







Grangetown Primary – Art – Progression Grid

Art-Painting

Year Groups	Knowledge/Skill/Medium	National Curriculum Objectives	Success Criteria
Year 1	<p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. Explore techniques such as lightening and darkening paint without the use of black or white. Begin to show control over the types of marks made. Paint on different surfaces with a range of media. Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours</p> <p>Studying the artist Joanne Wishart and how she uses different tones and tints of blue in her compositions.</p> <p>Exploring how to apply watercolour paint to create different blues and yellows.</p> <p>Exploring what can be added to water colours to create pattern and texture.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Joanne Wishart</p> <p>To paint a beach scene using watercolour paint. To mix tints of blue and create washes of colour.</p>  



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<p>Year 2</p>	<p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. Understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in mixing colour shades and tones. Understand the colour wheel and colour spectrums.</p> <p>Be able to mix all the secondary colours using primary colours confidently. Continue to control the types of marks made with the range of media.</p> <p>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p><u>Peter Thorpe</u> Using similar style to Peter Thorpe, children produce an abstract background which explores how the paint is applied to a base and what can be added to create texture in the paint. Then add the foreground image (which could be 3D) onto the background e.g. the space rocket.</p>  <p><u>William Morris</u> Design a pattern inspired by William Morris and create a press print tile to produce a repeated pattern that will form a wallpaper design.</p> 
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	<p>Make simple marks on rollers and printing palettes Take simple prints i.e. mono - printing. Experiment with overprinting motifs and colour. Use printmaking to create a repeating pattern.</p> <p>Colour Study-warm and cold tones Mastering paint application and things they can add to paint to create relief and texture</p> <p>Look at repeated pattern, line colour.</p> <p>Mastering printing techniques</p>		
<p>Year 3</p>	<p>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques through painting with a range of materials.</p>	<p>Mixing skin tones and looking at the colour wheel for Julian Opie style self-portraits</p>



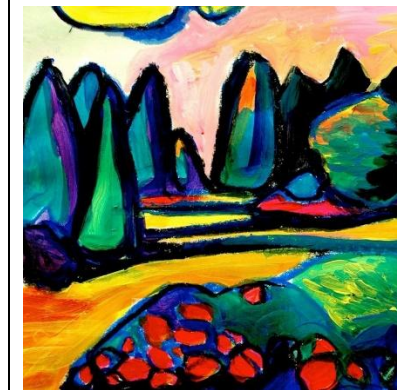
Become increasingly confident in creating different effects and textures with paint according to what they need for the task. Understand how to create a background using a wash

Colour Study-*looking at warm and cold tones but expanding to complimentary colours*

Mastering watercolour

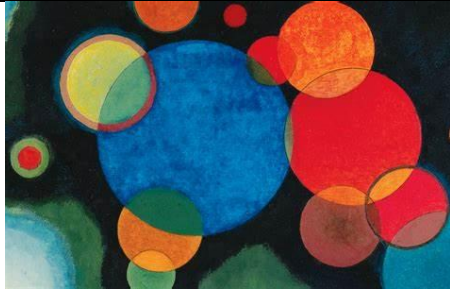



Wassily Kandinsky-Landscapes






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			 <p>Create abstract art inspired by Wassily Kandinsky using watercolours and oil pastel.</p>
Year 4	<p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. Work in the style of a selected artist (not copying).</p> <p>Mastering acrylic paint</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques through painting with a range of materials.</p>	<p><u>Mackenzie Thorpe</u></p>  <p>To use the local landscape and landmarks to produce a piece inspired by 'The Heart of the North' by Mackenzie Thorpe using simple shapes and tones which expresses a passion for the local area.</p>



