

## Progression planning for art

Key art concepts which will be covered and revisited: sculpture, portraits and landscapes.

Year 1

<p>EYFS</p>	<p><b>(40-60)</b> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p><b>Early Learning Goal</b> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p style="text-align: right;">National Curriculum: KS1</p> <p><b>Key stage 1 Pupils</b> should be taught:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	
<p>Outcome</p>	<p style="text-align: center;"><b>Autumn</b></p> <p>Produce a large scale sculpture inspired by the work of Henry Moore using natural materials and landscapes</p>	<p style="text-align: center;"><b>Spring</b></p> <p>Produce a self a self-portrait on canvas using oil paints and brushstrokes to add texture</p>	<p style="text-align: center;"><b>Summer</b></p> <p>Produce a landscape painting based on a local landscape (View from the park)</p>
<p>Focus/ Big Question</p>	<p style="text-align: center;"><u>Sculptures</u></p> <p style="text-align: center;">Henry Moore (Born in Castleford) Large scale sculptures work inspired by nature/ objects and landscapes People usually made of bronze key feature of his work (hole)</p>	<p style="text-align: center;"><u>Portraits</u></p> <p style="text-align: center;">Self-portraits - Vincent Van Gogh (Netherlands) 30 self-portraits varying in style Oil paint on canvas Used brushstrokes to add texture and effect Distinctive style applied to Sunflowers, Starry night Museum in Amsterdam</p>	<p style="text-align: center;"><u>Landscapes</u></p> <p style="text-align: center;">David Hockney Born in Bradford/ Displayed in Bradford Pop art style (Bright and colourful) young people liked his artwork because of the colours Painted landscapes UK/America also painted portraits He used perspective very well to make the art 3D.</p>

## Progression planning for art

<p>Tier 2/3 subject specific vocabulary</p>	<p>Material Shape Line (Curved, straight) Sculptor/Sculpture Join Mould Score 3D Artist</p>	<p>Sketch Shade Line (Curved, straight, wavy, broken) Features (crease) Portrait/ Self portrait Symmetry Position Proportion Texture Effect Stroke Artist Expressionist</p>	<p>Perspective/ 3D Background Foreground Artist Landscape Tone Tint Shade Line Modern</p>
<p>What should children know, be able to do and remember?</p>	<p><b>All children</b> will have the opportunity to make sculptures using clay. They will have practised manipulating a malleable material to achieve a planned effect.</p> <p><b>Most children</b> will embed their newly taught techniques independently to score and join. They will be able to give a simple explanation as to why they have chosen a material and why they have manipulated it in that way.</p> <p><b>Some children</b> will plan and compare their work based on what they have learnt about sculpture.</p>	<p><b>All children</b> will have the opportunity to create a self-portrait using sketching pencils. They will be able to discuss key features that they will draw such as eyes, nose, mouth and teeth.</p> <p><b>Most children</b> will be able to draw their features in the appropriate places. They will think about proportions.</p> <p><b>Some children</b> will be able to embed their taught skills to draw portraits from high quality pictures or of other people.</p>	<p><b>All children</b> will create a landscape using a range of resources. They will look closely at the detail used and discuss the perspective.</p> <p><b>Most children</b> will use their plans to create a landscape using perspective appropriately. They will select the appropriate tools to provide sufficient detail.</p> <p><b>Some children</b> will be able to evaluate and discuss their creations. Speaking about perspective, what looked correct and what they would change/do differently.</p>
<p>Progression of skills</p>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• Learn techniques to manipulate malleable materials, such as warming with hands, rolling and pinching.</li> <li>• Learn how to competently use a scalpel to add detail.</li> <li>• To join pieces together effectively – using tools to score.</li> <li>• Draw on their taught knowledge to plan their own sculpture.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• Learn sketching skills, correct hold, pencil pressure and shading/ tone.</li> <li>• Develop skills in colour mixing and selecting the appropriate tools.</li> <li>• Look at faces/features in detail. Looking at each feature in detail through close observational drawing.</li> <li>• Understand symmetry in relation to faces and how this looks.</li> <li>• Learn the proportion of features and how this may contrast in different people.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• Learn sketching skills, correct hold, pencil pressure and shading.</li> <li>• Develop skills in colour mixing and selecting the appropriate tools.</li> <li>• Look at the work of landscape artists in detail.</li> <li>• Discuss the perspective of paintings and how to achieve this.</li> <li>• Plan their own landscape drawing, looking closely at detail and evaluating their perspective.</li> </ul>

