



Fulbourn Primary School Art Progression

Either way, your curriculum knowledge statements should outline to teachers exactly what they should teach and can double up as being a statement which pupils learn by heart before, if relevant, applying them as a process, or a skill.

EYFS						
<p>Through Reception</p> <p>Physical development</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility. <p>Expressive Arts and Design</p> <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 ability to represent them. Create collaboratively, sharing ideas, resources and skills. <p>ELGs</p> <p>Physical development</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. <p>Characteristics of Effective Learning</p> <ul style="list-style-type: none"> Playing and exploring: children investigate and experience things, and 'have a go' Active learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements creating Thinking critically: children have and develop their own ideas, make links between ideas, and develop strategies for doing things 						
Drawing	Sketchbook/ ideas development	Printing	Painting	Collage and textiles	3D work	Knowledge of art and artists
<p>Explore making different lines.</p> <p>Create closed shapes with continuous lines.</p> <p>Begin to colour neatly following the lines.</p> <p>Experiment to show pattern and texture.</p> <p>Begin to show accuracy and care when drawing from observation, memory and imagination.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Explore provided visual information</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Share their creations explaining the process they have used.</p>	<p>Use objects to create prints (e.g. fruit, vegetables or sponges).</p> <p>Explore pressing, rolling, and stamping to make prints.</p> <p>Create repeated print patterns.</p>	<p>Explore a range of different tools for applying paint e.g. paint brushes, fingers etc</p> <p>Explore the effect of using thick and thin brushes.</p> <p>Name and mix colours when exploring.</p> <p>Explore colour mixing using the primary colours.</p>	<p>Explore a range of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Experiment with materials to create texture.</p> <p>Use scissors competently to cut straight and curved lines.</p> <p>Experiment with simple weaving.</p>	<p>Make different shapes.</p> <p>Use natural and manmade objects, playdoh, and clay as materials to manipulate.</p> <p>Explore techniques such as rolling, cutting, moulding and carving.</p>	<p>Begin to discuss their likes and dislikes about the work of studied artists, artisans and designers.</p> <p>Begin to use some of the ideas of artists studied in their own work.</p>
<p>Artists studied:</p> <p>Van Gogh – Starry Night – painting</p> <p>Giuseppe Arcimboldo</p> <p>Yayoi Kusama</p>						
Year 1/2						
Drawing	Sketchbook development / Developing Ideas	Printing	Painting	Collage and textiles	Sculpture	Knowledge of art and artists

<p>Experiment to make different lines.</p> <p>Use a wide variety of drawing tools.</p> <p>Draw lines of different sizes and thickness.</p> <p>Colour (own work) neatly following the lines and filling the space.</p> <p>Show pattern and texture by adding dots and lines.</p> <p>Show different tones by using coloured pencils and pastels.</p> <p>Draw confidently and adventurously from observation, memory and imagination.</p> <p>Observe carefully when drawing from life.</p>	<p>Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information.</p> <p>Explore different methods and materials as ideas develop.</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>Annotate work in sketchbook</p> <p>After evaluation, revisits their pieces to add extra detail or features</p>	<p>Use repeating or overlapping shapes.</p> <p>Mimic print from the environment (e.g. wallpapers).</p> <p>Use a variety of objects to create prints (e.g. fruit, vegetables or sponges).</p> <p>Use a variety of techniques, inc. relief, press, collagraph printing and rubbings.</p>	<p>Use thick and thin brushes in a variety of ways to make a range of marks.</p> <p>Mix primary colours to make secondary.</p> <p>Add white to colours to make tints and black to colours to make tones.</p> <p>Create a colour wheel.</p> <p>Create and use different textures and thicknesses of paint e.g. by adding water / sand / sawdust.</p> <p>Experiment with tools and techniques (layering, scraping through, mixing media).</p>	<p>Use scissors competently to create different effects.</p> <p>Choose and use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials for effect and to create textures.</p> <p>Mix materials to create texture.</p> <p>Use weaving to create a pattern.</p> <p>Use dip dye / tie dye, and wax resist techniques.</p> <p>Stitch material using a running stitch.</p>	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>Include lines and texture.</p> <p>Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Explore shape and form.</p> <p>Use techniques such as layering and wrapping.</p> <p>Experiment with wire to manipulate and form shapes: bending, twisting, spiralling and curving.</p>	<p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures and make links with own work.</p> <p>Look at different forms of art and talks about what they notice, like and dislike, referring to line, shape, colour and pattern.</p> <p>Describe how an artist has created their work.</p> <p>Recognise some famous modern and contemporary art and artists (1900 onwards—Picasso, Beatrix Potter, Dali, O’Keefe, Warhol, Hirst, Barenghi, Banksy)</p>
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Artists studied:

