

# PROGRESSION DOCUMENT

# ART & DESIGN

	RECEPTION	CYCLE A YEAR 1	CYCLE B YEAR 2	CYCLE A YEAR 3	CYCLE B YEAR 4	CYCLE A YEAR 5	CYCLE B YEAR 6
Topic	<p><b>Marvellous Me!</b> Faces - Picasso</p> <p><b>Winter Wonderland</b> Christmas Tree Collage - Henri Matisse</p> <p><b>Stomping Through Time</b> Dough dinosaur fossils</p> <p><b>People Who Help Us</b> Finger painted firemen</p> <p><b>Ready, Steady, Grow!</b> Nature collages - Giuseppe Arcimboldo</p> <p><b>On The Farm</b> Cottonwool sheep</p>	<p><b>Abbee's Adventure</b> Printing African techniques - Nakunte Diarra.</p> <p><b>Into the Unknown</b> Drawing Native American totem poles and symbols - John Nieto</p> <p><b>A Bird's Eye View</b> Sculpture Clay figures or objects - Andy Goldsworthy</p>	<p><b>Fire, Fire!</b> Collage Great Fire of London cut and tear - Derek Fordjour/ Metzinger</p> <p><b>Fire, Fire!</b> Painting Watercolour colour mixing - Paul Klee</p> <p><b>Exploring the UK</b> Drawing Chalk or oil pastels landscapes - David Hockney</p>	<p><b>Mi Casa Es Tu Casa</b> Printing Bulls, birds, or lizards - Joan Miró's</p> <p><b>Jewel in the Nile</b> Collage Pharaoh Portraits - Gustav Klimt</p> <p><b>Revolution</b> Drawing Victorian architecture - Augustus Pugin</p>	<p><b>The Roman Empire</b> Painting Technique experimentation - Van Gogh</p> <p><b>Our Wonderous World</b> Drawing Life drawings. - Claude Monet</p> <p><b>Tribal tales</b> Sculpture Clay – The Lion Man</p>	<p><b>World Ticket</b> Collage Colour and pattern - Romero Britto</p> <p><b>Ancient Greece</b> Sculpture Greek Clay Pots - Exekias and Euphronios</p> <p><b>Through The Decades</b> Printing Pop art - Andy Warhol</p>	<p><b>World at War</b> Drawing Street art symbolism - Picasso's Guernica</p> <p><b>Magnificent Maya</b> Sculpture Modroc Maya Catrina Dolls - José Guadalupe Posada</p> <p><b>The Rainforest</b> Painting and mixed media Camouflage - Henri Rousseau 3-D collage - Joseph Cornell</p>
Substantive Concepts	<ul style="list-style-type: none"> <li>- Perform a range of gross motor movements that support early mark making and drawing skills.</li> <li>- Understand that different techniques with a medium can produce varied effects (e.g. wax crayon for rubbing).</li> <li>- Identify similarities in the work of artists and illustrators.</li> </ul>	<p><b>Abbee's Adventure</b></p> <ul style="list-style-type: none"> <li>- Diarra's work uses repeated geometric patterns and symbols, each with a meaning.</li> <li>- Printing is making an image by pressing one surface onto another.</li> <li>- Know how to press and repeat a print to create a pattern.</li> <li>- Art can be linked to culture and tradition, as well as creativity.</li> </ul> <p><b>Into the Unknown</b></p> <ul style="list-style-type: none"> <li>- Totem poles tell stories about families, traditions, or beliefs.</li> </ul>	<p><b>Fire, Fire! (collage)</b></p> <ul style="list-style-type: none"> <li>- Know how to show the contrast between the dark buildings and the bright, hot fire.</li> <li>- Fordjour uses collage and layering to make textured pictures.</li> <li>- Cutting and tearing paper creates different effects (sharp edges vs. rough flames).</li> <li>- layering papers build up a scene.</li> </ul> <p><b>Fire, Fire! (painting)</b></p> <ul style="list-style-type: none"> <li>- Klee was famous for his bright, imaginative paintings using shapes, lines, and patterns.</li> </ul>	<p><b>Mi Casa Es Tu Casa</b></p> <ul style="list-style-type: none"> <li>- Joan Miró was a Spanish painter and sculptor.</li> <li>- Miró art is surrealist and imaginative.</li> <li>- Miró creatures are often abstract, made from curves, lines, dots, and bold shapes rather than realistic details.</li> <li>- Art doesn't have to be realistic.</li> </ul> <p><b>Jewel in the Nile</b></p> <ul style="list-style-type: none"> <li>- Klimt was famous for decorative portraits and use of gold, pattern, and collage-like surfaces.</li> </ul>	<p><b>The Roman Empire</b></p> <ul style="list-style-type: none"> <li>- Van Gogh was famous for his expressive brushstrokes and bold use of colour.