



Stoke Canon C of E Primary School

Art Progression Framework



Drawing skills underpin all of our artistic learning, and pupils explore and develop their drawing skills as part of their research and understanding of the artists and knowledge for each unit of work. Each academic year, students study the works of famous artists in the areas of Drawing, Painting and Printing and 3D Design – Sculpture or Textiles and Collage. Pupils study artists that provide useful cross curricula links through their work, style, skills and lives, then applying those techniques to explore work more widely. The Art coordinator supports staff in developing these units of work and, over time, pupils' knowledge and skills in art.

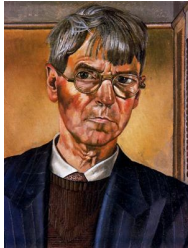
Throughout the Art and Design learning, pupils will:

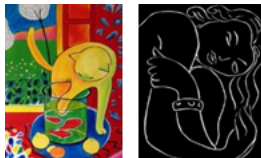
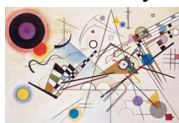
A1 Study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms.

A2 Evaluate and analyse creative works using the language of art, craft and design.

Evaluate and Analyse (EA):

At EYFS:	At Key Stage One:	At Lower Key Stage Two:	At Upper Key Stage Two:	
E1 Talk about their own and other people's artwork, noticing features and techniques. E2 Begin to express an opinion about what they like and don't like in the work of artists.	E1 record and explore ideas from first hand observations. E2 ask and answer questions about starting points for their work. E3 develop and share their ideas, try things out and make changes. E4 describe the differences and similarities between different practices and disciplines, and making links to their own work. E5 think critically about their art and design work.	E1 record their observations and use them to review and revisit ideas. E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. E4 think critically about their art and design work.	E1 To record their observations and use to review and revisit ideas. E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. E4 think critically about their art and design work.	
Art Tier 3 Vocabulary @ EYFS	Art Tier 3 Vocabulary @ KS1:	Art Tier 3 Vocabulary @ LKS2:	Art Tier 3 Vocabulary @ UKS2:	
like dislike	similarity foreground Background	creative adaptation sources variation complement Contrast	cartridge / tissue media Distance Symbolic Subtle Complex	Atmosphere Representation engaging Inconsistent Delicate Flowing Vibrant

Drawing - Knowledge						
EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	Cycle 1	Cycle 2 Pablo Picasso 	Cycle 1 Stanley Spencer 	Cycle 2	Cycle 1 Alfred Wallis  Alfred Wallis use of shading and line, together with tone create atmospheric drawings	Cycle 2 Van Gogh  Van Gogh's drawings provide all the Key drawing skills for children to experience. (see below)
Drawing - Skills						
D1 Knows some ways to use pencils and coloured pencils to create an effect. D2 Demonstrates increasingly effective grip and control when drawing. D3 Explore different textures. D4 Use drawings to tell a story. D5 Investigate different lines.	<u>General Skills</u> Experiment with a variety of media; pencils; rubbers; crayons; pastels; felt tips; charcoal; ball points; chalk. Control the types of marks made with the range of media <u>Lines and Marks</u> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. <u>Shape</u> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. <u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes <u>Texture</u> Investigate textures by describing, naming, rubbing, copying.		<u>General Skills</u> Experiment with ways in which surface detail can be added to drawings. Collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. <u>Lines and Marks</u> Make marks and lines with a range of drawing implements e.g charcoal, pencil, crayon, chalk pastels, pens etc Experiment with different grades of pencil and other implements to create lines and marks. <u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension <u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations of tone. Apply tone in a drawing in a simple way. <u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.		<u>General Skills</u> Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work. <u>Lines, Marks, Tone, Form and Texture</u> Use different types of drawing materials to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns textures and shapes. 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 <u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition	
Drawing - Vocabulary						
Press, Thick, Thin	Thick, thin, sketch, texture		grades of pencil, scale, refine, alter		Consolidate prior vocabulary	
Drawing - Expectation of Skills Progression						
EYFS	Year 1 	Year 2	Year 3 	Year 4 	Year 5 	Year 6 