Beatrix Potter – drawing and painting
 Quentin Blake – drawing and painting
 Piet Mondrian – painting
 Nick Park - sculpture
 Peter Thorpe – mixed media including printing
 Andy Goldsworthy – natural sculptures
 Georgia O’Keefe - painting

Year 3/4

Drawing	Sketchbook development / Developing Ideas	Printing	Painting	Collage and textiles	Sculpture	Knowledge of art and artists
<p>Choose and use different hardnesses of pencils to show line, tone and texture.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture.</p> <p>To begin to draw faces in proportion.</p> <p>Draw confidently and adventurously from observation, memory and imagination.</p> <p>Layer different media e.g. crayons, pastels, felt tips, charcoal, ballpoint pens.</p>	<p>Collect visual information from a variety of sources, information, sketches and resources.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Adapt and refine ideas as they progress.</p> <p>Adapt their work and describe how they might develop it further.</p> <p>Annotate sketches and work in sketchbooks to explain and elaborate ideas.</p> <p>Use more specific colour vocabulary – tint, tone, shade, hue.</p>	<p>Print using a variety of materials, objects and techniques including layering, mono-printing, resist printing, cold water paste.</p> <p>Talk about the processes used to produce a simple print.</p> <p>Explore pattern and shape, creating designs for printing.</p> <p>Mimic print from designers in history.</p> <p>Research, create and refine a print using a variety of techniques.</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures. patterns and lines.</p> <p>Mix secondary colours to make tertiary colours.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Experiment to create mood with colour.</p> <p>Explore us of warm and cold colours.</p> <p>Match colours with increasing accuracy</p>	<p>Experiment with a range of media e.g. overlapping, layering etc.</p> <p>Consider the effect of the arrangement of materials.</p> <p>Develop increasing precision in their work.</p> <p>Begin to explore a variety of stitches: running, basting, overcast, backstitch.</p> <p>Use applique techniques.</p>	<p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>Include texture that conveys feelings, expression or movement.</p> <p>Add materials to provide interesting detail.</p> <p>Understand that 3D artwork has been sculpted, modelled or constructed.</p> <p>Join clay by scoring each surface and using slip.</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Comment on artworks using visual language - the seven elements of art (colour, line, form, shape, space, texture, value).</p> <p>Works with sustained concentration on pieces to create desired details and features.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p>

Plan, refine and alter drawings.						
Artists studied: Hans Holbein – drawing and painting L.S. Lowry – drawing and painting Chris Ofili – painting Pablo Picasso, Henry Moore, Barbara Hepworth – sculpture Van Gogh, Hopper, Hockney - landscapes William Morris – printing Dragon Eyes unit– clay sculpture Anglo-Saxon inspired jewellery Tudor inspired tapestry						

Year 5/6						
Drawing	Sketchbook development / Developing Ideas	Printing	Painting	Collage and textiles	Sculpture	Knowledge of art and artists
<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Use a range of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Add colour to drawings effectively and using an appropriate technique.</p> <p>Draw confidently and adventurously from observation, memory and imagination.</p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p>	<p>Develops their ideas for a piece by exploring and experimenting with different features and effects to create an original piece.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Refines their choice of tools and materials to create best effect in their work</p> <p>Create original pieces that show a range of influences and styles.</p>	<p>Build up layers of two or more colours.</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Use digital printing to rotate, reflect and repeat.</p> <p>Make precise repeating patterns.</p> <p>Plan and organise their work in terms of pattern, repetition, symmetry etc.</p>	<p>Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>Explore use of contrasting and complimentary colours.</p> <p>Create shades and tints by adding black and white.</p>	<p>Show precision when applying techniques.</p> <p>Choose from a range of stitching techniques.</p> <p>Combine previously learned techniques to create pieces.</p> <p>Mix textures (rough and smooth, plain and patterned).</p> <p>Select and arrange materials for a striking effect.</p> <p>Combine visual and tactile qualities. Use coiling, overlapping and montage.</p>	<p>Plan a sculpture through drawings and other preparatory work.</p> <p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use techniques such as scoring, coiling and adding embellishments.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) safely to provide stability and form.</p>	<p>Comment on artworks with a fluent grasp of visual language (colour, line, form, shape, space, texture, value) and comment on composition.</p> <p>Give details (including own sketches) about the style of studied artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Know and describe the life and influence of a famous artist.</p> <p>Apply a famous artist’s style to their own design.</p> <p>Knows about similarities and differences between the key art periods (Ancient art, Renaissance, Baroque, Classical, Romantic, Modern, Contemporary) expressing their opinion.</p>

Artists studied: Christabel King – drawing Leonardo Da Vinci – drawing David Hockney – painting Sybil Andrews – printing Ancient Greek clay vases – sculpture Ancient Egyptian Death masks – sculpture (wire and modroc) Roman Mosaics						
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