



St John Fisher RC Primary School

Art and Design Skills Progression

	Artist /artwork/inspiration	Exploration and Analysis	Design (Tools, Techniques, Materials, Colours)	Make Take inspiration to create own work	Evaluate
YR	Children's imagination and creativity are inspired through exploration of different topics, for example; - Me and my family - My school family - The School Grounds - The Local Area - The Farm - Hot and Cold Places - Dinosaurs - Flowers and Plants - Fairy Stories - Life Cycles - The Seaside	Adults model design and make process so that children learn to imitate what is observed and then doing it spontaneously when the adult is not there - Daily Art and Design activities ensure that children become interested in the effects of making movements which leave marks and understand that he/she can use lines to enclose a space, and then begin to use these shapes to represent objects and use representation to communicate, e.g. drawing a line and saying "That's me." Through Continuous Provision: Explore a variety of materials, experimenting with colour, design and texture Use natural materials for making marks, such as, twigs, bark, leaves, pebbles including forest school outdoor activities Explore and experiment with a range of media; resources include for example, sand, mud kitchen, play dough, food, and a range of textures, sizes, colours and shapes of paper and card Experiment with blocks, colours and marks Explore what happens when he/she mixes colours Think creatively whilst exploring fabrics, fastenings and accessories through role-play	Children learn to: Develop/represent his/her own ideas through selecting and using materials and working on processes that interest him/her e.g. building sandcastles and using collage materials such as boxes, tubes and lids Manipulate materials to achieve a planned effect, e.g. using playdough to represent people/animals Use what they have learnt about media and materials in original ways, thinking about uses and purposes Choose from a range of tools, for example, different mark-makers and brushes Develop his/her own ideas through selecting and using materials and working on processes that interest him/her selecting appropriate resources and adapts work where necessary Make decisions, through his/her explorations, about how media and materials can be combined and changed Use simple tools and techniques competently and appropriately e.g. paintbrushes, glue spreaders, objects for printing - Handle scissors safely and use appropriately with increased control - Use recycled materials such as cardboard cylinders, boxes, fabrics or carpet squares	- Children use available resources to create props to support role-play - Children are provided with opportunities to respond to stories and topic through art, for example, self-portraits linked to learning about ourselves, making puppets linked to texts, painting characters and settings from stories and use junk modelling to create castles and palaces. - Children create simple representations of events, people and objects and choose particular colours and materials to use for the purpose, for example making a dinosaur character following a story stimulus and creating an Easter Garden to represent the Easter story	Talks about features of his/her own and others' work, recognising the differences between them and the strengths of others Children learn to appreciate the creative work of others, including an artist in school