## Progression planning for art

<p>Links to the key curriculum drivers</p>	<p><b>Basic skills</b> – Children can look closely at detail, talking about shape and pattern. They express their own ideas and imagination.</p> <p><b>Diversity and spirituality</b> – Children understand that art can be interpreted differently by different people. They accept that there is no right or wrong view and other children are entitled to their own opinions based upon their observations.</p> <p><b>Aspirations</b> – Children may aspire to become artists in different forms.</p> <p><b>Growth and well-being</b> - Children will develop their confidence and self-worth to be able to communicate and express their thoughts and ideas.</p>	<p><b>Basic skills</b> – Children will be comfortable with using a range of tools to complete their artwork.</p> <p><b>Diversity and spirituality</b> – Children will understand that all self-portraits will look different. They will be able to discuss this appropriately and distinguish similarities and differences.</p> <p><b>Aspirations</b> – Children may aspire to become artists.</p>	<p><b>Basic skills</b> – Children look closely at detail, discussing what they can see. They will also use familiar tools competently.</p> <p><b>Aspirations</b> – Children may be inspired to become artists or to recreate similar work at home.</p> <p><b>Growth and well-being</b> – By this point in the year children will be able to articulate their art knowledge confidently and discuss their skills.</p>
<p>Wider curriculum links/ opportunities (National curriculum, British values, Christian values)</p> <p>Focus on relevant texts/ books</p>	<p>Science – materials and their properties, what would make a strong sculpture? What would not? Why?</p> <p>DT – Use of joining techniques and materials</p> <p>Geography – Castleford as a local town in Wakefield</p> <p>Christian values – respect: children will respect and value the views and opinions of others.</p> <p><b>Visit to Yorkshire Sculpture Park.</b></p>	<p>Geography – Location of Amsterdam as a capital city in The Netherlands</p> <p>Link to PSHE – Feelings/ emotions art as a way of expressing yourself</p> <p><a href="https://www.tate.org.uk/kids/explore/who-is/who-vincent-van-gogh">https://www.tate.org.uk/kids/explore/who-is/who-vincent-van-gogh</a></p>	<p>Geography – Bradford as a city in Yorkshire America (North America continent)</p> <p>Features of landscapes and vocabulary linked to this.</p>
<p>Building blocks required</p>	<p>Children have had access to provision areas in the EYFS relating to EAD.</p> <p>They have used manipulated playdough to achieve a desired effect.</p>	<p>Children have had previous experience of creating self-portraits in Foundation stage. They have looked closely at their features using a mirror and drawn these using paint.</p>	<p>Children have had access to provision areas in the EYFS relating to EAD.</p> <p>They have developed basic colour mixing skills and embedded these both in provision and through focus tasks.</p>

## Progression planning for art

### Year 2

Outcome	<p style="text-align: center;"><b>Autumn</b></p> <p style="text-align: center;">Produce a sculpture using materials such as clay inspired by Barbara Hepworth</p>	<p style="text-align: center;"><b>Spring</b></p> <p style="text-align: center;">Produce a self-portrait canvas using photography and block colours</p>	<p style="text-align: center;"><b>Summer</b></p> <p style="text-align: center;">Produce a landscape using brushstrokes to add texture</p>
Focus/ Big Question	<p style="text-align: center;"><u>Sculpture</u></p> <p style="text-align: center;">Barbara Hepworth Born in Wakefield, Hepworth Gallery in Wakefield displays her work. Inspired by land forms (roads/hills and fields) Studied with Henry Moore similarities and differences Wood, stone, bronze Wanted her artwork to make people feel calm (Curved lines)</p>	<p style="text-align: center;"><u>Portraits</u></p> <p style="text-align: center;">Andy Warhol (America) Pop art, based on photographs layered with colour he used brands to inspire his work e.g. coca cola/ Campbell's soup He used bright colours Teach portraits building on Vincent Van Gogh comparing this to Andy Warhol and creating a piece of modern art.</p>	<p style="text-align: center;"><u>Landscapes</u></p> <p style="text-align: center;">Vincent Van Gogh Stylised landscapes - Oil paint on canvas Used brushstrokes to add texture and effect Distinctive style applied to Starry night, wheat fields, irises, mulberry tree, café terrace Museum in Amsterdam Opportunity to make links to his portraits Year 1 Opportunity to compare to Hockney's landscapes Year 1</p>
Tier 2/3 subject specific vocabulary	<p style="text-align: center;">Form Clay, wood, stone, bronze (natural) Texture Smooth Curve Shape Sculpt</p>	<p style="text-align: center;">Portrait Self portrait Modern Photograph/ photography Block Colour</p>	<p style="text-align: center;">Sketch Line (Curved, straight, wavy, broken) Landscape Perspective Foreground Background Position Texture Effect Stroke Artist Expressionist</p>
What should children know, be able to do and remember?	<p><b>All children</b> will be able to manipulate the material into a figure and join parts of the body. They will be able to use simple clay tools such as the clay board. All children will be able to give meaning to their sculpture.</p> <p><b>Most children.</b> Most children will be able to shape and form from direct observation. They will be able to evaluate their own work, thinking about what went well and what they would do differently, putting this into practise.</p>	<p><b>All children</b> will have the opportunity to create a portrait. They will use sketching pencils and will be able to discuss the lines they have used and the effect these have given.</p> <p><b>Most children</b> will ensure that features of the face are in the correct place using the taught techniques, showing an understanding of symmetry. They will begin to add detail, for example strokes for eyebrows on a face.</p>	<p><b>All children</b> will have the opportunity to create a landscape based on the work of David Hockney. They will also use paint and have experience of mixing primary colours to create secondary colours. They will choose the appropriate tools to create the desired effects.</p> <p><b>Most children</b> will be able to use a paintbrush accurately by this point in the year, choosing the correct brush for its purpose. They use the vocabulary of background and foreground to</p>