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<p>Year 5</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Start to develop their own style using tonal contrast and mixed media.</p> <p>Mastering ways in which you can add texture and relief using different paint mediums and collage.</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques through painting with a range of materials.</p>	<p><u>Alfred Wallis</u></p>  <p>Use if acrylic paint to make tones, tints, shades of blue and create seascapes.</p> <p>Exploring mixing paint with materials to add relief and texture.</p> <p>Explore different bases to apply the paint to.</p> <p>Explore applying paint using different tools to add texture and relief.</p> <p>Explore different paint mediums to create effects for sea and sky e.g. Brusho, marbling, watercolour paints, acrylic paints.</p>
<p>Year 6</p>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques through painting with a range of materials.</p>	<p><u>Romero Britto</u></p>



Grangetown Primary – Art – Progression Grid

Understanding which works well in their work and why.

Study of pattern and contrasting colours

Mastering acrylic paints-looking at contrasting colours, complimentary colours and using the colour wheel to enhance their use of colour in their work.



Children to experiment with different materials available (e.g. paper/card/newspaper/posters, different type of paints)

Art-Drawing



Art-Drawing			
Year Groups	Theme/Skill/Medium	National Curriculum Objectives	Success Criteria



<p>Year 1</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Self Portraits</p> <p>Mastering sketching the face in proportion</p> <p>Look at the artist Pablo Picasso and how he distorted the face to create abstract art.</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p>	<p>To draw the face with the correct features in proportion.</p>
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Grangetown Primary – Art – Progression Grid



<p>Year 2</p>	<p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p> <p>Observational Drawing-‘Still Life-flowers and shells- inspired by Georgia O Keefe</p> <p>Mastering using charcoal, oil pastel and coloured pencil</p> <p>Mastering using different blending tools to soften and blend coloured crayon, oil pastel and charcoal.</p>	<p>To use a range of materials creatively to design and make products</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>To apply the skills taught on observational drawing and techniques applied for the mediums they have mastered, within their final piece.</p> <p>Georgia O Keefe</p>  
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Grangetown Primary – Art – Progression Grid


<p>Year 3</p>	<p>Develop intricate patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to show consideration in the choice of pencil grade they use Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</p> <p>Use printed images taken with a digital camera and combine them with other media to produce art work</p> <p>Create textures and patterns with a wide range of drawing implements.</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques through drawing with a range of materials [for example, pencil, charcoal].</p>	<p><u>Human Figure</u> Make direct observational drawings of the human figure using video stimulus to support.</p> <p>Children to use pencil, charcoal and other mediums to explore the human figure.</p> <p>Children encouraged to re-work observational sketches in sketchbooks.</p> <p>Hundertwasser buildings Look at lines and form created by the artist Friedensreich Hundertwasser when drawing buildings in his compositions. Look at Middle Eastern Architecture where buildings have domes and arched doors.</p> 
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	<p>Experiment with different grades of pencil and other implements to achieve variations in tone. Use complimentary and contrasting colours for effect</p> <p>To draw the full body in proportion</p> <p>Mastering pencil and fine pen using contoured lines to create form in the buildings.</p>		 
<p>Year 4</p>	<p>Draw for a sustained period of time at an appropriate level.</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Mackenzie Thorpe</p>



Grangetown Primary – Art – Progression Grid

	<p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Have opportunities to develop further drawings featuring the third dimension and perspective. Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit. Begin to show awareness of representing texture through the choice of marks and lines made •</p> <p style="text-align: center;">Perspective drawing in nature</p> <p style="text-align: center;">Mastering pencil as a medium</p>	<p>To improve their mastery of art and design techniques through drawing with a range of materials [for example, pencil, charcoal].</p>	<p>Drawing local landmarks using sketchbooks to plan, investigate, improve and refine sketches. Vary the medium used. Look at perspective in drawing of local landmarks.</p> <p><u>Perspective Art</u> <u>Stephen Wiltshire</u></p>  <p>Using sketchbooks and sketching pencils explore perspective drawings of nature.</p>
Year 5	Work in a sustained and independent way to	To create sketch books to record their observations and use them to review and revisit ideas	<u>Coastal Art (seascapes)</u>



