

Art Progression Model

Drawing, Painting and Sculpture- Compulsory Others-Additional

“Every child is an artist. The problem is how to remain an artist once we grow up.”

-Pablo Picasso

Throughout a school year, children should be taught about three main media: drawing, painting and sculpture.

The additional media can be taught on top of these three and evidence can be collated as below.

Skills

This document is designed to support teachers in the planning and assessment of Art from Years One to Six.

The skills that the children will be taught in Art learning should reflect what has been decided for each year group. Learning should (where possible) link to an artist and vocabulary should be used/displayed.

Assessment and Portfolio

Three children will be chosen in Year One to represent 'Expected'. The same three children's work will then be collated through their time with us at Brampton 'The Ellis' Primary.

Progression should be clearly visible throughout the years and even within the same year.

Simply, highlight when a skill has been exhibited in the child's work and mark the photo with the code 'Y1a' for the child's first piece of work in Year One, 'Y3c' for the child's third piece of work in Year Three etc. Do this separately for the different media.

Collecting photos of the child's work will then allow them to take their work home.

NB: This document should be kept in the front of the child's portfolio.

Art Progression Model – Drawing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing Skills	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness • Colour (own work) neatly following the lines • Show pattern and texture by adding dots and lines 	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness • Colour (own work) neatly following the lines • Show pattern and texture by adding dots and lines • Show different tones by using coloured pencils 	<ul style="list-style-type: none"> • Use different hardnesses of pencil to show line, tone and texture • Sketch lightly (no need to use a rubber to correct mistakes) • Use shading to show light and shadow • Use hatching and cross-hatching to show tone and texture 	<ul style="list-style-type: none"> • Use different hardnesses of pencil to show line, tone and texture • Annotate sketches to explain and elaborate ideas • Sketch lightly (no need to use a rubber to correct mistakes) • Use shading to show light and shadow • Use hatching and cross-hatching to show tone and texture 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (eg reflections, shadows, direction of sunlight) • Use a choice of techniques to depict movement, perspective, shadows and reflection • Use lines to represent movement 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (eg reflections, shadows, direction of sunlight) • Use a choice of techniques to depict movement, perspective, shadows and reflection • Choose a style of drawing suitable for the work (eg realistic or impressionistic)
Key Vocabulary	Line, thickness, pattern, texture, shape, colour, draw, idea, imagination, experience	Line, thickness, pattern, texture, shape, colour, form, space, density, control, proportion, sketch, idea, imagination, experience	Line, thickness, pattern, texture, shape, colour, form, space, density, control, proportion, tone, soft and hard, draft, rework, light, shade, sketch, technique, experiment, observe, review, revisit	Line, thickness, pattern, texture, shape, colour, form, space, density, control, proportion, tone, soft and hard, draft, rework, light, shade, sketch, technique, evaluate, develop, shading, experiment, observe, review, revisit	Line, thickness, pattern, texture, shape, colour, form, space, density, control, proportion, tone, soft and hard, draft, rework, light, shade, sketch, technique, evaluate, develop, shading, experiment, movement, perspective, observe, review, revisit	Line, thickness, pattern, texture, shape, colour, form, space, density, control, proportion, tone, soft and hard, draft, rework, light, shade, sketch, technique, evaluate, develop, shading, experiment, movement, perspective, observe, review, revisit, intent, choice, provoke, inspiration, voice
Artists	<ul style="list-style-type: none"> • Picasso (lines, sketching lightly, movement, shadows, <i>self-portraits</i>), • Hogarth, Goya, Rembrandt, Da Vinci (classical drawings, shading, tone and texture, sketching lightly for drafting, <i>self-portraits, people, scenes</i>), • Dali (thicknesses, lines, shadow and light, perspective, abstract, <i>thought-provoking, Harry Potter</i>), • Illustrators – Jane Hissey, Anthony Browne, Axel Scheffler (colour, <i>traditional tales</i>), • Lowry (depict movement, perspective, <i>scenes, crowds, buildings, industrial</i>), • Paul Klee (different thicknesses) • Escher (shadows, reflection, <i>thought-provoking, Shakespeare</i>) • George Hainsworth (colour, thicknesses, texture, tone, sketching lightly, <i>from Leeds, plants, fruit</i>) • William Henry Hunt (sketch, drawing, <i>landscapes</i>) 					

