



Progression in Art - The Mill Academy

| Cycle | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------------------------|---|---|---|---|--|--|--|
| Artist/ Art focus 1 | <p>Make a big picture</p> <p>Expressive arts and design</p> <p>Art studio – Artist for each term – child led</p> | <p>Mixing colours London Skyline</p> <p>Painting</p> | <p>Vincent Van Gogh French (1853-1890) Post impressionism</p> <p>Recreating starry night</p> <p>Painting</p> <p>Romantic 1827-1900</p> | <p>Michael Tompsett British (1992-) Watercolour city skylines and abstract watercolours</p> <p>Painting</p> <p>Abstract 1992</p> | <p>Sketching dragon heads</p> <p>Drawing</p> | <p>Luiza Vizoli European (1990 –) (abstract/modern textured oil art)</p> <p>Painting</p> <p>contemporary expressionism</p> | <p>Odilon Redon French (1840-1916) Symbolist</p> <p>Drawing</p> <p>Symbolism</p> |
| Artist/ Art focus 2 | <p>Art Gallery workshop</p> <p>Expressive arts and design</p> <p>Art studio – Artist for each term – child led</p> | <p>Jade Fadojutimi British (1993-) Impressionist</p> <p>Painting and drawing</p> <p>Contemporary Art</p> | <p>Castles</p> <p>Drawing</p> | <p>Mayan masks</p> <p>Drawing</p> | <p>Hokusai Japanese (1760-1849) Painting/printing</p> <p>Painting/Printing</p> <p>Ukiyo-e (1760-1849)</p> | <p>Oscar Claude Monet French (1840-1926) Impressionist</p> <p>Drawing</p> <p>Sketching and Oil Pastels</p> <p>Impressionism</p> | <p>Banksy British (1974-) Street art/stencilling</p> <p>Painting/drawing</p> <p>Street artist</p> |
| Artist / Art focus 3 | <p>Expressive arts and design</p> <p>Art studio – Artist for each term – child led</p> | <p>Kris trappeniers Belgium (1973-) Stencil artist/drawing</p> <p>Drawing and sculpture</p> <p>Urban Art</p> <p>Wire</p> | <p>Yayoi Kusama Japanese (1929-) Sculpture</p> <p>Sculpture</p> <p>Japanese contemporary</p> <p>Clay</p> | <p>Mark Langan Ohio (1970s-) Sculpture Cardboard relief</p> <p>Sculpture</p> <p>Contemporary (1970)</p> | <p>Mike Leavitt America (1977-) Cardboard sculpture</p> <p>Sculpture</p> <p>Pop art 1977</p> | <p>Greek temples/ mythical creatures</p> <p>Sculpture</p> <p>Cardboard relief/ clay</p> | <p>Lord Snowden British (1930-2017) Photography</p> <p>Photography</p> |



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| Generating Ideas | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; | Use sketch books to gather ideas for art work. Experiment with different techniques | Use sketch books to experiment with artistic ideas of their own in sketchbooks. Experiment with different techniques and make sensible choices about what to do next to improve. | Use sketch books to collect, record and review artistic ideas from a range of different sources. | Use sketch books purposefully to develop and refine ideas and plan for an specific outcome. <i>(e.g. sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i> | Engage in research and exploration in the process of initiating and developing their own personal ideas Confidently and precisely use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials and techniques and planning. | Use sketch books to develop a range of ideas which show curiosity, imagination and originality. Systematically investigate, research and test ideas and plans using sketchbooks. <i>(e.g. Sketchbooks show in advance how work will be produced and how the qualities of materials will be used).</i> |
| Making | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function | Investigate a range of materials and media and recognise that they have different qualities. Experiment with different techniques | Deliberately choose to use particular materials, media and techniques for a given purpose Develop and exercise some care and control over their art work <i>(e.g. they do not accept the first mark but seek to refine and improve)</i> | Develop technical skills by experimenting with, and testing the qualities of a range of different materials and techniques. Select, and use appropriately, a variety of materials and techniques in order to create their own work. | Investigate the nature and qualities of different materials and processes systematically. Apply the technical skills they are learning to improve the quality of their work. <i>(e.g. in painting they select and use different brushes for different purposes)</i> | Confidently investigate and exploit the potential of new and unfamiliar materials <i>(e.g. try out several different ways of using tools and materials that are new to them)</i> Use their acquired skills to make work which effectively reflects their ideas and intentions. | Independently refine their technical skills in order to improve their mastery of materials and techniques Independently select and effectively use relevant processes in order to create successful and finished work |
| Evaluating | Share their creations, explaining the | Describe what they think about the work of others | Express clear preferences and give some reasons for these <i>(e.g. "I like that because...")</i> | Reflect upon what they like and dislike about their own work in order to improve it. | Reflect upon their own work, and use comparisons with the work of others (pupils | Analyse and reflect on their progress taking account of | Provide a reasoned evaluation of both their own and professionals' work which takes account |