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Y1	- The Dutch artist, Mondrian and his use of line and colour in artwork - The Abstract artist, Kandinsky with a focus on his artwork, Concentric Circles and his use of colour and shape - The American artist Peter Thorpe- space paintings - Different artist portraits of the Royal family - The work of the illustrator, Edmund Dulac	Join in with discussions about the work of each artist using key vocabulary, discussing the artist's style, technique, use of materials, line, colour and shape Begin to recognise the use of colour, shape and lines in some famous artwork Recognise primary colours used in artwork Begin to explain what he/she likes about the work of different artists	Use a sketch book to collect, plan and experiment with ideas Mix primary colours to make secondary colours - Improve mixing techniques to produce desired colours Experiment and refine ideas in a sketchbook - Develop painting skills, painting neatly between lines with a fine brush Learn to use a marbling technique- experimenting with materials such as shaving foam and oils Explore painting with watercolours and poster paints and with different size brushes Develop pencil control through drawing and sketching	Painting: Mondrian – inspired artwork using primary colours and lines – poster paints Painting: Artwork inspired by Kandinsky's Concentric Circles, using watercolours and shape Marbling: Space Pictures - Sketching/Drawing: A portrait of the King Drawing: sketching of a Mermaid - Book Illustration	Explain what he/she likes about their own work and the work of others
Y2	- Traditional Canal Art: Roses and Castles and inspiration from local canal environment - The Dutch artist, Van Gogh and his use of brushstrokes in his artwork - Van Gogh's work including Canal landscape and portrait paintings - Brianna McCarthy - a portrait artist using collage technique - Different artistic representations of the Great Fire of London – focus on 17th Century artists Jan Griffier the elder and Waggoner - Aboriginal Art by various artists	Know that different artistic works are made by craftspeople from different cultures and times Explore canal art and learn that this was once a part of the cultural identity of people who lived on narrowboats Recognise and describe the work of Brianna McCarthy and learn how she explores the themes of diversity and uniqueness in her portraits of imaginary people using brightly coloured materials and the collage technique Join in with discussions by expressing an opinion about the work of each artist studied using key vocabulary Explore aboriginal artwork and learn about the cultural importance and how art can be used to explore identity	Continue to use a sketch book to collect, plan and experiment with ideas Revisit skill of painting with primary coloured poster paints Revisit the skill of colour mixing primary colours to form secondary colours Develop drawing skills by drawing/copying simple landscape artwork, also developing a sense of perspective by drawing things that are closer bigger Revisit and develop skills of painting with water colours to paint a landscape Learn how to create a collage by layering, folding, crumpling and tearing materials Arrange materials to try out different ideas creating texture through layering, before sticking them onto a surface Independently select appropriately coloured paper and materials to use in various collage designs- cold colours for an Arctic tundra Experiment with tones using chalk to create the Aurora Borealis in the Arctic Design Sketch buildings, considering line and perspective	Painting: 'Roses and Castles' pictures using primary colours and colour mixing to create secondary colours Painting: Van Gough inspired landscapes – developing use of water-colours – Drawing and Painting Collage: A polar landscape Collage using cold colours Chalks: Create an interpretation of The Great Fire of London using warm coloured chalks and black silhouettes Sketching: Buildings in London at the time of the Great Fire Finger painting: Create aboriginal –style art work	Explain in more detail what he/she likes about their own work and the work of others, understanding that different people have different opinions about artwork



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Y3	- Andy Warhol Pop Art, focussing on colour and use of repeated pattern - New York Landmarks explored through Geography and English - Cave Paintings - Georgia O Keefe, an American modernist painter of natural forms - Egyptian Pharaoh Masks	Know that Andy Warhol was an Artist from New York, USA and how his Pop Art represented aspects of American culture at the time Describe different Pop Art, and express an opinion about the works of art Discuss the use of colour, using vocabulary such a contrasting, complimentary, warm and cold Discuss the use of repeated pattern seen in Andy Warhol artwork Learn about the historical significance of artefacts used as inspiration for own work Describe the work of Georgia O'Keefe, a famous artist from America who is famous for painting natural and manmade forms including flowers and buildings Develop an understanding of how art has been used in various ways throughout history	Continue to use sketch books to record ideas Continue to explore colour using different mediums using the terminology of contrasting, complimentary, warm and cold colours Draw/trace NY landmarks Learn how to make block prints e.g. Scoring a design into a soft block/polystyrene tile Print using a repeated pattern as seen in artwork studied Understand that charcoal and earth pigment were our first drawing tools as humans Create a textured back wash layering earth-tone watercolours Revisit and develop the use of chalk, blending 'earthy' coloured chalks and use charcoal for outlines with 'smudging' to create 'cave paintings' Recreate form of natural objects – 2D: flowers Shade using different media to create light, depth and shape in 'flower' artwork Learn to apply a paper- mache technique to create depth/ changing 2d to 3d Continue to develop skills of painting neatly to create a symmetrical pattern	Print: An artwork that has a block print repeating pattern of NY landmarks in a Pop Art Style coloured background Draw: Cave Painting – Charcoal Paint: Flower artwork inspired by Georgia O Keefe –nature Sculpture: A painted 3D 'Egyptian Mask' (Also see Design and Technology – use of clay to create a product)	Explain in more detail what he/she likes about their own work and the work of others, understanding that different people have different opinions about artwork Suggest how their work could be refined/ improved
Y4	- Local architects: Simpson and Foster - Famous building designed by each architect - Local artist: Lowry - Henri Rousseau - The history of weaving dating back to the Anglo Saxons	Build upon the knowledge that different artistic works are made by craftspeople from different cultures and times Revisit the theme of buildings (NY Landmarks studied in Year Three) and research local landmarks by local architects Understand the role of an architect Understand construction is the technique of adding materials to make a structure Research and identify landmarks in Manchester Know some information about the architects Simpson and Foster Use a viewfinder to focus on different parts of Lowry Artwork, the people, the buildings Revisit collage- choosing colours for rainforest setting, considering colours and pattern in nature Research weaving technique used by the Anglo Saxons Research textile artwork, e.g. Anni Albers weaving	Recreate form of manmade objects – 3D - construct with a variety of materials to make an architectural model of a building, considering shape, colour and perspective Transform found objects to a sculpture by sticking, cutting, making the object stronger, stiffer Work with care and focus, enjoying making drawings of people and buildings which are unrushed Draw to scale, working slowly, developing mark making Use previously learnt collage skills to create a 'Henri Rousseau' – inspired artwork, considering colour and depth Learn to use a weaving technique to create a textile artwork using wool, considering colour and pattern – a repeated design	Sculpture: Beetham Tower Sketching/drawing: Lowry-inspired artwork Collage: Rousseau inspired artwork Weaving: Textile artwork	Explain in detail what he/she likes about their own work and the work of others, understanding that different people have different opinions about artwork Listen to feedback about own work and respond