Painting and Printing - Knowledge						
EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Tudor Artists 	PR: Takashi Murakami (The Warhol of Japan)  How light and shape was used both in 2D and 3 D installations William Morris 	Egyptian Art  How the human body was depicted. Use of paper and brush drawing	Cave Paintings  How people made pictures. How colours were made from natural materials. Why images created collective memory. Stanley Spencer 	Vincent Van Gogh  How the artist used emotions to create art works and communicated this through mark making Alfred Wallis  Understanding of what 'naive' art is. How British art reacted to WW2. Using recycled objects to create art. Using memories to paint pictures	P: Henri Matisse  How line and colour work together to create exciting images. Over coming disability Kandinsky  Interaction of space , shape and music. Revolutionary art in the 20th Century . How artists reacted to the modern machine world.
Painting and Printing - Skills						
<u>Painting</u> Demonstrate increasingly effective grip and control when painting. Name all primary and many secondary colours. Mix some secondary colours effectively. Explore and experiment with colour mixing and talk about what happens. <u>Printing</u> Talk about colour, texture and shape. Use a source e.g. a picture in a story or an artist's work, as a stimulus for their own work. Use a simple paint program to produce a picture.	<u>Painting</u> Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. <u>Printing</u> Print with a range of hard and soft materials e.g. corks, pen barrels, sponges Make simple marks on rollers and printing palettes Take simple prints i.e mono-printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns Colour Experiment with over printing motifs and colour Texture Make rubbings to collect textures and patterns		<u>Painting</u> Experiment with different effects and textures inc blocking in colour, washes, thickened paint , creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Colour Mix colours and know which primary colours make secondary colours. Use more specific colour language Mix and use tints and shades <u>Printing</u> Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays		<u>Painting</u> Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music Colour Mix and match colours to create atmosphere and light effects Be able to identify primary, secondary, complementary and contrasting colours Work with complementary colours. <u>Printing</u> Create printing blocks by simplifying an initial sketch. Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints	
Painting and Printing - Vocabulary						
Names of primary colours, names of secondary colours, mix, lighter, darker, print, flick, dot	printing, technique, brush size, primary/secondary colours gouge, scrape	Shade, acrylic/poster/watercolour artefact mono-printing, motif, wash	colour scheme/blocking, spectrum tint	tone, hue, relief/impressed, method, block printing	warm colours, cold colours	atmosphere
Painting and Printing - Expectation of Skills Progression						
						

Textiles and Collage - Knowledge					
EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2
				 Kurt Shwitters Using fabric and everyday images, he created multi-layered art work that explored beauty and politics. His art was seen by Hitler as 'degenerate' art and he had to flee Germany.. Refugee.  Kimono Textiles	
Textiles and Collage - Skills					
<u>Textiles</u> Demonstrate increasingly effective fine motor skills when sewing. <u>Collage</u> Use a source e.g. a picture in a story or an artist's work, as a stimulus for their own work.	<u>Textiles</u> Match and sort fabrics and threads of colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers, etc Crate cords and plaits for decoration Colour Apply colour with printing, dipping, fabric crayons Create and use dyes ie. onion skins, tea, coffee Texture Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel etc <u>Collage</u> Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g colour, texture Fold crumple, tear and overlap papers Work on different scales Colour Collect, sort, name match colours appropriate for an image Shape Create and arrange shapes appropriately		<u>Textiles</u> Use a variety of techniques, e.g. printing , dyeing, weaving and stitching to create different textural effects. <u>Collage</u> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary.		<u>Textiles</u> Use fabrics to create 3D structures Use different grades of threads and needles. Experiment with a range of media to overlap and layer creating interesting colours and textures and effect <u>Collage</u> Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideas
Textiles and Collage - Vocabulary					
Sew, cotton, thread, material, push, pull, needle, 3d, join, fold, bend	texture construct	Join, natural, man-made, form, recycled	Surface, transparent, opaque	Weave, embroider, tapestry	Consolidate prior vocabulary