Art Progression Model – Drawing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Drawing Skills	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness • Colour (own work) neatly following the lines • Show pattern and texture by adding dots and lines 	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness • Colour (own work) neatly following the lines • Show pattern and texture by adding dots and lines • Show different tones by using coloured pencils 	<ul style="list-style-type: none"> • Use different hardnesses of pencil to show line, tone and texture • Sketch lightly (no need to use a rubber to correct mistakes) • Use shading to show light and shadow • Use hatching and cross-hatching to show tone and texture 	<ul style="list-style-type: none"> • Use different hardnesses of pencil to show line, tone and texture • Annotate sketches to explain and elaborate ideas • Sketch lightly (no need to use a rubber to correct mistakes) • Use shading to show light and shadow • Use hatching and cross-hatching to show tone and texture 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (eg reflections, shadows, direction of sunlight) • Use a choice of techniques to depict movement, perspective, shadows and reflection • Use lines to represent movement 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (eg reflections, shadows, direction of sunlight) • Use a choice of techniques to depict movement, perspective, shadows and reflection • Choose a style of drawing suitable for the work (eg realistic or impressionistic)
Evidence	Label: Y1a, Y1b, Y1c etc (in chronological order)	Label: Y2a, Y2b, Y2c etc (in chronological order)	Label: Y3a, Y3b, Y3c etc (in chronological order)	Label: Y4a, Y4b, Y4c etc (in chronological order)	Label: Y5a, Y5b, Y5c etc (in chronological order)	Label: Y6a, Y6b, Y6c etc (in chronological order)

Art Progression Model – Painting

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<ul style="list-style-type: none"> Use thick and thin brushes Mix primary colours to make secondary 	<ul style="list-style-type: none"> Use thick and thin brushes Mix primary colours to make secondary Add white to colours to make tints and black to colours to make tones Create colour wheel 	<ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines Mix colours effectively Use watercolour paint to produce washes for backgrounds, then add detail Experiment with creating mood with colour 	<ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines Mix colours effectively Use watercolour paint to produce washes for backgrounds, then add detail Experiment with creating mood with colour 	<ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour Create a colour palette based upon colours observed in the natural or built world Use the qualities of watercolour and acrylic paints to create visually interesting pieces Combine colours, tones and tints to enhance the mood of a piece Develop a personal style of painting, drawing upon ideas from other artists 	<ul style="list-style-type: none"> Sketch ... (See Y5) Create ... (See Y5) Use the qualities of watercolour and acrylic paints to create visually interesting pieces Combine colours, tones and tints to enhance the mood of a piece Use brush techniques and the qualities of paint to create texture Develop a personal style of painting, drawing upon ideas from other artists
Key Vocabulary	Thickness, texture, colour, draw, idea, imagination, experience, consistency, mix, primary, secondary, tone, shape	Thickness, texture, colour, draw, idea, imagination, experience, consistency, mix, primary, secondary, tone, shade, shape, background, foreground, detail, contrast, complimentary, light, dark,	Thickness, texture, colour, draw, idea, imagination, experience, consistency, mix, primary, secondary, tone, shade, shape, background, foreground, detail, contrast, complimentary, light, dark, texture vocab (rough, smooth etc), pattern, line, wash, watercolour, mood vocab (spooky, mysterious etc)	Thickness, texture, colour, draw, idea, imagination, experience, consistency, mix, primary, secondary, tone, shade, shape, background, foreground, detail, contrast, complimentary, light, dark, texture vocab (rough, smooth etc), pattern, line, wash, watercolour, mood vocab (spooky, mysterious etc)	Thickness, texture, colour, draw, idea, imagination, experience, consistency, mix, primary, secondary, tone, shade, shape, background, foreground, detail, contrast, complimentary, light, dark, texture vocab (rough, smooth etc), pattern, line, wash, watercolour, mood vocab (spooky, mysterious etc), palette, acrylic, inspiration, brushstrokes, effect	Thickness, texture, colour, draw, idea, imagination, experience, consistency, mix, primary, secondary, tone, shade, shape, background, foreground, detail, contrast, complimentary, light, dark, texture vocab (rough, smooth etc), pattern, line, wash, watercolour, mood vocab (spooky, mysterious etc), palette, acrylic, inspiration, brushstrokes, effect
Artists	<ul style="list-style-type: none"> Warhol (colour mixing, tones, colour wheel, moods, <i>self-portraits</i>), Hockney (scenes, colours, movement, mood, natural world, <i>local area, countryside, outside</i>), Van Gogh (colour mixing, thick paints, mood, line, <i>space (Starry Night), plants (Sunflowers), Irises, houses (bedroom), countryside</i>), Picasso, Old Masters, Old Dutch Masters (sketching lightly, colour palettes) Paul Klee, Kandinsky, Mark Rothko (KS1, colour mixing, shape, pattern) Georgia O'Keeffe, Monet (colour mixing, tones, thick and thin, mood, <i>plants, gardens</i>) Banksy (provoke, mood, feelings, message) Steve Brown (colour mixing, thin and thin, <i>animals</i>) Edvard Munch (colour mixing, combine colours, provoke, feelings, message, mood) 					