</li> <li>- Texture can be created by applying paint thickly or leaving brush marks visible.</li> <li>- Painting can be about expression and experimentation, not just neatness or accuracy.</li> </ul> <p><b>Our Wonderous World</b></p> <ul style="list-style-type: none"> <li>- Monet was a founder of Impressionism.</li> <li>- Know how to observe carefully, noticing</li> </ul>	<p><b>World Ticket</b></p> <ul style="list-style-type: none"> <li>- Britto uses positive themes (love, happiness, hope) making his art uplifting.</li> <li>- Complementary colours make areas pop.</li> <li>- How to design a positive collage composition.</li> </ul> <p><b>Ancient Greece</b> Sculpture</p> <ul style="list-style-type: none"> <li>- Know that there were different shaped clay pots.</li> <li>- Understand why certain artists were considered influential.</li> </ul> <p><b>Magnificent Maya</b></p> <ul style="list-style-type: none"> <li>- Modroc can be shaped, layered, and smoothed over an armature.</li> </ul>	

		<ul style="list-style-type: none"> <li>- Nieto used bold, colourful portraits of animals and Native figures.</li> <li>- He used bright, unnatural colour.</li> <li>- Know how to simplify animals into geometric shapes.</li> </ul> <p><b>A Bird's Eye View</b></p> <ul style="list-style-type: none"> <li>- Sculpture is 3D art that you can see from all sides.</li> <li>- Goldsworthy's art shows patterns in nature — spirals, circles, lines, and repeating shapes.</li> <li>- Sculpture can be inspired by nature, pattern, and texture.</li> </ul>	<ul style="list-style-type: none"> <li>- Colours can be layered: one wash of colour on top of another create new effects.</li> <li>- Know how to experiment with water - light washes and stronger colours.</li> </ul> <p><b>Exploring the UK</b></p> <ul style="list-style-type: none"> <li>- Hockney's landscapes are expressive, bold, and full of strong colours and not always realistic.</li> <li>- Chalk and oil can show colour, texture, and atmosphere in landscapes.</li> </ul>	<ul style="list-style-type: none"> <li>- Klimt combined realistic faces with patterned and abstract backgrounds.</li> <li>- Understand that art is an important part of all cultures.</li> </ul> <p><b>Revolution</b></p> <ul style="list-style-type: none"> <li>- Pugin was a leader of the Gothic Revival style in Victorian times.</li> <li>- Victorian buildings were often grand, detailed, and decorative.</li> <li>- Know that line and tone can show structure.</li> </ul>	<ul style="list-style-type: none"> <li>shapes, proportions, and how light changes what we see.</li> <li>- Know that life drawing can be expressive and impressionistic, not just realistic.</li> </ul> <p><b>Tribal tales</b></p> <ul style="list-style-type: none"> <li>- The Lion Man is one of the oldest known sculptures in the world</li> <li>- How to make a strong structure in clay.</li> <li>- Tools add textures and details (fur, faces, clothing, patterns).</li> <li>- Sculpture can be a way of expressing beliefs, stories, or imagination.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that there was red-figure and black-figure pots.</li> </ul> <p><b>Through The Decades</b></p> <ul style="list-style-type: none"> <li>- Understand that Warhol wanted to blur the line between "high art" and popular culture.</li> <li>- Pop Art emerged in the 1950s–60s.</li> <li>- It uses bright colours, bold outlines, and repetition.</li> <li>- Screen printing mass-produces images.</li> </ul>
Disciplinary & Procedural Knowledge	<p><b>Using Colour, Pattern, Texture, Line, Form, Space and Shape</b></p> <ul style="list-style-type: none"> <li>- Hold a pencil using a developmentally appropriate grip.</li> <li>- Make effective marks on paper using a range of movements.</li> <li>- Use the space available to make considered choices in drawing.</li> <li>- Create and repeat a simple pattern with accuracy.</li> </ul> <p><b>Abbee's Adventure</b></p> <ul style="list-style-type: none"> <li>- Produce a repeating pattern.</li> <li>- Create rubbings using textured surfaces to explore pattern and texture.</li> <li>- Use techniques such as pressing, rolling, rubbing and stamping.