



## Art Progression Grid: Implementation

### Art

#### Our narrative... Use a sketch book

In St Mary Magdalen's Primary School, we value the uniqueness of all our pupils and actively encourage them to express their individual interests, thoughts and ideas through our carefully planned and sequenced art curriculum and within their own personal sketchbooks. We take full advantage of our local heritage whilst also creating opportunities for children to appreciate and learn about art from different cultures, styles and periods in time. We aim to promote high-levels of self-esteem among all our pupils and celebrate their success and progress by displaying their artwork throughout our school, parish and wider community. This raises their aspirations for future learning and employment opportunities.

		EYFS	Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6
Making Skills	Drawing	<i>Pupils will explore mark making using a variety of drawing tools. They will develop their fine motor skills and begin to show accuracy and care when drawing.</i>	<i>Building on the mark making skills developed in the EYFS and begin to experiment with drawing different lines and using 2D shapes to draw. Continue to explore a range of drawing materials developing their skill and control. Begin to understand that tone means the lightness or darkness of something and should be able to use this to describe form.</i>	<i>Start to develop observational drawing skills and become more confident to use a range of drawing media. Develop an understanding of geometry, tonal shading and mathematical proportion when drawing.</i>	<i>Continue to develop their observational drawing skills whilst being introduced to a range of new drawing techniques, such as; negative drawing, chiaroscuro, expression, sketching and still life. Draw using perspective, mathematical processes, design, detail and line.</i>
	Painting	<i>Pupils will experiment with paint and mixing paints to create new colours. They should share their creations, explaining the processes they have used.</i>	<i>Develop their skill and control when painting. Paint with creativity and expression.</i>	<i>Continue to develop their ability to paint with skill and control. Apply greater expression and creativity to their own paintings and begin to analyse the work of other artists.</i>	<i>Paint with greater skill and control. Use different brush strokes and apply tints and shades as well as other tonal techniques. Develop a more complex knowledge of colour theory and apply this when painting their own work.</i>
	Craft, design, materials and techniques	<i>Be able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i>	<i>Learn to use a range of materials and techniques such as clay-etching, printing and collage. Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</i>	<i>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.</i>	<i>Use prior knowledge of materials to enable them to select materials for a purpose. Create mixed media art using found and reclaimed materials. Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</i>



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<b>Formal Elements of Art &amp; Design</b>	<b>Colour</b>	<i>Know they names of different colours and explore what happens when you mix colours.</i>	<i>Further develop their knowledge of colour mixing by mixing wet and dry materials. Remember the primary colours and know how to mix them to create secondary colours. Create different shades of a colour and be able to choose and justify colours for purpose.</i>	<i>Increase their awareness and understanding of mixing and applying colour. Use natural pigments and explore aspects of colour such as tints and shades, for different purposes. Begin to analyse and describe colour and painting techniques in artists work. Be able to manipulate colour for print.</i>	<i>Continue to apply and develop the observational skills they have been learning through drawing and build on prior knowledge of colour mixing, to enable them to mix colours to represent still life objects.</i>  <i>Learn to express feelings and emotions through colour and study colours used by Impressionist painters.</i>
	<b>Form</b>	<i>Experiment with form and function e.g. by building in the construction area.</i>	<i>Learn about form and space through making sculptures and developing language. Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</i>	<i>Continue to develop their ability to describe and model form in 3D using a range of materials. Begin to analyse and describe how artists use and apply form in their work.</i>	<i>Extend prior knowledge and understanding so that they are to describe and model form in 3D using a range of materials. Express and articulate personal messages through sculpture and analyse and study artists' use of form.</i>
	<b>Line</b>	<i>Explore line through mark making.</i>	<i>Build on their mark making from the EYFS to draw lines with increased skill and confidence. Use, express and experiment with lines for a purpose and will learn to use appropriate language to describe lines. Use line for expression when drawing portraits.</i>	<i>Continue to explore different types of line. Express and describe organic and geometric forms through different types of line. Learn about and apply symmetry to draw accurate shapes and begin to analyse and describe how artists use line in their work.</i>	<i>Extend and develop a greater understanding of applying expression when using line. Deepen knowledge and understanding of using line when drawing portraits and begin to show a greater level of skill and control. Study and apply the techniques of other artists.</i>
	<b>Pattern</b>	<i>Explore patterns in their environment and experiment with creating their own patterns using familiar objects and shapes.</i>	<i>Design and create patterns using a variety of materials. They will learn to use a range of techniques to make repeating and non-repeating patterns. They will be able to identify natural and man-made patterns.</i>	<i>Further develop knowledge and understanding of pattern. They will construct a variety of patterns through craft methods.</i>	<i>Learn to represent feelings and emotions through patterns. They will create sophisticated artwork using their prior knowledge of pattern.</i>
	<b>Shape</b>	<i>Explore different shapes within their environment and begin to talk about the</i>	<i>Building on prior knowledge, pupils will learn to Identify, describe and use shape for purpose. Compose</i>	<i>Apply previous learning to Identify, draw and label shapes within images and objects. Create geometric</i>	<i>Continue to analyse and evaluate artists' use of shape and will compose original and abstract designs by</i>



