



Christ the King Catholic Primary School Art Progression

Covered in both topics

Covered in topic 1

Covered in topic 2

	Fs1	Fs2	Y1	Y2	Y3	Y4	Y5	Y6
			Pop art Portraits- Key focus: Paint Andy Warhol	Leaf- Key focus: Print Sandra Dieckmann	Paris- Key focus: Pencil/soft Pastels Georges Seurat	The Boy, the mole, the fox and the horse. Key focus: Pencil/ Water colour paint Charlie Macksey	Victorians- Key focus: Pencil/ soft Pastels L.S.Lowry	WW2- Key focus: Sculpture Anna Simms Sculpture
			Nature sculpture- Key focus: Sculpture (Nature) Andy Goldsworthy	Aboriginal art Key focus: Paint Maureen Hudson Nampinjinpa	Romans/Chester- Key focus: Pencils/ Water colour paint Ian Fennelly (local artist) Alma Thomas	Picasso/ Mayans Key focus: Pencil/ Oil pastels/ Sculpture (Cardboard) Pablo Picasso	Kensuke- Key focus: printing 'gyotaku' Hokusai/ Dwight Hwang Mixed media/	Brasil- Key focus: paint John Dyer
Exploring and recording	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their 	<ul style="list-style-type: none"> Use sketch books to collect ideas to be used in future artwork Explain likes and dislikes of own artwork by commenting on the techniques used. Express thoughts and feelings about famous works of art 	<ul style="list-style-type: none"> Use sketch books to collect ideas to be used in future artwork Explain likes and dislikes of own artwork by commenting on the techniques used and identify changes that could be made. Explore the work of a range of artists, craft 	<ul style="list-style-type: none"> Use sketch books to explore new ideas and practise techniques. Comment on their own artwork and that of others, giving reasons to support their views. Compare artwork and art techniques using appropriate terminology 	<ul style="list-style-type: none"> Use sketch books to explore new ideas and practise techniques. Comment on their own artwork and that of others, giving reasons to support their views. Compare artwork and art techniques using appropriate terminology 	<ul style="list-style-type: none"> Use sketch books to record notes, experiment and collect ideas, such as artwork, patterns, techniques and observations in nature Comment on work sharing opinions constructively 	<ul style="list-style-type: none"> Use sketch books to record notes, experiment and collect ideas, such as artwork, patterns, techniques and observations in nature Comment on work sharing opinions constructively



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		<p>ability to represent them.</p> <ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> • Explore pattern and texture identifying natural and human patterns • Explore how colours relate to mood 	<p>makers and designers, describing the differences and similarities between different practices and disciplines, and making links to own work</p> <ul style="list-style-type: none"> • Explore how colours relate to mood • Explore line and tone to show shape pattern and texture using different media 			<ul style="list-style-type: none"> • Discuss artwork and techniques with increasing confidence and use of technical terminology 	<ul style="list-style-type: none"> • Discuss artwork and techniques with increasing confidence and use of technical terminology
Painting	<ul style="list-style-type: none"> • Use large-muscle movements to paint and make marks • Explore different materials freely • Develop ideas deciding how to express themselves 	<ul style="list-style-type: none"> • Develop small motor skills so they can use tools confidently • Explore, use and refine a variety of artistic effects to express their ideas and feelings 	<ul style="list-style-type: none"> • Begin to develop control when mark making • Use a variety of tools to paint (hands, brushes, rollers and stamps) • Name primary colours • Explore mixing colours creating tints with white and black 	<ul style="list-style-type: none"> • Show control when mark making • Use a variety of tools to paint (hands, brushes, rollers and stamps) • Predict which secondary colours will be made when mixing two primary colours. • Explore mixing colours creating shades 	<ul style="list-style-type: none"> • Understand primary, secondary colours. Be able to create secondary through mixing. • Mix colours to create tints, tones and shades. • Use different techniques like blocking colour and blending. • Select colour to show mood 	<ul style="list-style-type: none"> • Know primary and secondary colours. Be able to create secondary through mixing • Mix colours to create tints, tones and shades. • Use different techniques like blocking, blending and washing. • Mix colours to show light and reflection 	<ul style="list-style-type: none"> • Understand primary, secondary and tertiary colours. • Mix colours to create secondary and tertiary colours: create tints, tones and shades. • Use different paint techniques to create texture, wash, blends or block. • Show purpose and control when mark making. Use a variety of paints e.g. acrylic and watercolour. 	<ul style="list-style-type: none"> • Understand primary, secondary and tertiary colours. • Mix colours to create secondary and tertiary colours: create tints, tones and shades. • Use different paint techniques to create texture, wash, blends or block. • Show purpose and control when mark making. Use a variety of paints e.g. acrylic and watercolour



