



"Make your light shine so others will see the good that you do"



North Somercotes CE Primary School

Whole School Art Planning and Progression

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Block 1 (1 week)	<u>PAINTING:</u> To name the three Primary Colours. (CWM) To be able to explore mark making using thick brushes, foam, sponges and rollers. (CWM) To be able to explore colour and how colour can be changed. (CWM)	<u>DRAWING:</u> To use 2 different grades of pencils to explore light/dark lines and thin/thick lines. To be able to use different shapes and lines to represent objects in drawings. To use own imagination and observation to draw from.	<u>PAINTING:</u> To be able to mix paint to create all the secondary colours; including: making brown; making tints by adding white; and making tones by adding black/grey. To be able to create a palette with at least four shades of colour ready to use. To be able to paint from observation.	<u>DRAWING:</u> To use different grades of pencil to draw different textures and show tone and shading (dotting, hash lines, curved lines, thickness of lines). To be able to draw shadows, silhouettes using shading. To be able to draw using close observation.	<u>PAINTING:</u> To be able to confidently colour mix and match including tone, tint and shade. To be able to use scale and proportion when painting simple objects. To be able to choose and use suitable equipment for a given task.	<u>DRAWING:</u> To use line, tone, shape and colour using charcoal and chalk to create mood. To be confident using different drawing tools and to understand the effects each drawing tool gives. To be able to draw from observations. To develop ideas from sketches.	<u>PAINTING:</u> To be able to use a wide range of techniques in paintings. To use with increasing accuracy tone, tint and shade in paintings. To understand and consider hue (dominant colour family) in paintings. To be able to explore the texture in colour.



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						To work with charcoal and chalk to produce work that conveys mood in a landscape.	To be able to use colour to express feelings and mood.
Block 1 Art and Artists	<u>When looking at artists work, children should be able to...</u>	<u>When looking at artists work, children should be able to...</u>	<u>When looking at artists work, children should be able to...</u>	<u>When looking at artists work, children should be able to...</u>	<u>When looking at artists work, children should be able to...</u>	<u>When looking at artists work, children should be able to...</u>	<u>When looking at artists work, children should be able to...</u>
	Say if they like or dislike a painting or picture by an artist.	Describe what they see and like in the work of another artist.	Say how other artists have used colour, pattern and shape.	Compare the work of different artists.	Experiment with different styles which artists have used and use them in their own work.	Experiment with different styles which artists have used and apply them to create an effect.	Know and understand what their work is influenced by.
	Identify painting in the world around them e.g. an illustration.	Talk with confidence about the work of an artist or culture.	Create a piece of work in response to another artist's work.	Experiment with recreating techniques, they have seen.	Compare art from different periods of history.	Learn about the work of others by looking at their work in books, the internet, visits to galleries and other sources of information.	Compare artists work, either by the same artist or from the same art movement (e.g. pop art)
	Comment on what is seen in an artwork, E.g. shapes, colours.	Ask simple questions about a piece of art.	Understand that art can come from different cultures and time periods.	Show an example of their own work, explaining how the work of an artist has influenced it.	Suggest reasons for an artist's choice of medium or colour.	Explain possible reasons and thinking behind an artwork.	Offer ideas and discuss what an artist's intentions might be.
	Discuss how an artwork makes them feel or what they think is happening.		Say how their work is similar to the work of artists.	Investigate techniques and strategies used by artists.	Compare their work to others.		



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			Say how their work is different to the work of artists.	Express own opinion about artists work E.g. they have used dark colours to create a threatening mood.	Discuss own work and that of other artists. Investigate techniques and strategies used by artists.	Discuss and evaluate own work and that of other artists. Compare the artwork by the same artist.	Give reasons for opinions of artwork e.g. they have chosen darker colours, so I think... Discuss artwork in the world around them– and ask questions about how and why it was produced. Discuss and evaluate own work and that of other artists.
Block 2 (2 weeks)	<u>DRAWING:</u> To be able to hold a pencil correctly when sketching. (FMS) To be able to draw very light and dark lines by holding the pencil lightly and harder	<u>PAINTING:</u> To know and name the primary and secondary colours and explain which colours are needed to be mixed to make secondary colours.	<u>DRAWING:</u> To be able to use three different grades of pencil, charcoal and pastels. To be able to explain which pencil they would use for different	<u>PAINTING:</u> To know where each of the primary and secondary colours sit on the colour wheel. To be able to use a range of brushes to create different effects.	<u>DRAWING:</u> To be able to organise line, tone, shape and colour to represent figures. To be able to show reflections	<u>PAINTING:</u> To be able to confidently colour mix by matching colours from an image. To be able to use colour to add tint,	<u>DRAWING:</u> To be able to use a full range of pencils, charcoal or pastels when creating a piece of observational art. To be able to use line, tone and



