ensuring they mix colours correctly.
4	Butterflies	Children will use mod roc to create a butterfly. They will research butterflies and look at pattern and the symmetry of their wings. They will look at the colours and how these help for camouflage. Children will use mod roc to experience and create different textures and pattern. They will learn more complex joining and smoothing techniques that create pattern and texture.
5	Flowers	Children will explore the use of wire to sculpt a flower. They will research flowers thinking about the colours, patterns and texture but mainly investigating the stem, petals and inside of the flower and the detail in them. They will use wire to create these parts of the flower and use intricate joining and shaping techniques. They will cover this in tissue paper to create the petals and leaves.
6	Birds	Children will research different artists to help them discover the type of art they will be looking at. They will then research different types of birds and concentrate on their colour, pattern, size and detail in feathers/tail. They will then use a range of joining techniques, carving and shaping to create their own bird from clay. They will also paint this using a range of appropriate colours that they have mixed themselves.

Progressions of End of Unit Assessment Statements

Year Group	Unit Title	Assessment statements
1	Hedgehogs	<ul style="list-style-type: none"> ➤ Shape using fingers ➤ Cut spikes ensuring they are a similar size and shape ➤ Attach eyes using joining techniques ➤ Paint using different brushes for different areas ➤ Mix colours correctly
2	Flowers	<ul style="list-style-type: none"> ➤ Mould and shape petals out of clay using fingers and tools ➤ Use different tools to carve ➤ Use different joining techniques to join all petals ➤ Mix colours ➤ Paint carefully
3	Insects	<ul style="list-style-type: none"> ➤ Use joining and smoothing techniques ➤ Understand how to use smaller pieces of material to join and smooth ➤ Add detail using materials ➤ Paint using correctly mixed colours
4	Butterflies	<ul style="list-style-type: none"> ➤ Use more complex joining and smoothing techniques that create texture and pattern ➤ Understand how to join items using mod roc ➤ Understand how to add material delicately ➤ Paint using correctly mixed colours that are appropriate to camouflage.
5	Flowers	<ul style="list-style-type: none"> ➤ Use intricate joining and shaping techniques ➤ Use tools to shape wire into petals, stem and inside of the flower ➤ Add tissue paper to create pattern and texture of petals and leaves
6	Birds	<ul style="list-style-type: none"> ➤ Use different joining techniques e.g. joining head to body and cross hatch for wings ➤ Use a variety of different tools to carve in detail ➤ Shape using fingers to give detail