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<b>Formal Elements of Art &amp; Design</b>		shapes they are using in their art work e.g. "I am doing a circle for the sun"	<i>geometric designs by adapting the work of other artists to suit their own ideas.</i>	<i>compositions using mathematical shapes and create and form shapes from 3D materials. Analyse and describe the use of shape in artist's work.</i>	<i>adapting and synthesising the work of others. Fluently sketch key shapes of objects when drawing.</i>
	<b>Texture</b>	To talk about different textures within their environment and experiment with texture in their own art work.	<i>Identify and describe different textures. Select and use appropriate materials to create textures.</i>	<i>Use a range of materials to express complex textures. Analyse and describe texture within artists' work.</i>	<i>Develop their understanding of texture through practical making activities. Show an understanding of how artists manipulate materials to create texture.</i>
	<b>Tone</b>	Produce lines of different thickness and tone when using drawing materials.	Continue to experiment with pencils to create tone. They will understand what tone is and begin to apply this to their own work e.g. to create form.	Develop skill and control when working with tone. They will learn and use simple shading rules and be able to use a variety of tones to create different effects. Pupils will begin to analyse and describe use of tone in artists' work.	Continue to analyse artists' use of tone and increase their own awareness of using tone to describe light and shade, contrast, highlight and shadow. They will begin to manipulate tone for halo and chiaroscuro techniques.
<b>Generating ideas</b>	<b>Sketchbooks</b>	Share their creations, explaining the process they have used.	Begin to use sketchbooks through teacher modelling. They will use their sketchbook to record their thoughts and ideas and to experiment with materials	Use sketchbooks more independently for planning and refining work, to record observations and ideas and develop skill and technique.	Become more confident to develop <b>their skills and ideas</b> through the use of a sketchbook. They will make personal investigations and record observations Record experiments with media and try out new techniques and processes, evaluating and reflecting on their own work.
	<b>Creating original work</b>	Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Explore and create ideas for purposes and intentions. Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.	Create personal artwork using the artwork of others to stimulate them. Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.	Develop personal, imaginative responses to a theme Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.



