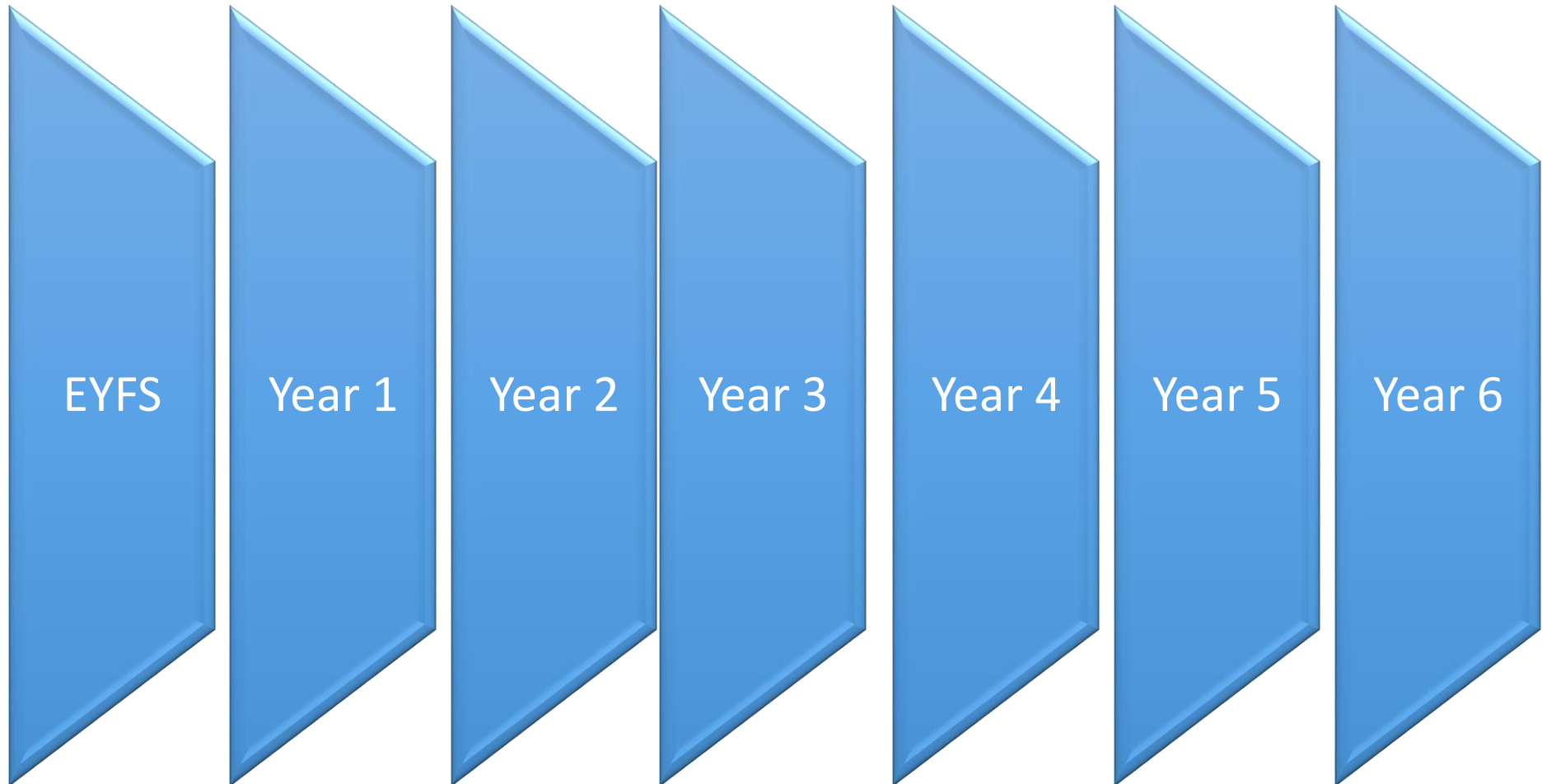


Loughborough Primary School Art Progression Document



Art at Loughborough Primary School		
Intent	Implementation	Impact
What we do	How we do it	How we assess it
<p>At Loughborough Primary School, our goal is to nurture and inspire our children to take their place in the world as fulfilled global citizens. Through art children are given visual, tangible and sensory experiences to support their understanding and response to their own culture and to the wider world. We aim provide all children with the opportunity to produce creative, imaginative work that they can be proud of. Children will be given a variety of opportunities to explore the many artistic ways of expression. They will be introduced to famous artists, crafts and designers, and explore and analyse art created by them. They will have the opportunity to explore and develop their own ideas and make links to their experiences. Children will be given ample opportunity to develop their self-expression, ask questions and demonstrate their skills. They will become confident and adept in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills e.g. printing, weaving and collage. Our lessons are a continual progression of skills and knowledge throughout the year groups, so as to continue to pique the children's interest and strive for them to reach new goals.</p>	<p>Children will become involved in shaping their environments through art activities. They will develop an understanding of how art contributes to our history, culture, creativity and wealth of our nation. They will make informed judgments and aesthetic and practical decisions and explore meanings and ideas through the work of artists and designers.</p> <p>Children will practice and share their learning and skills with others, giving and receiving feedback to improve. Each year group will build on previous skills and knowledge acquired through a variety of art projects based on new themes. Our lessons are designed to increase their awareness of different kinds of arts, designs and crafts, with a continued endeavor to develop their curiosity, interest, techniques, control, and their use of materials, with creativity and experimentation. The children will be encouraged to start collecting and developing ideas using sketchbooks. They will continue to build up resilience, making mistakes and suggesting improvements. Our children will be given opportunity to collaborate on projects within the school and beyond the school setting.</p>	<p>Pupils across the school thoroughly enjoy taking part in Art lessons and high-quality art work is created in a variety of ways. Children develop their curiosity and enquiry skills and understand the significance of art in the world. All children will be able to correctly use technical vocabulary and know, apply and subject knowledge, skills and processes required. Throughout the academic year and their school career, pupils become more confident in analyzing their work and giving their opinion on their own and other works of art.</p> <p>Children will show an increased resilience and determination by attempting more challenging art projects and continuously evaluate and improve upon their art work. They will be able to confidently discuss their art and explain the skills and process they used.</p> <p>Children will be assessed formatively: based on process, observation, questioning, participation in our discussions, self and peer assessment.</p>