	<p>create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.</p>	<p>To improve their mastery of art and design techniques through drawing with a range of materials [for example, pencil, charcoal].</p>	<p>Children to explore a range of shells in the classroom. Describe the colours, texture, feel.</p> <p>Children to practice and apply their shading skills using coloured pencils for shells.</p> <p>Mild – Hatching, contour hatching Medium – Hatching, contour hatching, cross hatching, random hatching Hot – Hatching, contour hatching, cross hatching, random hatching, stippling, ink wash</p> <p>To look at sketching a seascape composition and detailed boat sketches in similar style to Alfred Wallis.</p> <p><u>Collaborative Art Work</u></p> <p>What Grangetown means to me? Children to create a collaborative multimedia mural which addresses this theme. Children can combine photographs they have taken with pieces of artwork they produce using a number of mediums. The mural can incorporate texture and relief. It could be based on one image or a number of combined images.</p>
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	<p>Create a piece of art which includes integrating a digital image they have taken. Take a photo from an unusual or thought-provoking viewpoint</p> <p>Still life Drawing of things associated with the sea and coast line</p> <p>Mastering pencil as a medium</p> <p>Creating a large-scale collaborative piece/composition</p> <p>Mastering photography and a variety mediums to create texture and relief in their work</p>		
<p>Year 6</p>	<p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques through drawing with a range of materials [for example, pencil, charcoal].</p>	<p><u>Romero Britto</u> Children to recreate some of the skills and techniques used by Britto in his work linked to the Grangetown Owl. (Using only coloured pencils and felt tips with a focus on bright vibrant colours)</p>



Draw for a sustained period of time over a number of sessions working on one piece. Develop their own style using tonal contrast and mixed media. Use different techniques for different purposes i.e. shading, hatching within their own work. Develop an awareness of composition, scale and proportion in their paintings.

Pattern work through Romero Britto

Mastering pencil and coloured pens

Looking at light and dark within an image

Mastering chalk and charcoal mediums

Use of different lines and shapes to create patterns to add to their abstract work.

Children to draw their own template based on their local area in the style of Romero Britto. Children plan what media and techniques they are going to use to produce the artwork

World War Art


Look at the work of war artists such Paul Nash



Using chalk and charcoal, the children explore different affects from a variety of sizes and shapes. Look at how different effects are created




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			<p>using the edges of charcoal, using a sharp point and using fingers to blend as well as using rubbers to emphasise lighter tones.</p> <p>To create a final piece: objects/buildings/cityscape, fire and smoke, light sources and shadows and adapted/edited using the techniques explored with chalk and charcoal..</p> 
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Art-3D

Year Groups	Theme/Skill/Medium	National Curriculum Objectives	Success Criteria
Year 1	Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.	To use a range of materials creatively to design and make products. To use 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.	To make a 3D animal using different malleable materials Paul Smith Animal Sculptor

	<p>Impress and apply simple decoration techniques, including painting. Use tools and equipment safely and in the correct way. Model over an armature: newspaper frame for modroc.</p> <p>Mastering using a malleable material such as salt dough, plasticine and clay.</p>		
<p>Year 2</p>	<p>Use equipment and media with increasing confidence.</p>	<p>To use a range of materials creatively to design and make products. To use sculpture to develop and share their ideas, experiences and imagination.</p>	<p><u>Peter Thorpe</u> Using similar style to Peter Thorpe, children produce an abstract background which explores how the paint is applied to a base and what can be added to create</p>