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<b>Generating ideas</b>	<b>Artists, craftspeople and designers</b>	Talk about and answer questions about artists pictures e.g. What do you see? How does it make you feel? How is it different? What do you like? Why?	Describe what they feel about their work and the art of others. Describe choices and preferences using the language of art.	Reflecting on their own work in order to make improvements. Use their own and other's opinion of work to identify areas of improvement.	Regularly analysing and reflecting on their intentions and choices. Give reasoned evaluations of their own and others work which takes account of context and intention.
	<b>Identify similarities and differences to others' work</b>	Share their creations and begin to recognise what makes their work different to the work of others.	Recognise and describe key features of their own and other's work. Compare other's work, identifying similarities and differences.	Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).	Use the language of art with greater sophistication when discussing own and others art
	<b>Reflecting</b>	Share their creations and begin to talk about how they feel about their art work.	Describe what they feel about their work and the art of others. Use the language of art to describe choices and preferences.	Reflect on their own work in order to make improvements.	Regularly analyse and reflect on their intentions and choices. Give reasoned evaluations of their own and others work which takes account of context and intention.
<b>vocabulary</b>		<p><u>Shape, Line &amp; Colour</u> Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours.</p> <p><u>At the seaside</u> Shoreline, horizon, up, down, straight, left, right, texture, tints, shades, light, dark, landscape</p> <p><u>Living things</u> Shells (exoskeletons) salt dough, plasticine, 3-dimensional, sculpture, natural materials carnivore.</p> <p><u>Human Form</u></p>	<p><u>Shadow Puppets</u> Puppet, shadow- puppet, decorate, detail, observation, tint, shade, light and dark.</p> <p><u>Shape &amp; Tone</u> Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch.</p> <p><u>Prehistoric Art</u> Negative, positive, tints, shades, natural form names, charcoal, scaling, texture, xative.</p> <p><u>Recycling Materials</u> Stomp, rhomboid, maracas, pitch, collage, recycled, geometric,</p>	<p><u>Every Picture Tells A Story</u> Democracy, law, rule, liberty, respect, tolerance, belief, emoji, symmetry, ceramics, ceramicist.</p> <p><u>Art &amp; Architecture</u> Pupils should make appropriate use of these words when discussing works of art: colour, line, tone, form, shape, pattern, texture, observation, monument, legacy.</p> <p><u>Still Life</u> Pupils should make appropriate use of these words when discussing works of art: Colour, line, tone, form, shape, pattern, texture.</p> <p><u>Photography</u></p>	



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		<p>Detail, modelling, facial features, outline, contours, collage, beauty, skull, decorate, proportion, pose, collaborate.</p> <p><u>Pattern, Texture &amp; Tone</u></p> <p>Colour, line, pattern, tone, shape, form, tone, Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern.</p> <p>herbivore, omnivore, junk, creature.</p>	<p>contrasting, memorial.</p> <p><u>Patterns, Printing &amp; Texture</u></p> <p>Pupils should make appropriate use of these words when discussing works of art: colour, line, tone, form, shape, pattern, texture, observation, monument, legacy.</p>	<p>Desaturate, truism, photomontage, abstract, self-expression, crop, contrast.</p> <p><u>Make My Voice Heard</u></p> <p>Graffiti, contrasting, commissioned, Guernica, sculpture.</p>
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Key Concepts are highlighted in bold.

Links to our school and community:

1. Children have various opportunities visit local art works and art galleries as well as work with some local artists.

Art Galleries

Seaham Art Block, EDAN, Sunderland Winter Gardens, Northern Gallery for Contemporary Art, The Baltic, The Laing Art Gallery, The Shipley)

Artworks

Tommy by Ray Lonsdale in Seaham, The Jewels of the Sea by Andrew Mckeown in Seaham, The Angel of the North by Anthony Gormley in Gateshead

2. In recent years, children have had opportunities to work with a local artist, Jane McCracken, to develop their drawing skills and experiment with drawing on different scales. In 2021, our children's art work was exhibited at the Great North Museum in Newcastle as part of a global art project entitled 'WHERE DID ALL THE ANIMAL GO?'. The project aimed to raise awareness for endangered animal species. Our pupils have continued this project, by creating further art work and working in collaboration The Top of the World Elementary School in California.
3. Every child is given their own sketchbook which follows them throughout their career in school and allows us to see the progression of skills through each key stage.
4. All pupils receive a knowledge mat at the beginning of each topic which acts as a reference point for key vocabulary.
5. Links to KS1 History Topic which explores representations of the past and has a focus on Norman Cornish artwork.