</li> </ul>	<p><b>Into the Unknown</b></p> <ul style="list-style-type: none"> <li>- Hold a pencil using the tripod grip for control and precision.</li> <li>- Retrace lines on their own artwork with care and accuracy.</li> <li>- Use both anticlockwise and clockwise movements with increasing control.</li> </ul> <p><b>Exploring the UK</b></p> <ul style="list-style-type: none"> <li>- Apply different levels of pressure to achieve varied effects.</li> <li>- Use lines and geometric shapes to create individual artworks.</li> </ul> <p><b>Fire Fire! (collage)</b></p> <ul style="list-style-type: none"> <li>- Explore and use space effectively to enhance individual artwork.</li> </ul> <p><b>Fire, Fire! (painting)</b></p> <ul style="list-style-type: none"> <li>- Develop control of line, shape and pattern by using both fine and broad media.</li> </ul>	<p><b>Mi Casa Es Tu Casa</b></p> <ul style="list-style-type: none"> <li>- Use line, tint, tone, shape, form and colour to create a sense of dimension and texture.</li> </ul> <p><b>Jewel in the Nile</b></p> <ul style="list-style-type: none"> <li>- Begin to show movement, contours and feelings in artwork through the use of lines and shapes.</li> </ul> <p><b>Revolution</b></p> <ul style="list-style-type: none"> <li>- Create a sense of proportion within individual artwork.</li> </ul>	<p><b>The Roman Empire</b></p> <ul style="list-style-type: none"> <li>- Use line, tint, tone, shape, form and colour to convey movement in artwork.</li> </ul> <p><b>Our Wonderous World</b></p> <ul style="list-style-type: none"> <li>- Produce artwork with increasing accuracy in proportion and scale.</li> </ul>	<p><b>World Ticket</b></p> <ul style="list-style-type: none"> <li>- Design complex patterns that combine geometric and organic shapes.</li> <li>- Use overprinting techniques to build layered patterns.</li> </ul> <p><b>Through The Decades</b></p> <ul style="list-style-type: none"> <li>- Select and apply colours purposefully to evoke mood.</li> <li>- Create surface pattern through repeat printing a motif or simulating repetition using digital tools.</li> </ul>	<p><b>World at War</b></p> <ul style="list-style-type: none"> <li>- Use form to create depth and the illusion of three-dimensional artwork.</li> <li>- Experiment with line to show movement and energy.</li> </ul> <p><b>The Rainforest</b></p> <ul style="list-style-type: none"> <li>- Apply knowledge of proportion, depth, perspective, form and space to produce effective compositions, including digital artwork.</li> </ul>

	<b>Drawing Techniques</b>	<ul style="list-style-type: none"> <li>- Draw a person including key facial features.</li> <li>- Begin to understand shape, form and perspective.</li> <li>- Use drawing as a way to communicate and express thoughts, ideas and feelings.</li> <li>- Reflect on their own drawing and identify what works well.</li> </ul>	<b>Into the Unknown</b>	<b>Exploring the UK</b> <ul style="list-style-type: none"> <li>- Develop and share ideas, experimenting with a range of different materials.</li> <li>- Explore how pencil pressure and technique can be used to create lines of varying thickness.</li> </ul>	<b>Revolution</b> <ul style="list-style-type: none"> <li>- Use own experience or imagination using a range of materials such as pencil and charcoal.</li> <li>- Create a variety of tones through controlled pressure and layering.</li> <li>- Practise basic drawing techniques including hatching, cross-hatching and stippling.</li> </ul>	<b>Our Wonderous World</b> <ul style="list-style-type: none"> <li>- Use increasing control, experimenting with a range of different materials including ink.</li> <li>- Use different pencil grades and/or varying pressure to create shading, tones and textures.</li> <li>- Investigate light and dark through shading to explore contrast.</li> </ul>		<b>World at War</b>	<ul style="list-style-type: none"> <li>- Draw with precision using previously taught techniques, including using different gradient pencils or other materials for effect</li> </ul>