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	<p>Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...</p> <p>Mastering how materials such as card can be used to create relief by layering, bending, folding, curling etc.</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>texture in the paint. Then add the foreground image (which could be 3D) onto the background e.g. the space rocket.</p>
<p>Year 3</p>	<p>Use equipment and media with confidence. Begin to show an awareness of objects having a third dimension and perspective. Learn to secure work to continue at a later date. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. Produce more intricate surface patterns/</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques through sculpture with a range of materials, for example clay.</p>	<p><u>Julian Opie-Human Form</u> Recreate simple forms using silver foil and pipe cleaners (To create a simple human form) which will illustrate proportion and position.</p> <p>Use the sculptures of Henry Moore and Anthony Gormley to inspire simple clay sculptures of the human form. Henry Moore sculpture</p>  <p>Anthony Gormley</p>



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	<p>textures and use them when appropriate. Use language appropriate to skill and technique.</p> <p style="color: red;">Mastering the use of different everyday materials to create a mosaic inspired pattern</p> <p style="color: red;">Mastering the skill of manipulation-looking at how different colours and different shaped materials fit together (jigsaw like) to create a pattern.</p>		 <p><u>Roman Mosaic Art</u> Using different dried beans/lentils children create their own mosaic tile. <u>Recycled Artwork-link to Mosaic work</u> Look at various examples of recycled artwork. What materials are they made from? How are they attached together? What do the materials portray? Is there an underlying message regarding certain materials used? (Conservation etc.)</p>
Year 4	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Make a slip to join to pieces of clay. Decorate, coil, and produce marquettes confidently when necessary. Adapt work as and when necessary and explain why.</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques through sculpture with a range of materials, for example clay.</p>	<p><u>Ceramic Art</u> To create their own piece of decorative clay art.</p>



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	<p>Gain more confidence in carving as a form of 3D art. Use language appropriate to skill and technique. Show awareness of the effect of time upon sculptures.</p> <p>Mastering how to mould and shape clay.</p> <p>Mastering how to construct a pinch and coil pot.</p> <p>Mastering how to score and add slip to join parts together.</p> <p>Mastering how to apply pattern and texture using different tools.</p>		
Year 5	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Use recycled, natural and manmade materials to create sculptures,</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques through sculpture with a range of materials, for example clay.</p>	<p><u>Coastal Art</u> Children create a seascape using mixed media which includes collage with textured handmade papers.</p> <p><u>Masks</u> To create a mask from cardboard or papier mâché which incorporates 3D elements, texture and layered relief.</p>





confidently and successfully joining. Use language appropriate to skill and technique.







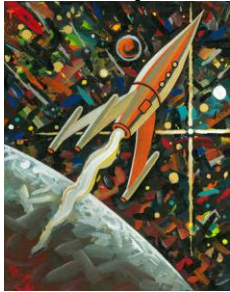

Grangetown Primary - Art - Progression Grid

			
Year 6	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Demonstrate experience in relief and freestanding work using a range of media. Recognise sculptural forms in the	To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques through sculpture with a range of materials, for example clay.	Plants and Flowers Wire Sculpture and Origami inspired from nature Emma Stothard Local Wire and Willow sculptor 



	<p>environment: Furniture, buildings. Use language appropriate to skill and technique.</p> <p>Mastering the manipulation of wire to create shape and form.</p> <p>Mastering paper folding techniques to create the illusion of life and 3D form.</p>		
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Year Groups	Responding to Artists Work	
	Artists Covered	Responding to Artwork expectations
Year 1	<p><u>Joanne Wishart</u> <u>Seascapes and coastlines</u></p>  <p><u>Pablo Picasso</u> <u>Abstract proportion</u></p>	<p>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</p> <p>Explore 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.</p>

		
<p>Year 2</p>	<p><u>Peter Thorpe</u> Children look at images of his work and discuss the term 'abstract' Discuss how artist uses abstract forms in the background and then adds more detailed paintings to the foreground. Discuss the contrast in colours used in background/foreground. Why is this? (So that the main features stand out).</p>  <p><u>William Morris</u> <u>Repeated designs with a natural theme</u></p> 	<p>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</p> <p>Express thoughts and feelings about a piece of art.</p> <p>Reflect and explain the successes and challenges in a piece of art created.</p> <p>Explain how a piece of art makes them feel - link to emotions. Identify changes they might make or how their work could be developed further.</p>



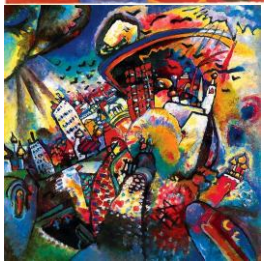
Year 3

Julian Opie



The children will study the human form in its simplest form.