Art Progression Model – Painting

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Skills	<ul style="list-style-type: none"> • Use thick and thin brushes • Mix primary colours to make secondary 	<ul style="list-style-type: none"> • Use thick and thin brushes • Mix primary colours to make secondary • Add white to colours to make tints and black to colours to make tones • Create colour wheel 	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines • Mix colours effectively • Use watercolour paint to produce washes for backgrounds, then add detail • Experiment with creating mood with colour 	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines • Mix colours effectively • Use watercolour paint to produce washes for backgrounds, then add detail • Experiment with creating mood with colour 	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour • Create a colour palette based upon colours observed in the natural or built world • Use the qualities of watercolour and acrylic paints to create visually interesting pieces • Combine colours, tones and tints to enhance the mood of a piece • Develop a personal style of painting, drawing upon ideas from other artists 	<ul style="list-style-type: none"> • Sketch ... (See Y5) • Create ... (See Y5) • Use the qualities of watercolour and acrylic paints to create visually interesting pieces • Combine colours, tones and tints to enhance the mood of a piece • Use brush techniques and the qualities of paint to create texture • Develop a personal style of painting, drawing upon ideas from other artists
Evidence	Label: Y1a, Y1b, Y1c etc (in chronological order)	Label: Y2a, Y2b, Y2c etc (in chronological order)	Label: Y3a, Y3b, Y3c etc (in chronological order)	Label: Y4a, Y4b, Y4c etc (in chronological order)	Label: Y5a, Y5b, Y5c etc (in chronological order)	Label: Y6a, Y6b, Y6c etc (in chronological order)

Art Progression Model – Sculpture

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Skills	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms eg shapes made from nets or solid materials • Manipulate materials • Explore malleable materials E.g. clay, plastecine, dough 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms eg shapes made from nets or solid materials • Begin to plan • Use a range of tools 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms eg shapes made from nets or solid materials • Include texture that conveys feelings, expression or movement • Add materials to provide interesting detail • Select and use tools 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms eg shapes made from nets or solid materials • Include texture that conveys feelings, expression or movement 	<ul style="list-style-type: none"> • Use frameworks (such as wire or moulds) to provide stability and form • Show precision in techniques 	<ul style="list-style-type: none"> • Show life- like qualities and real life proportions or, if more abstract, provoke different interpretations • Use tools to carve and shapes, texture and pattern • Combine visual and tactile qualities
Key Vocabulary	Form, shape, structure, size, material, build, join, attach, touch, feel	Form, shape, structure, size, material, construct, build, plan, join, attach, tactile, touch, feel, scale, planning, resourcing	Form, shape, structure, size, material, construct, build, plan, join, attach, tactile, touch, feel, scale, planning, resourcing, malleable, combine, convey	Form, shape, structure, size, material, construct, build, plan, join, attach, tactile, touch, feel, scale, planning, resourcing, malleable, combine, convey	Form, shape, structure, size, material, construct, build, plan, join, attach, tactile, touch, feel, scale, planning, resourcing, malleable, combine, convey, frameworks, stability, techniques	Form, shape, structure, size, material, construct, build, plan, join, attach, tactile, touch, feel, scale, planning, resourcing, malleable, combine, convey, frameworks, stability, techniques
Artists	<ul style="list-style-type: none"> • Barbara Hepworth, Henry Moore (forms, texture, solid materials, precision) • Andy Goldsworthy, David Nash (create, combine shapes, texture, detail, <i>nature, woodlands, leaves, plants</i>) • David Nash • Auguste Rodin (malleable, manipulate, forms, solid materials, feelings, expression, tools, <i>people</i>) • Anthony Gormley (recognisable forms, nets, malleable, manipulate, combine shapes, <i>Angel of the North, people</i>) • Northumberlandia (Charles Jenks- land sculpture) • Melanie Wilks (manipulate, combine, detail, tools, <i>Trash, 3D shapes</i>) • Christine Halsey (shape, form) • Cath Graham (<i>Yorkshire, trees</i>) • Alexander Calder (manipulate, forms, wire, framework, precision, <i>animals, faces</i>) 					