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Progression of Skills: Art						
Drawing	<p>Provide children with a variety of materials and tools and teach children to use them with care and precision.</p> <p>Check children’s pencil grip (provide extra help and guidance when needed)</p> <p>Encourage children to draw freely and for pleasure.</p> <p>Children to draw simple representations of people and objects.</p>	<p>Experiment with a variety of media- chalk/pastels/ charcoal.</p> <p>Begin to control lines to create simple drawings from observations.</p> <p>Investigate tone by drawing light/dark lines, light dark patterns. (e.g. cross hatching)</p> <p>Investigate textures by describing, naming, rubbing, copying.</p>	<p>Experiment with a variety of media- chalk/pastels/charcoal.</p> <p>Draw on smaller and larger scales</p> <p>Begin to add detail to line drawings (movement, contours, and feelings)</p> <p>Use known geometric shapes to create.</p> <p>Use tone to show light and dark.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p>	<p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Draw on a range of scales</p> <p>Make marks and lines with a wide range of drawing implements e.g.: charcoal, pencil, oil pastels, chalk pastels, pens.</p> <p>Experiment with different grades of pencil and other implements to: create line and marks</p> <p>draw different forms and shape and begin to show an</p>	<p>See yr3 and continue to develop their drawing skills.</p> <p>Children should be able to choose the appropriate techniques e.g. line, shape, colour and space.</p> <p>Introduce the concept of negative space.</p> <p>Include increased detail within work</p> <p>Develop shadows.</p>	<p>Work from a variety of sources including observation, photos and digital images.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Use a variety of view finders to make close observations.</p> <p>Lines, Marks, Tone, Form & Texture</p> <p>Use different techniques for different purposes e.g. Shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p>See Yr5 to continue developing their skills.</p> <p>Show increasing control over a variety of tools and marks and lines.</p> <p>Adjusting size of their marks and lines according to the mood.</p>

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				<p>awareness of a 3rd dimension.</p> <ul style="list-style-type: none"> achieve variations in tone and apply this to a drawing in a simple way. <p>Create textures with a wide range of implements and apply a simple use of pattern and texture in a drawing.</p>		<p>Understand that different lines (hard short/long flowing) create different moods.</p> <p>Experiment with:</p> <ul style="list-style-type: none"> wet media (ink pens) colour mixing and blending techniques with coloured pencils. <p>Perspective and composition</p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their work (foreground/mid/background)</p>	
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Loughborough Primary School Art Progression Document

Progression of Skills: Art							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Vocabulary	self-portrait, lines, detail, circles, marks, picture,	Portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.		Portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.		line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.	