	<b>Painting Techniques</b>	<b>Marvellous Me!</b> <ul style="list-style-type: none"> <li>- Use paint to lighten or darken a colour by adding white or black.</li> <li>- Experiment with a variety of painting tools such as brushes, sponges and sponge rollers.</li> </ul> <b>People Who Help Us</b> <ul style="list-style-type: none"> <li>- Mix primary colours to create a range of secondary colours.</li> <li>- Experiment with a variety of painting tools such as fingers, hands and sticks.</li> </ul>	<b>Abbee's Adventure</b> <ul style="list-style-type: none"> <li>- Use painting to share ideas, experimenting with a range of different materials.</li> <li>- Mix all secondary colours with accuracy and control.</li> <li>- Use a paintbrush purposefully to achieve a desired effect.</li> <li>- Work with increasing control when using a variety of tools such as brushes, sponges, fingers, hands, sticks and sponge rollers.</li> </ul>	<b>Fire, Fire! (painting)</b> <ul style="list-style-type: none"> <li>- Use personal experience or imagination using a range of materials.</li> <li>- Mix primary and secondary colours to create tertiary colours (e.g. turquoise, violet, indigo, crimson).</li> <li>- Create tints by adding white, shades by adding black, and tones by adding grey.</li> <li>- Explore painting techniques eg dotting, scratching and splashing.</li> </ul>	<b>Mi Casa Es Tu Casa</b> <ul style="list-style-type: none"> <li>- Experiment with different types of brush.</li> <li>- Combine colours to mix brown.</li> </ul>	<b>The Roman Empire</b> <ul style="list-style-type: none"> <li>- Develop a greater range of painting techniques eg using thicker paints to show texture.</li> <li>- Use watercolours and other types of paint to create washes for backgrounds and add finer details.</li> </ul>	<b>Through The Decades</b> <p>Make considered and inventive choices about paint types and techniques to achieve a specific artistic outcome.</p>	<b>The Rainforest</b>	<ul style="list-style-type: none"> <li>- Experiment with a variety of tools beyond paintbrushes to create different effects.</li> <li>- Develop layered effects eg through the use of acrylics.</li> </ul>
	<b>Sculpture Techniques</b>	<ul style="list-style-type: none"> <li>- Safely use simple tools to change materials.</li> <li>- Experiment with a variety of materials and techniques.</li> <li>- Select and explain their choice of materials.</li> <li>- Manipulate malleable materials that are soft or rigid eg clay, plasticine and dough.</li> </ul>	<b>A Bird's Eye View</b> <ul style="list-style-type: none"> <li>- Sculpt for a purpose.</li> <li>- Use simple tools.</li> <li>- Cut and roll materials.</li> <li>- Manipulate malleable materials in a variety of ways eg rolling, pinching and kneading.</li> <li>- Make simple joins eg using 'slip'.</li> </ul>			<b>Tribal tales</b> <ul style="list-style-type: none"> <li>- Use control and accuracy, experimenting with different materials.</li> <li>- Add finer detail to enhance the purpose and aesthetics of the sculpture using appropriate.</li> </ul>	<b>Ancient Greece</b> <ul style="list-style-type: none"> <li>- Use increased control, accuracy and close observation.</li> <li>- Know how to develop further techniques to create a sculpture eg coiling, slab constructing.</li> </ul>	<b>Magnificent Maya</b>	<ul style="list-style-type: none"> <li>- Combine techniques and different materials, according to purpose and aesthetics, to create a sculpture.</li> <li>- Join different materials both for strength and aesthetics.</li> </ul>

<h3>Using a Sketchbook</h3>		<p>Start to record simple media explorations before completing a final piece</p>	<p>Begin to develop sketchbook habits e.g. learning from mistakes and experimenting with different media</p>	<p>Use a sketchbook to record basic observations and how these inform a final piece of art using different tools and techniques</p>	<p>Use sketchbooks to collate ideas from a range of sources to inform a final piece of art using different tools and techniques (e.g. including materials, photographs, sketches etc)</p>	<p>Use sketchbooks to capture and develop ideas using different tools and techniques to refine their own artwork</p>	<ul style="list-style-type: none"> <li>- Record observations and develop own techniques, commenting on the effectiveness of these</li> <li>- Think critically about ideas, from a range of sources, to justify their decisions.</li> <li>- Explain why different tools and techniques have been used to create art when capturing ideas in the sketchbooks</li> </ul>