Wassily Kandinsky-Landscapes



Look at cityscapes by Kandinsky and explore line, shape and colour used in abstract artworks.

Roman Mosaics

Children look at ancient Roman Mosaics. Look at roman scenes portrayed through mosaic artworks. Look at materials and techniques used to create mosaics.

Look at buildings which would have displayed mosaic work and where in the building it was.

Look at female mosaic artists-Caroline Jariwala,

Continue to explore 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

Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.

Recognise the art of key artists and begin to place them in key movements or historical events.






Carrie Reichardt-mosaic work on buildings



Anne Schwegmann-mosaic work displayed in many different forms, on the bottom of a boat, on a car, bench etc.


Grangetown Primary - Art - Progression Grid



<p>Year 4</p>	<p><u>Mackenzie Thorpe</u></p>  <p>Using local landmarks to inspire the subject for a piece of Artwork. Producing a work of art from a child's perspective. <u>Christopher Dresser-exhibition at the Dormans Museum</u></p> 	<p>Continue to explore 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</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p>
<p>Year 5</p>	<p><u>Coastal Art</u> Artist: Alfred Wallis</p>  <p>Teach children about Alfred Wallis who made paintings about his memories. Discuss the mediums he used and that he often painted</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p>

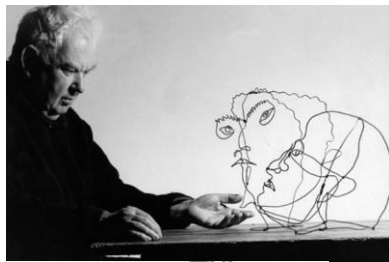


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	<p>on old pieces of wood, cardboard, lids from boxes or objects he had found. Show examples of his work and discuss/evaluate.</p> <p>Children to describe and re-create one of Alfred Wallis' pieces of seaside artwork which is their favourite. Children to re-create this on an unusual media e.g. yogurt pot lid, piece of wood, cardboard as Alfred Wallis would have.</p>	<p>Explore a range of great artists, architects and designers in history.</p> <p>Compare the style of different styles and approaches.</p>
Year 6	<p>Look at the artist <u>Romero Britto</u> and his artwork. Discuss techniques in Pop art, colours, pattern, line, child-like style etc.</p>  <p><u>War Artists</u> Wilf Hardy, Nettie Moon, Paul Nash</p>	<p>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great Artists, architects and designers in history.</p>



Alexander Calder



David Oliveira



Using a Sketchbook	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression of Skills	Start to record simple media explorations in a sketch book.	<p>Use a sketchbook to plan and develop simple ideas.</p> <p>Build information on colour mixing, the colour wheel and colour spectrums.</p>	<p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Identify interesting aspects of objects as a</p>	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	<p>Keep notes which consider how a piece of work may be developed further</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Annotate work in sketchbook.</p>

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		<p>Collect textures and patterns to inform other work.</p>	<p>starting point for work.</p> <p>Use a sketch book to express feelings about a subject</p> <p>Make notes in a sketch book about techniques used by artists</p> <p>Annotate ideas for improving their work through keeping notes in a sketch book</p>	<p>Express likes and dislikes through annotations</p> <p>Use a sketch book to adapt and improve original ideas</p> <p>Keep notes to indicate their intentions/purpose of a piece of work</p>	<p>colours and collect source material for future works.</p> <p>Adapt work as and when necessary and explain why.</p>	
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