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	on the paper. (CWM) To be able to use a variety of drawing tools to give meaning to the marks they make as they draw. (CWM) To be able to look closely at items/ objects before they are drawn. (CWM) To be able to use drawings to communicate my ideas or tell a story. (CWM)	To be able to use a variety of tools to spread paint, i.e. straws instead of brushes. To be able to paint from imagination and observation. <u>PRINTING:</u> To be able to print to create a repeating pattern.	features of their drawing. To be able to experiment with different effects that can be made with drawing pencils. To be able to use drawing as a starting point from other work. To be able to use 'feathering' to create soft lines and then know how to change these into darker lines once happy with the shading.	To be able to create a background using a wash. To begin to use different techniques to apply colour – dotting, scratching and splashing. To be able to draw from a different perspective. To be able to show evidence of perspective when using watercolours. <u>PRINTING:</u> To be able to colour mix through overlapping colour print.	and draw the effect of light. To be able to begin to show facial expressions and body language in sketches. To be able to use still life examples to give a good sense of depth created by use of line, shade and tone. To be able to draw full people using the correct shapes and proportions. To be able to create a portrait, using techniques that are more refined and	tone, shades and mood. To be able to successfully create mood and feeling. <u>PRINTING:</u> To be able to design a relief print. To be able to create an accurate print design that meets given criteria.	shade to represent things seen, remembered or imagined. To be able to draw familiar things from different viewpoints. To be able to draw the effect of light on objects from different directions. To know that architects have a design brief. To be able to produce increasingly accurate drawings that are the correct proportion and shape.
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					adding detail by shaping and shadowing using shading.		
Block 2 Art and Artists	To be able to say if they like or dislike a painting by an artist. To be able to identify painting in the world around them e.g. an illustration. To be able to comment on what is seen in an artwork, E.g. shapes, colours. To be able to discuss how an artwork makes me feel or what I think is happening.	To be able to describe what they see and like in the work of another artist. To be able to talk with authority about the work of an artist or culture. To be able to ask simple questions about a piece of art.	To be able to say how other artists have used colour, pattern and shape. To be able to create a piece of work in response to another artist's work. To understand that art can come from different cultures and time periods. To say how their work is similar to the work of artists. To say how their work is different	To be able to compare the work of different artists. To be able to explore work from other periods of time. To experiment with recreating techniques, they have seen. To be able to show an example of their own work, explaining how the work of an artist has influenced it. To be able to investigate	To be able to experiment with different styles which artists have used and use them in their own work. To be able to compare art from different periods of history. To explore and compare art from different cultures. To be able to suggest reasons for an artist's choice of medium or colour.	To be able to experiment with different styles which artists have used and apply them to create an effect. To learn about the work of others by looking at their work in books, the internet, visits to galleries and other sources of information. To be able to explain possible reasons and thinking behind an artwork. To be able to recognise and	To know and understand what their work is influenced by. To know that artwork in the media is created for a reason- and to be able to discuss an artwork's purpose. To be able to compare artists work, either by the same artist or from the same art movement (e.g. pop art) To be able to offer ideas and discuss what an artist's



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			to the work of artists.	techniques and strategies used by artists. To be able to express own opinion about artists work E.g. they have used dark colours to create a threatening mood.	To be able to compare their work to others. To be able to discuss own work and that of other artists. To be able to investigate techniques and strategies used by artists.	discuss artwork in the world around them – including advertising, posters, illustrations and packaging. To be able to discuss and evaluate own work and that of other artists. To be able to compare the artwork by the same artist.	intentions might be. To give reasons for opinions of artwork e.g. they have chosen darker colours, so I think... To be able to discuss artwork in the world around them– and ask questions about how and why it was produced. To be able to discuss and evaluate own work and that of other artists.
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Block 3 (2 weeks)	<u>COLLAGE:</u>	<u>SCULPTURE:</u>	<u>SCULPTURE:</u>	<u>COLLAGE:</u>	<u>SCULPTURE:</u>	<u>SCULPTURE:</u>	<u>COLLAGE:</u>
	To be able to role play a narrative using drawing. To be able to identify a range of colours. To be able to use a variety of techniques including cutting, tearing and sticking. To be able to create a simple collage.	To be able to identify features of a pot sculpture. To be able to use clay to create simple familiar or imagined objects. To be able to cut, roll and coil materials such as clay and dough. To be able to make a clay pot. To be able to evaluate our clay pot.	To be able to make a clay model of a natural object. To be able to draw an observational drawing of a natural object. To be able to collect natural objects for a sculpture. To be able to make land art. To be able to create a 3D sculpture. To be able to compare our sculpture to Andy Goldworthy's sculptures.	To be able to use collage materials to build up an image. To be able to use a range of techniques to create a collage. To be able to overlap materials to create effects. To be able to use collage materials to make an abstract portrait.	To be able to shape and form from directed observation. To be able to make a clay pot. To be able to join modelling materials by squeezing pinching and rolling. To be able to join two finger pots together.	To be able to experiment with Mod-roc and see how it forms. To design a sculpture. To be able to model their chosen design by manipulating foil. To create a sculpture using Modroc.	To explore an artist and their artwork designs and compare them. To create a fabric collage by joining materials together.



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