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Y5	- Monet: an impressionist artist who used bright colours and bold brushstrokes, working quickly to capture a moment in time - Photographs of nature in the local environment - William Turner, an English landscape and seascape artist - Turner's Vesuvius in Eruption - Warhol – Vesuvius - William Morris Designs - Greek Vases	Know some facts about the life and work of Monet- an impressionist artist and recognise some of his work Know some facts about the life and work of William Turner, and English landscape and seascape artist and recognise some of his work Know that volcanoes are a theme in different paintings by famous artists Discuss and compare the artwork Mount Vesuvius in Eruption – Turner –watercolours and the artwork Vesuvius – Warhol – pop art Know that William Morris was one of the most influential designers of the 19th century Research the work of William Morris including wallpaper design and print, furniture, stained glass windows, tiles and tapestries Understand that Morris used floral repeated patterns using block printing	Continue to use my sketchbook to practise Monet's techniques, for example using quick brushstrokes to make an abstract form, and applying dabs of white paint to capture the light and reflection on the surface of the water seen in my photographs Choose a preferred artist's volcano work and create own artwork – using acrylic paint and bright colours in the style of Andy Warhol or water colours to create a Turner inspired volcano artwork Draw different floral patterns in my sketchbook inspired by William Morris designs Choose my preferred design and replicate this onto the gift bag using a printing technique Collect pictures of various Greek Vases and add to sketchbooks- choose an image to replicate taking into account the shape and colour Apply previously learnt paper-mache technique around a balloon and shape	Painting: Monet inspired river in abstract form - Volcano artwork Repeated Patterned Gift bag: inspired by the work of William Morris Sculpture: 3d paper-mache sculpture in the style of a Greek Vase	Explain in detail what he/she likes about their own work and the work of others, understanding that different people have different opinions about artwork Listen to feedback about own work and respond
Y6	- Create art work using chalks and pastels taking inspiration from Paul Klee - Take inspiration from the artwork of Paul Nash to create artwork using sketching and water colours	Describe the work and ideas of various artists, using appropriate vocabulary and referring to historical and cultural contexts Compare the different works of war artists Know that works of art serve as historical documents	Refine his/her use of learnt techniques such as use of watercolours and chalks Adapt his/her own final work following feedback or discussion based on their preparatory ideas Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques Develop an awareness of composition, scale and proportion in their work Use perspective in their work using a single focal point and horizon Refine previously learnt sketching technique	Painting; Watercolours- Paul Klee inspired art Chalks and Pastels: Paul Klee inspired artwork Sketching: Paul Nash inspired Trenches artwork	Explain and justify preferences towards different styles and artists Critique the work of others