

Coleham Primary School ART Progression (cumulative knowledge)

2023-24

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DETAILED ARTIST STUDY	<ul style="list-style-type: none"> Know about the life of Jackson Pollock To know what Pollock was famous for To create art in the same style as Pollock 	<ul style="list-style-type: none"> Know about the life of Piet Mondrian To know what Mondrian was famous for To create art in the same style as Mondrian 	<ul style="list-style-type: none"> Know about the life of Vincent van Gogh To know what van Gogh was famous for To create art in the same style as van Gogh 	<ul style="list-style-type: none"> Know about the life of Frida Kahlo To know what Kahlo was famous for To create art in the same style as Kahlo 	<ul style="list-style-type: none"> Know about the life of Yayoi Kusama To know what Yayoi Kusama is famous for To create art in the same style as Yayoi Kusama 	<ul style="list-style-type: none"> Know about the life of Henri Matisse To know what Matisse was famous for To create art in the same style as Matisse 	<ul style="list-style-type: none"> Know about the life of Banksy To know what Banksy is famous for To create art in the same style as Banksy
PAINTING (& PRINTING [Y6])	<ul style="list-style-type: none"> LINE / FORM / SPACE: Use a range of tools to create paint marks COLOUR: Know the names of the primary colours and match colours to objects COLOUR: Begin to mix primary colours FORM / SPACE: Experiment with painting on different surfaces and discuss the effects of them LINE / FORM / SPACE / PATTERN: Discuss famous paintings, their styles and the effects on the children. Attempt to recreate some famous art or unique art inspired by famous artists 	<ul style="list-style-type: none"> COLOUR: Name the primary colours and explain why they are primary COLOUR: Mix colours together to create new colours (secondary colours) COLOUR: Describe colours in terms of warm and cool LINE: To create different brushstrokes 	<ul style="list-style-type: none"> COLOUR: Name the primary and secondary colours COLOUR: Confidently mix colours together to create secondary colours COLOUR: Add white and black LINE / TEXTURE: Experiment with different brushes and strokes COLOUR / TEXTURE: Use paints to explore texture 	<ul style="list-style-type: none"> COLOUR: To know how to make secondary and tertiary colours, including the adding of white and black COLOUR: Mix colours beyond primary and secondary (tertiary) LINE / TEXTURE: To use the Year 3 brushstrokes COLOUR / TEXTURE: To use watercolour techniques to create art in a similar style (not copied) to O'Keefe 	<ul style="list-style-type: none"> COLOUR: To understand <i>tints</i> and <i>shades</i> COLOUR: Understand and use complementary colours COLOUR / TEXTURE: To be confident in the mixing of paint and to not require a full palette of pre-mixed paint LINE / TEXTURE: To use the year 4 brushstrokes LINE / COLOUR / TEXTURE: To paint in a similar style to Yayoi Kusama and Quentin Blake 	<ul style="list-style-type: none"> COLOUR: To understand <i>tones</i> as well as tints and shades COLOUR: Apply understanding of colour to create colour palettes similar to Matisse's <i>Fauvism</i> period. COLOUR / TEXTURE: To be fully confident with mixing paints LINE / TEXTURE / FORM: To use broad, dynamic brush strokes and avoid drawing out details first. LINE / COLOUR / TEXTURE / FORM: To paint in a similar style to Matisse and other proponents of Fauvism. 	<ul style="list-style-type: none"> COLOUR: To be fully confident with prior learning re: colour mixing, tones, tints and shades, complementary colours etc SHAPE / FORM / SPACE: To develop ideas in sketchbooks to build up larger pieces COLOUR / LINE / TEXTURE / FORM / SPACE: To decide on materials to use when creating whole pieces of art PATTERN / SPACE / COLOUR: To explore and comment on the art of designer William Morris SPACE / LINE / FORM / COLOUR: To use printing techniques to create art inspired by William Morris
DRAWING & ILLUSTRATION	<ul style="list-style-type: none"> LINE: Experiment and use graphic tools to create marks and lines of varying thickness LINE / FORM: Begin to show control of graphic tools to represent shapes of objects PATTERN: Produce patterns seen in the world around them in a variety of media LINE / FORM: To draw a self-portrait 	<ul style="list-style-type: none"> LINE: Draw lines of varying thickness LINE / TEXTURE: Create lines texture using dots and dashes FORM: Draw in a way that is inspired by an artist/illustrator based on a studied book LINE / SHAPE / FORM: Draw using a range of materials FORM / SHAPE: Draw face features with accurate shapes FORM / SHAPE: Create a self-portrait with features in the correct places FORM / SHAPE / SPACE / TEXTURE: Create a still-life drawing with detail in terms of pattern and form 	<ul style="list-style-type: none"> LINE / FORM: Develop and experiment with line and form PATTERN / TEXTURE: Use dots and lines to demonstrate pattern and texture LINE / FORM / SHAPE / PATTERN / TEXTURE: Draw/sketch in a way inspired by particular artists/illustrators LINE / FORM / SHAPE / PATTERN / TEXTURE: Draw with a wider range of materials LINE / FORM / SHAPE / PATTERN / TEXTURE: Develop self-portrait techniques and sophistication LINE / FORM / SHAPE / PATTERN / TEXTURE: Use 	<ul style="list-style-type: none"> LINE / FORM / TONE / TEXTURE / SPACE: Use a wide range of drawing pencils to show line, tone and texture, showing awareness of space PATTERN / TEXTURE: Use shading techniques to show 3D objects and shadows LINE / FORM / SHAPE / PATTERN / TEXTURE: Draw with a wider range of materials LINE / FORM / SHAPE / PATTERN / TEXTURE: Develop self-portrait techniques and sophistication LINE / FORM / SHAPE / PATTERN / TEXTURE: Apply learned techniques to record experiences through drawing 	<ul style="list-style-type: none"> LINE / FORM / TONE / TEXTURE / SPACE: Use all the pencil grades and choose the best one for a task PATTERN / TEXTURE: Use sophisticated techniques for shading to show form and shadow LINE / FORM / SHAPE / PATTERN / TEXTURE: Choose appropriate materials for drawing LINE / FORM / SHAPE / PATTERN / TEXTURE: Comment on the style of a chosen artist and experiment with their style LINE / FORM / SHAPE / PATTERN / TEXTURE: Develop self-portrait techniques and sophistication 	<ul style="list-style-type: none"> LINE / FORM / TONE / TEXTURE / SPACE: To incorporate different media into drawings: collage, paint, pencil, pastels etc LINE / FORM / SHAPE: Develop sketching to a quick process to guide future pieces of art LINE / FORM / SHAPE / PATTERN / TEXTURE: Use sketchbooks more regularly to collect ideas for pieces of painted art or sculpture FORM / SPACE: To copy a picture using a grid. LINE / FORM / SHAPE / PATTERN / TEXTURE: Comment on the style of an art movement and experiment with its style LINE / FORM / SHAPE / PATTERN / TEXTURE: Further 	<ul style="list-style-type: none"> LINE / FORM / TONE / TEXTURE / SPACE: To choose which media to draw with and which media to incorporate LINE / FORM / SHAPE: To practise life drawing: quick sketches of objects or people in a variety of poses. LINE / FORM / SHAPE / PATTERN / TEXTURE: Use sketchbooks to collect ideas for pieces of painted art or sculpture FORM / SPACE: To copy and enlarge a picture using a grid. LINE / FORM / SHAPE / PATTERN / TEXTURE: Comment on the style of an artist (Warhol) and experiment with their style