Progression of Skills: Art							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	<p>Children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent (with support).</p> <p>Provide children with an array of paintbrushes of different sizes.</p>	<p>Focus on using colour and space for effect</p> <p>Hold a large paint brush correctly.</p> <p>Experiment with a variety of tools, including different brush sizes and types, sponge brushes, fingers and twigs.</p>	<p>Begin to control the types of marks made with a range of painting techniques including layering, mixing media, scrapping through and adding texture.</p> <p>Continue to experiment in lightening and darkening without</p>	<p>Demonstrate increasing control over the types of marks made.</p> <p>Experiment with different effects and textures including</p> <ul style="list-style-type: none"> · blocking in colour · washes · thickened paint creating textural effects. 	<p>Confidently control the types of marks made</p> <p>Experiment with different effects and textures including</p> <ul style="list-style-type: none"> · blocking in colour · washes · thickened paint creating textural effects. 	<p>Build on previous work with colour by exploring intensity</p> <p>Develop watercolour techniques</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour shades and tones with confidence.</p> <p>Introduce acrylic paint.</p>	<p>Work in a sustained and independent way to develop their own independent style of painting. Through the use of colour, tone or shade.</p> <p>Purposely control the types of marks made.</p>

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	<p>Hold a paintbrush correctly.</p> <p>Experiment with a variety of artistic tools such as sponges and rollers.</p> <p>Create opportunities to mark make on a large scale.</p> <p>Name and identify primary and secondary colours.</p> <p>Provide opportunities to work together to develop and realise creative ideas</p>	<p>Explore lightning and darkening paint without the use of black or white.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales</p> <p>Identify primary and secondary colours and mix primary colours to make secondary colours.</p> <p>Create textured paint by adding sand, plaster.</p>	<p>the use of black and white.</p> <p>Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Create and experiment with shades of colour.</p> <p>Explorer the relationship between mood and colour.</p> <p>Recognise warm and cold colours.</p>	<p>Copy and create patterns and textures with a range of paints.</p> <p>Use a variety of brushes and experiment with ways of marking with them.</p> <p>Mix and match colours (create palettes to match images)</p> <p>Experiment with water colour, exploring intensity of colour to develop shades.</p> <p>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</p>	<p>Start to develop a painting from a drawing.</p> <p>Lighten or darken tones using black and white.</p> <p>Explore complementary and opposing colours in creating patterns.</p> <p>Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complementary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Start to look at work in the style of a selected artist (not copying)</p>	<p>Investigate working on canvas experiment with colour in creating an effect.</p> <p>Mark make with paint (dashes, blocks of colour, strokes, paints)</p> <p>Develop fine brush strokes.</p> <p>Carry out preliminary studies trying out different media and materials and mixing appropriate colours</p>	<p>Experiment with different effects and textures including</p> <ul style="list-style-type: none"> · blocking in colour · washes · thickened paint to create textural effects. <p>Mix colour shades and tones with confidence.</p> <p>Mark make with paint (dashes, blocks of colour, strokes, paints) to create effects/ moods.</p> <p>Carry out preliminary studies trying out different media and materials and mixing appropriate colours</p>
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Loughborough Primary School Art Progression Document