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Drawing	<ul style="list-style-type: none"> • Use large-muscle movements to make marks • Explore different materials freely • Develop ideas deciding how to express themselves 	<ul style="list-style-type: none"> • Develop small motor skills so they can use tools confidently • Explore, use and refine a variety of artistic effects to express their ideas and feelings 	<ul style="list-style-type: none"> • Explore a variety of media for drawing as well as ICT software • Explore tone by using a pencil to draw light and dark lines • Practise drawing techniques, such as stippling, cross-hatching and blending. 	<ul style="list-style-type: none"> • Explore a variety of media for drawing as well as ICT software • Explore tone by using a pencil to draw light and dark lines • Practise drawing techniques that explore pattern and tone, such as stippling, cross-hatching and blending. 	<ul style="list-style-type: none"> • Use different sketching techniques like hatching, cross-hatching and stippling. • Begin to use a variety of media to make marks with purpose • Build detail in drawings from observations and photographs • Create mixed media artwork to show pattern and texture • Begin to show an awareness of objects having three dimensions when drawing 	<ul style="list-style-type: none"> • Use different sketching techniques like hatching, cross-hatching, stippling, blending and scribbling • Use a variety of media to make marks with purpose • Think about pattern and texture in images • Build detail in drawings from observations and photographs • Demonstrate awareness of directions of light with use of shading • Display an awareness of objects having three dimensions when drawing • Attempt to blend colours effectively 	<ul style="list-style-type: none"> • Use different grades of pencil to create tone and texture • Use a variety of media to make marks with purpose showing pattern and texture when and where relevant • Create detailed drawings from observations and photographs • Use a focus point and the horizon to show perspective • Begin to show understanding of composition, proportion and scale • Show understanding of composition, proportion and scale • Display an awareness of objects having three dimensions when drawing 	<ul style="list-style-type: none"> • Use different grades of pencil to create tone and texture • Use a variety of media to make marks with purpose showing pattern and texture when and where relevant • Create detailed drawings from observations and photographs • Use a focus point and the horizon to show perspective • Show understanding of composition, proportion and scale • Display an awareness of objects having three dimensions when drawing • Blend colours effectively • Depict movement and
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Sculpture	<ul style="list-style-type: none"> • Explore different materials freely • Develop ideas deciding how to express themselves 	<ul style="list-style-type: none"> • Develop small motor skills so they can use tools confidently • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Create sculptures from imagination • Use pinch, slab and coil techniques when creating sculptures out of clay • Show a good understanding of safety when handling tools • Use malleable and rigid materials to create sculptures 	<ul style="list-style-type: none"> • Use tools to carve details • Create sculptures from observation. • Create art using malleable materials, such as clay, modroc and modelling clay • Use impressions or paint to add decoration to sculptures (Marc Quinn/ Beegu additional unit) 			<ul style="list-style-type: none"> • Create sculptures from observation and imagination • Use malleable and rigid materials to create sculptures • Show a good understanding of safety when handling sculpting tools. 		<ul style="list-style-type: none"> • Plan and create sculptures using wire • Use malleable and rigid materials to create sculptures • Show a good understanding of safety when handling sculpting tools.



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Printmaking	<ul style="list-style-type: none"> • Use large-muscle movements to paint and make marks • Explore different materials freely • Develop ideas deciding how to express themselves 	<ul style="list-style-type: none"> • Develop small motor skills so they can use tools confidently • Explore, use and refine a variety of artistic effects to express their ideas and feelings 		<ul style="list-style-type: none"> • Create repeated patterns when printmaking • Explore texture, pattern and line through relief printing. 	<ul style="list-style-type: none"> • Effectively apply different printmaking methods, such as line printing, relief printing, mono printing and collagraph printing. 		<ul style="list-style-type: none"> • Effectively apply different printmaking methods, such as lino printing, relief printing, mono printing and collagraph printing. • Use printmaking techniques to print onto fabric (gyotaku) • Create prints with two overlays 	
Technology			<ul style="list-style-type: none"> • Take a simple photograph using technology • Use simple paint software to create a picture 	<ul style="list-style-type: none"> • Take a portrait photograph using technology. • Zoom into photographs to focus on particular details 	<ul style="list-style-type: none"> • Show consideration of light and shade when taking photographs 	<ul style="list-style-type: none"> • Take photographs from different viewpoints and explain how the viewpoint changes the effect • Edit photographs using computing software to achieve a final look. 	<ul style="list-style-type: none"> • Show consideration of light and shade when taking photographs • Create mixed-media art using photographs they have taken 	<ul style="list-style-type: none"> • Take photographs from different viewpoints and explain how the viewpoint changes the effect • Create mixed-media art using photographs they have taken