## Progression planning for art

	<p><b>Some children</b> will be able to link their creations to a range of other artists, comparing and contrasting their work.</p>	<p><b>Some children</b> will begin to understand the different types of sketch pencil, for example, HB pencils with different thicknesses. They may choose to use these to create different lines to enhance their portrait. Some children will have a clear understanding of symmetry and facial features in the correct place. Their detail will be more accurate and may include things like lines in the face.</p>	<p>describe a picture. They will also understand watering down paint to use for a background in a landscape.</p> <p><b>Some children</b> will be able to discuss how their work reflects the work of other artists. They will talk about the perspective that they have used and why they have used it. Whilst also evaluating their work, thinking about what they could have done differently, or the different tools that could be chosen.</p>
Progression in skills	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To observe another artists work, discussing lines, techniques and pattern.</li> <li>• To will refine skills to add detail, including using a range of tools.</li> <li>• To replicate shape and form using direct observation.</li> <li>• To use the techniques taught to replicate patterns and textures.</li> <li>• To evaluate own work, what worked well and what they would do differently.</li> <li>• To put evaluation in to practise.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To use different pencils to create different effects, covering line, tint and tone.</li> <li>• To apply simple techniques to achieve symmetry and proportion, such as sectioning the face.</li> <li>• To apply these skills when sketching an image of a high-quality portrait.</li> <li>• To accurately draw their own self portrait using taught skills.</li> <li>• To evaluate and revisit portraits to look closely and add more detail.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To look closely at the work of a landscape artist and discuss techniques used, using tier 3 vocabulary.</li> <li>• The language of background and foreground, experimenting with what is to be painted first and finding out why.</li> <li>• To water down paint to achieve a desired effect, understanding why this is done and how it is achieved effectively.</li> <li>• To discuss and investigate how to effectively use perspective in a landscape.</li> <li>• To use taught skills to plan and paint a detailed, high quality landscape picture, executing this effectively.</li> <li>• To evaluate, compare and contrast their work with the work of other artists.</li> </ul>
Links to the key curriculum drivers	<p><b>Basic skills</b> – Children look closely at detail, discussing what they can see. They will also use familiar tools competently. Children will know that clay is a form of art.</p> <p><b>Aspirations</b> – Children may aspire to become Artists, Authors or Illustrators, for example local sculptors Henry Moore and Barbara Hepworth.</p>	<p><b>Basic skills</b> – Children look closely at detail, discussing what they can see. They will also use familiar tools competently.</p> <p><b>Diversity and spirituality</b> – through the drawing of self and peer portraits children will embrace their similarities and differences.</p> <p><b>Aspirations</b> – Children may aspire to become portrait artists.</p>	<p><b>Basic skills</b> – Children can look closely at detail, talking about shape, pattern and colour. They will also use familiar tools competently.</p> <p><b>Aspirations</b> – Children may be inspired to become landscapes artists.</p> <p><b>Growth and well being</b> - children will have developed as painters by this time in the year and</p>

## Progression planning for art

	<b>Growth and well-being</b> - Children will develop their confidence and self-worth to be able to communicate and express their thoughts and ideas.		will be more confident using painting tools and vocabulary linked to painting.
<b>Wider curriculum links/ opportunities</b> (National curriculum, British values, Christian values)  <b>Focus on relevant texts/ books</b>	Geography – Wakefield as a city	Geography – America and the USA	Geography – Amsterdam as capital as The Netherlands
<b>Building blocks required</b>	Children created sculptures linked to Henry Moore in Year One. They are familiar with the tools used to manipulate clay and have learnt the skills to mould and join.	Children have had experience of creating self portraits in both Foundation Stage and Year One. They understand sketching techniques and how to select the appropriate painting tools. Children have learnt about the proportion of facial features.	Children will have previous knowledge of landscape work after covering this in year one. They will have had experience of some tier 3 vocabulary linked to landscape.