Progression of Skills: Art							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Vocabulary	Colour mixing, paintbrush, sponges, rollers, sweep, swirl, brush stroke, smooth, red, yellow, blue, create, paint, mix	Primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.		colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.			blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	Provide children with a range of materials and tools and teach children to use them with care and precision. Use sponges and rollers to print with. Talk about patterns and imprints left on the paper.	Create simple mono prints by mark making onto a foam board or drawing on the back of paper on an ink block. Print with a variety of objects including finger print, sponge print, leaves, fruits block print to form patterns and texture	Create single and multicoloured prints using a range of techniques. Print with a growing range of objects Demonstrate a range of techniques, e.g. Rolling, pressing, stamping and rubbing	Explore lines, marks and tones through mono printing on a variety of papers to create an image. Explore colour mixing through printing, using 2 coloured ink, a roller and a stencil or press print.	Explore images and recreate textures in a collagraph print using a variety of materials e.g. corrugated card, string, press print. Control line and tone using pressure. Blend two colours when printing Form string roller prints to	Investigate techniques and design prints for e.g. fabrics, book covers, wallpaper or wrapping paper Recreate a scene and observed detail or imagined through collage relief "collagraph" painting. Explore Intaglio printing.	Investigate techniques and design prints for e.g. fabrics, book covers, wallpaper or wrapping paper Recreate a scene and observed detail or imagined through collage relief "collagraph" painting.

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	<p>Provide children with an array of materials to print with including natural and everyday objects.</p>	<p>Experiment with amounts of paint applied and develop control</p> <p>Explore and create patterns</p> <p>Develop impressed images</p> <p>Relief printing</p>	<p>Develop controlled printing against outline/ within cut out shapes, improving the quality and placement of the image</p> <p>Control line and tone using pressure</p> <p>Create patterns</p>	<p>Control line and tone using pressure</p> <p>Use roller and ink printing. Use simple block shapes made by children</p> <p>Use roller and inks, take print from other objects (leaves, fabrics, corrugated card)</p> <p>Create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays</p> <p>Make repeated patterns with increasing precision</p>	<p>create continuous patterns</p> <p>Replicate patterns from observations</p> <p>Make repeated patterns with precision.</p>	<p>(can use thick cardboard etched with sharp pencil point)</p> <p>Design and create motifs to be turned into printing block images on lino board.</p>	<p>Experiment with screen printing.</p> <p>Design and create a multi-coloured scene to be turned into printing block image on lino board</p>
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Progression of Skills: Art							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Vocabulary	Colour, print, objects, pattern, detail,	Colour, shape, printing, printmaking, woodcut, relief printing, objects.		Line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.		Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collagraph.	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Textiles	<p>Provide the children with a range of materials. Talk about colours, shapes, and texture of the material.</p> <p>Use scissors to make snips and to cut the material.</p> <p>Incorporate material and textiles into their own junk modelling</p>	<p>Collect deconstruct, discuss and use fabrics and cloths to reassemble new works</p> <p>Paste cut and torn shapes onto a surface to convey an idea.</p> <p>Simple batik work</p> <p>Weave using recycled materials- paper, carrier bags</p>	<p>Cut threads & fibres, stitch, sew together & surface decorate using adhesive and bead or buttons.</p> <p>Use a large eyed needle</p> <p>Can weave (wool) in a simple loom and build constructed textile surfaces.</p> <p>Dye fabrics using tea, red cabbage,</p>	<p>Weave paper and found objects to create and image e.g. landscapes, pattern texture.</p> <p>Research embroidery designs from around the world to base own work on</p> <p>Sew simple stitches using a variety of threads and wool</p>	<p>Can attach different elements using stitching e.g. straight, running or cross stitching.</p> <p>Can discriminate between fabric materials to select and assemble a constructed form</p> <p>Can print on fabric using a monoprint block or tile or as part</p>	<p>Create tie-dye pieces combining two colours</p> <p>Investigate ways of changing fabrics- sewing, ironing, cutting, tearing, creasing, knotting, plaiting stitching etc.</p> <p>Select and use contrasting colours and textures in stitching and weaving</p>	<p>Can use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an image or artefact</p> <p>Experiment with circular embroidery frames</p> <p>Control stitching – using various needles to produce more complex</p>

