



Progression in Art and Design – The Mill Academy

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
School Specific Artist Study	Andy Goldsworthy (nature and outdoor art) Sculpture 1956 -	Giuseppe Arcimboldo Italian 1526-1593 (portraits made of fruits)	Andy Goldsworthy British 1956 - (sculpture) Van Gogh French 1853-1890 (post impressionism) Quentin Blake British 1932 - (illustrator/cartoonist)	Henri Julien Rousseau French 1844-1910 (post impressionism) Remed French 1978- (street art/graffiti)	Hokusai Japanese 1760-1849 (painting/printing) George Seurat French 1859-1891 (impressionist/pointillism)	Kris Trappeniers Belgium 1973- (stencil artist/drawing) Luiza vizoli 1990 – European (abstract/modern textured oil art) Frida Kahol 1907-1954 Mexican (portraits) Waweru Gichuhi 1989 - East African (Abstract multicoloured portraits)	Banksy British 1974 - (street art/stencilling)



<p>Generating Ideas</p>	<p>work purposefully responding to colours, shapes, materials etc.</p> <p>create simple representations of people and other things</p>	<p>Use sketch books to gather ideas for art work.</p> <p>Experiment with different techniques</p>	<p>Use sketch books to experiment with artistic ideas of their own in sketchbooks.</p> <p>Experiment with different techniques and make sensible choices about what to do next to improve.</p>	<p>Use sketch books to collect, record and review artistic ideas from a range of different sources.</p>	<p>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></p>	<p>Engage in research and exploration in the process of initiating and developing their own personal ideas</p> <p>Confidently and precisely use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials and techniques and planning.</p>	<p>Use sketch books to develop a range of ideas which show curiosity, imagination and originality.</p> <p>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></p>
<p>Making</p>	<p>Work spontaneously and enjoy the act of making/creating</p> <p>Sustain concentration and control when experimenting with tools and materials</p>	<p>Investigate a range of materials and media and recognise that they have different qualities.</p> <p>Experiment with different techniques</p>	<p>Deliberately choose to use particular materials, media and techniques for a given purpose</p> <p>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></p>	<p>Develop technical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</p> <p>Select, and use appropriately, a variety of materials and techniques in order to create their own work.</p>	<p>Investigate the nature and qualities of different materials and processes systematically.</p> <p>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></p>	<p>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></p> <p>Use their acquired skills to make work which effectively reflects their ideas and intentions.</p>	<p>Independently refine their technical skills in order to improve their mastery of materials and techniques</p> <p>Independently select and effectively use relevant processes in order to create successful and finished work</p>
<p>Evaluating</p>	<p>Recognise and describe key features of their own and others' work</p>	<p>Describe what they think about the work of others</p>	<p>Express clear preferences and give some reasons for these <i>(e.g. "I like that because...")</i></p>	<p>Reflect upon what they like and dislike about their own work in order to improve it.</p>	<p>Reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p>	<p>Analyse and reflect on their progress taking account of what they hoped to achieve.</p>	<p>Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work</p>



<p>Knowledge and understanding</p> <p><i>Acquiring and applying knowledge to inform progress</i></p>	<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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<p>Drawing</p> <p>Pencil, crayon, pastel, charcoal, chalks, felt pen, ICT (where appropriate)</p>	<p>Develop a range of techniques (e.g. hatching, scribbling, stippling and blending) to create light/dark tone and/or texture.</p> <p>Use graded pencils to create different tones</p> <p>Begin to show consideration in the choice of pencil grade they use</p> <p>Use techniques to show the effects of light on form (reflection/shadow).</p> <p>Explore how artists use line, colour and pattern to reflect mood.</p> <p>Develop perspective in art work.</p> <p>Develop scale and proportion in art work.</p> <p>Begin to show an awareness of objects having a third dimension.</p>
<p>Vocabulary</p>	<p><i>Pattern, shape, line, form, tone, texture, colour, mood</i></p> <p><i>scale</i></p> <p><i>Horizon</i></p> <p><i>Focal point</i></p> <p><i>Observational</i></p> <p><i>Landscape</i></p> <p><i>Portrait</i></p> <p><i>Figures</i></p> <p><i>View finder</i></p> <p><i>Landscape</i></p> <p><i>Portrait</i></p> <p><i>Composition</i></p> <p>Mid ground</p> <p>Back ground</p> <p>Foreground</p>



<p>Painting</p>	<p>Use and understand the term shade (lighten) and tint (darken) when describing tone.</p> <p>Use techniques to show the effects of light on form (reflection/shadow).</p> <p>Name the primary colours and mix a range of secondary colours.</p> <p>Mix paint to the appropriate consistency.</p> <p>Frame/field/focus through the use of viewfinders, pin-hole camera.</p> <p>Mix and match colours and accurately apply them to observational work.</p> <p>Develop an awareness of midground, foreground and background.</p> <p>Justify choices made e.g. brush size/scale/paper.</p> <p>Use overlapping techniques</p>
<p>Vocabulary</p>	<p><i>tint</i></p> <p><i>tone – light/dark,</i></p> <p><i>intensity – strong/weak,</i></p> <p><i>shade</i></p> <p><i>hue</i></p> <p><i>mood</i></p> <p><i>temperature – warm/cold,</i></p> <p><i>surface – shiny/matt,</i></p> <p><i>pigment – transparent/opaque</i></p> <p><i>Landscape</i></p> <p><i>Portrait</i></p> <p><i>Primary colours</i></p> <p><i>Secondary colours</i></p> <p><i>Complimentary colours</i></p> <p><i>Horizon</i></p> <p><i>Focal point</i></p> <p><i>Observational</i></p> <p><i>Wash</i></p> <p><i>Three dimensional</i></p>



	<p>Midground Background Foreground</p>
Sculpture	<p>Use tools and equipment safely and in the correct way.</p> <p>Use the skills of cutting and carving to create form,</p> <p>Explore plane and structure</p> <p>Shape and model materials for a purpose</p> <p>Select and use appropriate techniques for joining materials (e.g. slip for clay, glue for card)</p>
Vocabulary	<p>Mould Construct Join Structure Plane Shape Form Armature Carve Coil Pinch Glaze Natural Mana made Recycled <i>Three dimensional</i></p>

Due to the previous standard of art taught in school, we have made the decision not to specifically allocate objectives and vocabulary as this will allow teachers to cater learning to the children's needs. All vocabulary and materials are displayed and available in our art room. We will review this next academic year.