<h3>Range of Artists, Craft Makers and Designers</h3>	<ul style="list-style-type: none"> <li>- Explore and discuss artwork from the past and present</li> <li>- Create a representation of famous artwork</li> <li>- Know who artists are within the local community and/or wider world and how they inspire others</li> </ul>	<p><b><u>Into the Unknown</u></b> Describe what can be seen and give an opinion about the work of an artist.</p> <p><b><u>A Bird's Eye View</u></b> Describe similarities and differences between their own work and that of a designer</p>	<p><b><u>Fire, Fire! (collage)</u></b> Create a piece of art in response to the work of another artist.</p> <p><b><u>Fire, Fire! (painting)</u></b> Know how artists have used colour, pattern and shape</p> <p><b><u>Exploring the UK</u></b> Compare the work of different artists.</p>	<p><b><u>Revolution</u></b> Compare the work of different architects in increasing detail.</p>	<p><b><u>The Roman Empire</u></b> Know how different artists, designers and / or architects developed their specific style</p> <p><b><u>Our Wonderous World</u></b> Work in the style of a selected artist (not copying).</p>	<p><b><u>World Ticket</u></b> Research the work of an artist and use their work to replicate style and techniques in their own work.</p> <p><b><u>Ancient Greece</u></b> Interpret what an artist is trying to achieve in any given situation</p> <p><b><u>Through The Decades</u></b> - Recognise the art of artists and place them in key movements or historical events. - Understand why artists make decisions based on cultural influences.</p>	<p><b><u>World at War</u></b> Understand why art can be very abstract and interpret what message the artist is trying to convey.</p> <p><b><u>Magnificent Maya</u></b> Explain how their own piece has been influenced by a famous artist.</p> <p><b><u>The Rainforest</u></b> Explain how their own piece has been influenced by a famous artist.</p>
<h3>Analysing and Evaluating</h3>	<p>Comment on the aspects that they like/dislike about their own work and the work of famous artists</p>	<ul style="list-style-type: none"> <li>- Describe their artwork linking to the elements of art and suggest how they have been successful</li> <li>- Comment on the aspects that they like/dislike about their own work and the work of famous artists, giving reasons why</li> </ul>	<ul style="list-style-type: none"> <li>- Describe their artwork linking to the elements of art and a chosen artist</li> <li>- Evaluate their own work, suggesting what works well and what could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss how their work may be influenced by the techniques of an artist, suggesting how successful these were</li> <li>- Evaluate their own and others' work, suggesting what works well and what could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe how their artwork links to the elements of art and explain why they have chosen such elements in their work.</li> <li>- Explain how they were successful in their work and independently generate developmental targets for the future</li> </ul>	<ul style="list-style-type: none"> <li>- Articulate the purpose behind their artwork and how they have utilised / disregarded certain aspects of an artist's work.</li> <li>- Explain how they have produced an original piece of artwork and how this has been influenced by another artist/s</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how, why and to what extent they have used an artist's influence and elements of art in their own work.</li> <li>- Critique their work (and the work of others) making comparisons to famous artist's style and techniques.</li> </ul>