Loughborough Primary School Art Progression Document



	<p>and independent designs.</p> <p>To explore joining pieces of fabric by using adhesive tape and different sorts of glue.</p> <p>Materials, fabric, soft, rough, pieces, cut, colour pattern.</p>	<p>Dye fabrics using tea, red cabbage, beetroot, onion, spinach Textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>	<p>beetroot, onion, spinach</p>	<p>Use smaller eyed needles and finer thread.</p> <p>Pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>	<p>of a group using simple stencil</p> <p>Investigate tie-dyeing</p>	<p>Control stitching – using various needles to produce more complex patterns with care and accuracy</p> <p>Weave using paintings as a stimulus/ the natural world, through careful colour matching and understanding of seasonal colours</p> <p>Create detail designs which can be developed into batik pieces</p>	<p>patterns with care and accuracy</p> <p>Dye fabrics and use tie-dye techniques create a fabric image</p> <p>Colour, fabric, weave, pattern</p>
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Progression of Skills: Art							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collage	<p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Select resources independently.</p> <p>Adapt shape of resources by cutting and tearing them to the desired size.</p> <p>Create own collage using the resources that are freely available on the art trolley.</p> <p>Adapt work and make simple changes to make their work even better.</p>	<p>Select, sort and modify by cutting, tearing with care before adding other marks and colour to represent an idea</p> <p>Develop collages based on a simple drawing, using papers and materials</p> <p>Investigate a range of textures through rubbing</p> <p>Select and sort according to specific qualities e.g. warm, cold, shiny, smooth</p>	<p>Control surface decoration of materials with clear intentions.</p> <p>Develop tearing, cutting and layering paper to create different effects</p> <p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p>	<p>Improve skills of overlapping and overlaying to place objects in front and behind</p> <p>Make a presentational textured image from found texture that have been selected</p> <p>Use a range of stimulus for collage (e.g. the natural town/environment work) trying to think of more abstract ways of showing views</p> <p>Develop group and individual collages, working on a range of scales</p>	<p>Experiment with creating mood, feeling, movement and areas of interest using different media</p> <p>Can interpret stories, music, poems and other stimuli and represent these using mixed media elements</p>	<p>Select and use cutting tools and adhesives with care to achieve a specific outcome</p> <p>Use a variety of techniques including drawing, painting and printing to add finer detail to works</p> <p>Select and use found materials with art media adhesives to assemble and represent a surface or thing e.g. water</p>	<p>Embellish decoratively using more layers of materials to build complexity and represent the qualities of a surface or thing (finer details)</p>

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Progression of Skills: Art							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3D and Sculpture	<p>Provide children with a range of materials to create with.</p> <p>Create models out of plasticine and playdough using a variety of techniques such as squash, squeeze and roll.</p> <p>Use simple mark making tools to modify and change the shape of the playdough.</p> <p>Add additional natural materials to playdough such as poking sticks or adding stones and shells.</p> <p>Describe their sculpture/model to an adult.</p>	<p>Can handle and manipulate rigid and malleable materials such as clay, card, papier Mache and found objects to represent something known</p> <p>Describe how the materials feel/compare</p> <p>Develop understanding of 2D and 3D in terms of artwork (paintings/sculpture)</p> <p>Use simple 2D shapes to create 3D form</p> <p>Investigate a range of materials and experiment with how they can be</p>	<p>Show increased control over modelling material</p> <p>Can respond to sculptures and craft artists to help them adapt and make their own work</p> <p>Continue to develop skills, use a variety of techniques to create surface detail and various textures. E.g. pinching, scratching, rolling when using plasticine/clay</p> <p>Investigate ways to join clay- scratch and slip/cross hatching</p> <p>Use clay to make a simple functional form like a coil pot,</p>	<p>Plan and make models from observations or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Develop confidence working with (malleable material) clay, adding greater detail and texture</p> <p>Use papier Mache to create 3D objects</p> <p>Experiment and use a variety of materials, e.g. pipe cleaner, sticks</p>	<p>See year 3 and continue to build and develop skills.</p> <p>cut, make and combine shapes to create recognisable forms;</p> <p>Use clay and other malleable materials and practice joining techniques;</p> <p>Add materials to the sculpture to create detail</p>	<p>Study and work from a variety of genres and cultures to develop their own response through model's experimentation and design stages.</p> <p>Design and create sculpture, both small and large scale</p> <p>Can recreate 2D images in 3D, focusing on one area of experience e.g. landscape or figure focusing on form/surface</p> <p>Shape, form, model and construct from observation or imagination</p> <p>Make imaginative use of the tools and</p>	<p>Can handle and manipulate rigid and malleable materials such as clay, card, papier Mache and found objects to represent something known</p> <p>Describe how the materials feel/compare</p> <p>Develop understanding of 2D and 3D in terms of artwork (paintings/sculpture)</p> <p>Use simple 2D shapes to create 3D form</p> <p>Investigate a range of materials and experiment with how they can be</p>