Art Progression Model – Sculpture

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms eg shapes made from nets or solid materials • Manipulate materials • Explore malleable materials E.g. clay, plastecine, dough 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms eg shapes made from nets or solid materials • Begin to plan • Use a range of tools 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms eg shapes made from nets or solid materials • Include texture that conveys feelings, expression or movement • Add materials to provide interesting detail • Select and use tools 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms eg shapes made from nets or solid materials • Include texture that conveys feelings, expression or movement 	<ul style="list-style-type: none"> • Use frameworks (such as wire or moulds) to provide stability and form • Show precision in techniques 	<ul style="list-style-type: none"> • Show life- like qualities and real life proportions or, if more abstract, provoke different interpretations • Use tools to carve and shapes, texture and pattern • Combine visual and tactile qualities
Evidence	Label: Y1a, Y1b, Y1c etc (in chronological order)	Label: Y2a, Y2b, Y2c etc (in chronological order)	Label: Y3a, Y3b, Y3c etc (in chronological order)	Label: Y4a, Y4b, Y4c etc (in chronological order)	Label: Y5a, Y5b, Y5c etc (in chronological order)	Label: Y6a, Y6b, Y6c etc (in chronological order)

Art Progression Model – Collage

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms eg shapes made from nets or solid materials • Manipulate materials • Explore malleable materials E.g. clay, plastecine, dough 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms eg shapes made from nets or solid materials • Begin to plan • Use a range of tools 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms eg shapes made from nets or solid materials • Include texture that conveys feelings, expression or movement • Add materials to provide interesting detail • Select and use tools 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms eg shapes made from nets or solid materials • Include texture that conveys feelings, expression or movement 	<ul style="list-style-type: none"> • Use frameworks (such as wire or moulds) to provide stability and form • Show precision in techniques 	<ul style="list-style-type: none"> • Show life- like qualities and real life proportions or, if more abstract, provoke different interpretations • Use tools to carve and shapes, texture and pattern • Combine visual and tactile qualities

Art Progression Model – Printing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<ul style="list-style-type: none"> Use repeating or overlapping shapes Press, roll, rub or stamp to make prints 	<ul style="list-style-type: none"> Mimic print from the environment Eg wallpapers Press, roll, rub or stamp to make prints 	<ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines Mix colours effectively Use watercolour paint to produce washes for backgrounds, then add detail Experiment with creating mood with colour 	<ul style="list-style-type: none"> Build up layers of colours Create an accurate pattern showing fine detail Use a range of visual elements to reflect the purpose of the work 		

Art Progression Model – Digital Media

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<ul style="list-style-type: none"> Use a wide range of tools to create different textures, lines, tones, colours and shapes 	<ul style="list-style-type: none"> Use a wide range of tools to create different textures, lines, tones, colours and shapes 	<ul style="list-style-type: none"> Create images, video and sound recordings and explain why they were created 	<ul style="list-style-type: none"> Create images, video and sound recordings and explain why they were created 	<ul style="list-style-type: none"> Enhance digital media by editing (including sound, video, animations, still images and instillations) 	<ul style="list-style-type: none"> Enhance digital media by editing (including sound, video, animations, still images and instillations)

Art Progression Model – Textiles

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Skills	<ul style="list-style-type: none"> Join materials using glue Use plaiting 	<ul style="list-style-type: none"> Use weaving to create a pattern Join materials using stitch Use dip dye technique 	<ul style="list-style-type: none"> Shape and stitch materials Use basic cross stitch and back stitch Colour fabric Create weavings Quilt, pad and gather fabric 	<ul style="list-style-type: none"> Choose from a range of stitching techniques Combine previously learnt techniques to create pieces
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