Coleham Primary School ART Progression (cumulative knowledge)

2023-24

			drawing to record experiences		<ul style="list-style-type: none"> LINE / FORM / SHAPE / PATTERN / TEXTURE: Apply learned techniques to record experiences through drawing 	<p>develop portrait techniques and sophistication</p> <ul style="list-style-type: none"> LINE / FORM / SHAPE / PATTERN / TEXTURE: Begin to focus on a key area of their drawing that needs development: shade, line, tone or form. 	<ul style="list-style-type: none"> LINE / FORM / SHAPE / PATTERN / TEXTURE: Further develop portrait techniques and sophistication and link to life drawing LINE / FORM / SHAPE / PATTERN / TEXTURE: Focus on key areas of their drawing that needs development: shade, line, tone or form.
SCULPTURE	<ul style="list-style-type: none"> FORM / SPACE: Know that art can be 3D FORM / SPACE: To cut shapes with scissors FORM / SPACE / SHAPE : To use simple materials to make 3D models FORM / SPACE / SHAPE: Build a construction / sculpture using recycled materials 	<ul style="list-style-type: none"> FORM / SPACE: Know that art can be 3D LINE / FORM / SPACE: To design their 3D art using drawing first FORM / SPACE / SHAPE / TEXTURE: Create 3D art using clay and basic techniques FORM / SPACE / SHAPE: To create nature sculpture: 3D pictures with natural material in the style of Andy Goldsworthy 	<ul style="list-style-type: none"> FORM / SPACE: Know more about sculpture: to know some famous statues and sculptors FORM / SPACE: Explain how stone sculptures are made FORM / SPACE / SHAPE: To comment on the work of Anthony Gormley and Barbara Hepworth FORM / SPACE / SHAPE: To design and create Gormley/Hepworth-inspired art 	<ul style="list-style-type: none"> FORM / SPACE: Know about sculpture as an Ancient art and know some famous ancient sculptures FORM / SPACE / SHAPE: To comment on sculpture of Ancient Egypt: how is was created, its purpose/effect FORM / SPACE / SHAPE: To design and create Egyptian-inspired 3D art 	<ul style="list-style-type: none"> FORM / SPACE / SHAPE: To use papier mâché or modroc to create 3D models from designs 	<ul style="list-style-type: none"> FORM / SPACE: Know about Ancient Greek sculpture and pottery FORM / SPACE / SHAPE: To comment on sculpture of Ancient Greece: how is was created, its purpose/effect FORM / SPACE / SHAPE: To use pottery techniques to design and create Greek-inspired pottery 	<i>No sculpture in Y6: extra printing unit in painting.</i>
ARCHITECTURE (Y5)						<ul style="list-style-type: none"> FORM / SPACE: Know what architecture is FORM / SPACE / SHAPE: To comment on famous architecture and what they find appealing / not appealing FORM / SPACE / SHAPE: To know about Ancient Greek architectural styles FORM / SPACE / SHAPE [Drawing]: To pick a style of architecture and design a similar building 	
OTHER ARTISTS EXPLORED	<ul style="list-style-type: none"> Stephen Wiltshire 	<ul style="list-style-type: none"> Andy Goldsworthy Beatriz Milhazes 	<ul style="list-style-type: none"> Antony Gormley Barbara Hepworth John Klassen 	<ul style="list-style-type: none"> Georgia O'Keefe Ancient Egyptian Sculpture 	<ul style="list-style-type: none"> Quentin Blake Geroges Seurat Aboriginal art Chris Ofili 	<ul style="list-style-type: none"> Harriet Powers Alison Lapper Ancient Greek Art / Architecture 	<ul style="list-style-type: none"> Matt Sewel, Rory McCann, Lady Pink William Morris Andy Warhol