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		<p>connected together to form simple structures</p> <p>Investigate clay-pinching, rolling, twisting scratching and add detail and textures using tools.</p> <p>Use clay to make a simple functional form like a pinch pot, smoothing and joining clay.</p> <p>Look at sculptures by Artists and natural objects as starting points</p>	<p>smoothing and joining clay.</p> <p>Look at sculptures by Artists and natural objects as starting points</p>	<p>Create textured surfaces using rigid and plastic material and a variety of tools</p> <p>Can construct a structure in linear or soft media before covering the surface to give it form. (ModRoc/ papier Mache)</p> <p>Choose appropriate materials and tools for task.</p>		<p>techniques using their knowledge and experience they have acquired to express their ideas and feelings</p> <p>Use recycled, natural, and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preliminary work</p>	<p>connected together to form simple structures</p> <p>Investigate clay-pinching, rolling, twisting scratching and add detail and textures using tools.</p> <p>Use clay to make a simple functional form like a pinch pot, smoothing and joining clay.</p> <p>Look at sculptures by Artists and natural objects as starting points</p>
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Loughborough Primary School Art Progression Document

Progression of Skills: Art						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5
Knowledge About Artist	Children can describe what they see in the paintings.	Learn about the work of a range of artists, craft makers and designers, studying their techniques and processes.		Children continue to study the works of a range of artists, architects and designer through history, studying their techniques and processes.		Children continue to study the works of a range of artists, architects and designer through history, studying their techniques and processes. Making more in depth observations and comparisons.
	Say what they like or don't like about the painting.	Children can: <ul style="list-style-type: none"> Talk about differences and similarities between different styles and art movements. Describe artworks of notable artists and express their opinion. Draw on inspiration from artists they are learning about to create their own work, comparing and evaluating their final piece. 		Children can: <ul style="list-style-type: none"> Make comparisons between artists and express their opinions. Explain the techniques and process used by artists Draw inspiration from the artists, architects and designers they are studying to inform their own art. 		Children can: <ul style="list-style-type: none"> Make a more detailed observation about an increasing number of artists, architects and designers art work. Include facts about artists, architects and designer's lives and be able to name pieces of their work. Begin to identify a variety of Art movements and associated styles and processes.
	Visit galleries and museums to generate inspiration and conversation about art and artists.	Examples include but are not limited to: Line drawing/form/shape: Paul Klee, Ls Lowry, illustrators-Winnie the Pooh (E.H Shephard) and Quintin Blake. Collage: Jackson Pollock, Paul Klee, Kandinsky (colour) Georges Braque/Pablo Picasso) Sculpture ideas: Anthony Gormley, Louise Bourgeois, Jean Arp		Examples include but are not limited to: Colour: Ruth Daniels, Mark Quinn, Carol Simms. Drawing: David Hockney –photo montages, Renaissance artists such as Michelangelo, Leonardo da Vinci Geometric abstract paintings: Matisse, Mondrian, Malevich. Patterns/Optical illusions: Bridget Riley. (Edinburgh optical illusion museum) Print: Stacey Chapman, Richard Long's 'Mud Hand Circle' (printing) and works from different cultures e.g. Chinese block prints, Andy Warhol (Pop Art) Sculpture: Henry Moore Textile: Contemporary Artist Patricia Greaves: Abstract: Picasso- paintings.		Examples include but are not limited to: Colour: Van Gogh, Cezanne, Derain, Van Gough, Print/monoprinting: David Hockney, Tracey Emin, Picasso and Jim Dine Sculpture: Cornelia Parker, Michelangelo Movement/layering: Picasso, Duchamp Fauve Artists: Derain, Vlaminck and Baroque Pop Art: Andy Warhol Pointillism: Seurat
	Learn about artists and look at their art work.					
	Examples: Kandinsky-circles painting					
	Picasso- play dough faces					
	Van Gogh- foil art starry night. Van Gogh- sunflowers (sculpture out of playdough)					
	Claude Monet- collage Water lilies					
	Georgia O'Keeffe- poppy painting/					