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| | process they have used; | | | | and artists) to identify how to improve. | what they hoped to achieve. | of the starting points, intentions and context behind the work |
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| Knowledge and understanding Acquiring and applying knowledge to inform progress | <p>Know that art is made by artists exhibiting care and skill and is valued for its qualities.</p> <p>Know how to explain what they are doing</p> | <p>Recognise and describe some simple characteristics of different kinds of art, craft and design</p> <p>Know the names of the tools, techniques and the formal elements (line, colours, shapes, tones texture, pattern, form.) that they use.</p> | <p>Know that different forms of creative works are made by artists, crafts makers and designers, from all cultures and times.</p> <p>Talk about the materials, techniques and processes they have used, using an appropriate vocabulary</p> | <p>Know about and describe the work of some artists, craftspeople, architects and designers</p> <p>Be able to explain how to use some of the tools and techniques they have chosen to work with.</p> | <p>Know about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied.</p> <p>Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p> | <p>Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</p> <p>Know how to describe the processes they are using and how they hope to achieve high quality outcomes.</p> | <p>Know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <p>Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p> |



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| Drawing | Produce lines of different thickness. Experiment with line drawing. | Explore the use of line, shape and colour. Use overlapping techniques | Develop a range of techniques (e.g. pressure, hardness of pencil) to create a range of tones. Use graded pencils to create different tones. | Develop a range of techniques (e.g. hatching, scribbling, stippling) to create a range of textures. Explore how artists use pattern/texture to reflect mood. Begin to develop proportion in art work (figure drawing). | Begin to show an awareness of objects having a third dimension. Develop techniques to show the effects of light on form (reflection/shadow). Begin to show consideration in the choice of pencil grade they use | Develop perspective in art work (one-point perspective). Develop a sense of scale in art work | Develop perspective in art work (two-point perspective). Develop a sense of scale in art work |
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| Drawing vocabulary | <p>Line: thick, thin, curved, straight</p> | <p>Line: thick, thin, wavy, zigzag, horizontal, vertical, diagonal</p> <p>Colour: primary, secondary, tints</p> <p>Shape/Form: circle, square, rectangle, triangle, 2D, regular, irregular</p> <p>Pattern: repetition, abstract, overlap</p> | <p>Line: thick, thin, wavy, zigzag, horizontal, vertical, diagonal</p> <p>Texture: hatching, cross hatching, stippling, dots</p> <p>Colour: primary, secondary, pure/hue, values</p> <p>Shape/Form: circle, square, rectangle, triangle, 2D, regular, irregular, landscape/portrait (paper orientation)</p> | <p>Texture: hatching, cross hatching, stippling, dots, smudge, swirls, jagged, herringbone, regular, irregular, silhouette, proportion, mood</p> <p>Shape</p> <p>Colour: tints, tones, shades, value</p> | <p>Form: three dimensional (3D) Value: dark, light, reflection, shadow, highlight</p> <p>Colour: dark, light, tone, tint, shade, grade, graphite, hard, soft, pressure, gradual, blend composition, space, overlap</p> | <p>One-point perspective, focal point/vanishing point, horizon line figures, scale midground/background, foreground</p> | <p>Two-point perspective, focal point/vanishing point, horizon line, scale</p> |