<b>Specific Vocabulary</b>	<b>General vocabulary</b> artist, art, make, create, material, tool, picture, artwork, show, share, same, different, idea, special, old, new, favourite	<b>General vocabulary</b> design, pattern, space, designer, compare, similarities, differences, opinion, illustrator	<b>General vocabulary</b> craft maker, artwork form, observe, line, form, texture, tone, respond, imagine, experience, sketchbook	<b>General vocabulary</b> architect, culture, create, observation, style, colour wheel, bright colours, opposite colours, similar colours, final piece	<b>General vocabulary</b> viewpoint, insight, past, proportion, scale, aesthetic, artist study, research, inspiration, idea, develop, source, exploration page	<b>General vocabulary</b> influential, atmosphere, cultural influence, movement (art), artist's message, interpret, replicate, style, technique, refine, develop, purposeful, close observation, sketchbook study, idea generation	<b>General vocabulary</b> conceptual, refined symbolic, visual impact critical analysis interpretation intentional, audience
	<b>Drawing and mark making</b> mark making, grip, line, curve, zigzag, dot, space, detail, pencil, crayon, chalk	<b>Printing</b> print, printing block, repeat, copy, stamp, surface, texture, textile, pattern, bold	<b>Collage</b> layer, overlap, texture, fabric, material, arrange, gaps, mosaic, pattern	<b>Painting</b> press, stamp, pattern, repetition, surface, texture, abstract, bold, layer, template, technique	<b>Painting</b> fine detail, blending, brush control, background, foreground, texture brush, swirl, movement, Van Gogh, stroke direction, neutral colours, mood, tone	<b>Collage</b> contrast, visual comparison, composition, montage, cut-out, overlay, narrative, Romero Britto, stylised	<b>Drawing</b> viewpoint, motif, proportion, distortion, expressive line, mood, negative space, focal point, perspective
	<b>Painting and colour</b> colour, mix, red, blue, yellow, green, orange, purple, light, dark, brush, sponge, roller, dab, paint, stroke	<b>Drawing</b> thick/thin, soft/hard, pressure, charcoal, geometric, symbol, totem, outline, detail	<b>Painting and colour</b> primary colours, secondary colours, tertiary colours, warm colours, cool colours, tint, shade, watercolour, brushstroke, palette, techniques	<b>Collage</b> assemble, material, texture, portrait, composition, placement	<b>Drawing</b> texture, shadow, accuracy, tone, cross-hatching, charcoal, ink, position, sketch, Claude Monet	<b>Sculpture</b> modroc, armature, structure, framework, balance, support, build-up, layering, casting, relief, detail, surface finish	<b>Sculpture</b> modroc, armature, structure, framework, balance, support, build-up, layering, casting, relief, detail, surface finish
	<b>Collage and materials</b> cut, tear, stick, glue, join, paper, fabric, feel, bumpy, smooth, rough, soft	<b>Sculpture</b> pinch, coil, form, natural materials, build, structure, carving, sculptor, fold, join, sculpt, scratch	<b>Drawing</b> thick/thin, soft/hard, pressure, charcoal, geometric, symbol, totem, outline, detail		<b>Drawing</b> texture, shadow, accuracy, tone, cross-hatching, charcoal, ink, position, sketch, Augustus Pugin	<b>Painting &amp; mixed media</b> foreground/background, layering, tonal contrast, camouflage, mixed media, assemblage, surreal composition	
	<b>Sculpture and manipulating materials</b> model, roll, knead, press, mould, soft, hard, clay, dough, plasticine, shape, squash, squeeze				<b>Sculpture</b> tie, wrap, tab, relief, 3D form, detail, edging, 2D shape, combine, joining techniques, malleable materials, architect	<b>Printing</b> pop art, motif, repeat pattern, bold colour, silkscreen, overlay, digital tool, repetition, natural pattern, manmade pattern, Warhol-style, palette	
	Wallasey Kandinsky Henri Matisse Pablo Picasso Giuseppe Arcimboldo	Nakunte Diarra John Nieto Andy Goldsworthy	Fordjour/ Metzinger Paul Klee David Hockney	Joan Miró Gustav Klimt Augustus Pugin	Vincent Van Gogh Claude Monet	Exekias and Euphronios Romero Britto Andy Warhol and Bridget Riley	Pablo Picasso José Guadalupe Posada Henri Rousseau and Joseph Cornell