3D Design - Knowledge						
EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Joan Miro 		Andy Goldsworthy 		Barbara Hepworth  Aztec Sculptures 	
3D Design - Skills						
S1 Use malleable materials to create a specific effect. S2 Use simple joining techniques to make. 3d Shape and model from found materials. S3 Talk about the 3d structures they make using bricks and blocks.	Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools <u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials Use simple 2D shapes to create a 3D form <u>Texture</u> Change the surface of a malleable material e.g. build a textured tile.		Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes. Crate surface patterns and textures in a malleable material Use papier mache to create a simple 3D object		Shape, form, model and construct from observation or imagination Use recycled natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay including slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media	
3D Design - Vocabulary						
Roll, squash, pinch, knead, stretch, squeeze, smooth, shiny, rough	Roll, knead sculpt(ure) texture construct	join slip, form, malleable	Carving, surface, transparent, opaque, manipulate, recycled		Consolidate prior vocabulary	
3D Design - Expectation of skills progression						
	Year 1 	Year 2	Year 3	Year 4 	Year 5 	Year 6 

EYFS

Year 1

A child's drawing of a person with a large yellow head, a red face, and a green body. The drawing is on lined paper. The person has a large yellow head with a red face and a green body. The drawing is simple and colorful.

Year 2

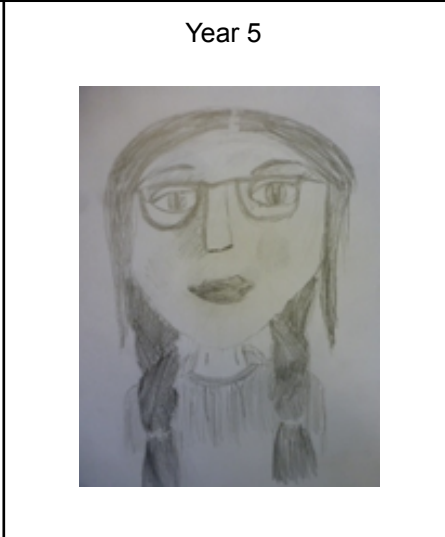
A hand-drawn portrait of a young woman with blonde hair, wearing glasses and a necklace. The drawing is framed by a colorful border made of crayon strokes. The name 'Jazzy' is written in the bottom left corner.



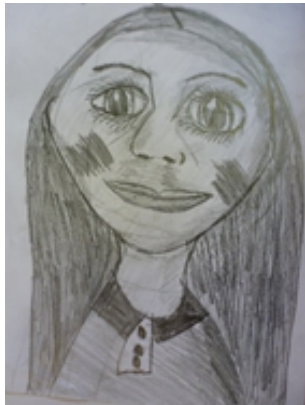
Year 4

A child's drawing of a face, likely a girl, with yellow hair and blue eyes. The drawing is done on a light-colored background. The face is simple, with a large white oval for the head, a small black dot for the nose, and a simple curved line for the mouth. The hair is drawn with yellow and green crayons, and the eyes are outlined in black with blue fill. The drawing is framed by a black border.

Year 5

A pencil drawing of a girl's face and upper torso. She has long hair styled in two pigtails, wears large rectangular glasses, and has a ruffled collar. The drawing is done in a simple, sketchy style with visible pencil lines.

Year 6

A pencil drawing of a girl with long, dark hair. She has large, expressive eyes and a gentle smile. She is wearing a dark-colored top with a white collar that features a small, white, rectangular tag with two dark dots. The drawing is done in a simple, sketchy style with visible pencil lines.

Art Assessment - My Special Place/Home Summer Term									
--	--	--	--	--	--	--	--	--	--