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| Painting | Explore painting on different surfaces. (painting with mud on trees, rolls of textured wallpaper for handprints etc) Enjoy experimenting with a variety of tools e.g. sponges, twigs, fingers, feathers | Know that primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours. Name the secondary colours (orange, purple, green) and how to mix them. Mix paint to the appropriate consistency. Investigate using a variety of brush sizes. Explore how artists use colour to reflect mood. | Create different tones (adding grey). Create different tints (adding white). Create different shades (adding black). Mix and match colours and accurately apply them to observational work. Frame through the use of viewfinders | Develop a range of techniques to create a range of textures (e.g. using sand, sawdust, flour, scratches, dotting, splashing, layering). | Develop an awareness of midground, foreground and background. | Use techniques to show the effects of light on form (reflection/shadow). | Develop a sense of proportion in art work |
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| | <p>red, orange, yellow, green, blue, purple, pink, brown, black, white, bright, dull, similar, different, thick, watery</p> | <p>Colour: primary, secondary, pure/hue</p> <p>Shape/Form: circle</p> <p>Pattern: repetition, overlap, abstract art</p> | <p>Colour: values, intensity (strong, bright, weak), shades, tints observational</p> | <p>Texture: splash, wash, scratch, layering</p> <p>Colour: dark, light, intensity (strong, bright, weak), tone, tint, shade, tertiary</p> | <p>Texture: splash, wash, scratch, scrape, layering</p> <p>Colour: dark, light, intensity, value tone, tint, shade, gradual, complementary, contrast</p> | <p>Value: dark, light, reflection, shadow, highlight</p> <p>Colour: dark, light, tone, tint, shade, blend composition, warm, cool, analogous, monochrome</p> | <p>proportion Self portrait (subject matter)</p> <p>Value: dark, light, reflection, shadow, highlight</p> <p>Colour: dark, light, tone, tint, shade, blend composition, warm, cool, analogous, monochrome</p> |
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| Sculpture | Enjoy using a range of malleable media such as salt dough, playdough. | WIRE/PIPE Shape and model materials for a purpose Use tools and equipment safely and in the correct way. Explore structure and form. Model over an armature. Continuous line drawing basis Construct a simple base for extending | CLAY Shape and model materials for a purpose Use tools and equipment safely and in the correct way. Use the skills of cutting, rolling, pinching, and carving to create form. Use a range of decorative techniques to finish work (e.g. impress items, paint, glaze etc) | CARDBOARD RELIEF SCULPTURE Shape and model materials for a purpose Use tools and equipment safely and in the correct way. Select and use appropriate techniques for joining materials. Select and use various techniques to create 3D artwork using cardboard (e.g. layering, rolling, weaving, folding etc) | CARDBOARD RELIEF SCULPTURE Shape and model materials for a purpose Use tools and equipment safely and in the correct way. Select and use appropriate techniques for joining materials. Select and use various techniques to create 3D artwork using cardboard (e.g. layering, rolling, weaving, folding etc) | CLAY Shape and model materials for a purpose Use tools and equipment safely and in the correct way. Use the skills of cutting, rolling, pinching, and carving to create form. Select and use appropriate techniques for joining materials (e.g. slip for clay). Use a range of decorative techniques to finish work (e.g. impress items, paint, glaze etc) | PUPILS SELECT OWN MATERIALS Shape and model materials for a purpose Use tools and equipment safely and in the correct way. Make imaginative use of the knowledge acquired of tools, techniques and materials to express own ideas and feelings. |
| Sculpture vocabulary | press, roll, shape, pinch, mould | mould, manipulate, carve, coil, join, three dimensional | Score, mould, shape, form, manipulate, slip pinch | armature, frame, mould, figure, proportion, form | plane, free-form, geometric | Join, score, layer, malleable, impress | |