



# Granby Primary School

## Art Progression Document



		<u>Intent</u> Objectives; Skills; Knowledge	<u>Implementation</u> Teaching; Activities	Enrichment
<b>Year 1</b>	<b>Drawing</b>	Make marks using different materials (pencils/ crayons/ pens/ paintbrushes)	Use different materials to experiment with the marks that are created. Recognise which material to use to make thicker/ thinner/ darker/ lighter marks.	Willem De Kooning
		Make drawings from observations	Draw from life: objects brought into the classroom/ sketching buildings or other objects within the environment by creating simple outlines.	Paul Cezanne
		Control lines to recreate shapes	When drawing, recreate simple shapes and outlines through observation and controlling drawing implements.	Pablo Picasso
		Colour within the lines	Colour templates or add colour to own line drawings, showing control over materials, staying within the lines and eradicating white space.	Piet Mondrian
	Create illustrations to tell a story	Tell stories with pictures, creating storyboards, or illustrations.	Beatrix Potter	
	<b>Painting</b>	Name the primary colours	Create primary colour paintings in blocks/ filling shapes, controlling the brush to stay inside lines.	Piet Mondrian
		Use a range of different tools to apply paint/ colour, including fingers/ sponges/ brushes of different sizes	Select a suitable paintbrush, in order to recreate objects with paint, matching colour accurately, and keeping colours separate.	Paul Cezanne
		Paint from observation using appropriate colours	Paint objects from life, using simple shapes and block colours	Paul Klee
Can use black and white to add tones		Create tonal landscape paintings, beginning with a primary colour and adding small amounts of black to make darker tones and white to make lighter tones.	Ingrid Christensen	



# Granby Primary School

## Art Progression Document



<b>Sculpting</b>	<p>Recognise the difference between 2D and 3D artistic representations</p> <p>Discuss and evaluate the work of sculptors</p> <p>Manipulate malleable materials</p> <p>Investigate how materials can be connected to make 3 dimensional forms</p>	<p>Experiment creating shapes and forms with recycled materials, recognising that these are different from 2D flat images</p> <p>Focus on the work of one known sculptor and evaluate their successes</p> <p>Use clay and other malleable materials to create forms and shapes, through pinching, rolling, twisting, kneading, scratching. Create surface textures by imprinting and creating marks.</p> <p>Use natural materials to create pictures and images.</p>	<p>Andy Goldsworthy</p> <p>Jeff Koons (select suitable images: balloon animals/ basketballs)</p> <p>Grayson Perry (select suitable images)</p> <p>Andy Goldsworthy</p>
<b>Printing</b>	<p>Investigate print marks made by applying paint to a range of different objects (cork/ vegetables/ matchboxes/ fingers/ pen barrels/ sponges) and applying to paper.</p> <p>Print within an outline using printing blocks</p> <p>Use ink rollers to print textures and patterns</p> <p>Select different materials to print different shapes/ sizes and textures</p>	<p>Print repeating patterns and sequences using different materials.</p> <p>Use blocks to fill areas of colour within the lines of templates or own line drawings.</p> <p>Use rollers to apply ink or paint onto recycled materials or natural objects to add texture or pattern to images.</p> <p>Use different printing objects to create shapes to make pictures, tell stories and produce forms.</p>	<p>Jasper Johns</p> <p>Piet Mondrian</p>
<b>Collage</b>	<p>Make collages from print materials</p> <p>Make collage from different textiles</p> <p>Make collage from different textures</p>	<p>Cut shapes/ images from magazines and leaflets to create a collage</p> <p>Create pictures and images by cutting/ layering/ sticking different fabrics and materials</p> <p>Use natural and/ or recycled materials to create pictures and images</p>	<p>Sir Eduardo Paolozzi</p> <p>Henri Matisse</p> <p>Andy Goldsworthy</p>



# Granby Primary School

## Art Progression Document



		<u>Intent</u> Objectives; Skills; Knowledge	<u>Implementation</u> Teaching; Activities	Enrichment
<b>Year 2</b>	<b>Drawing</b>	<p>Develop control over mark making, using different materials (pencils/ crayons/ pens/ paintbrushes)</p> <p>Make drawings from observations, using the correct grip to have control over lines.</p> <p>Control lines to recreate and refine the outline of shapes and add further details.</p> <p>Colour with consistency, remaining within borders, using consistent pressure and colour.</p> <p>Refine illustrations to tell a story, creating recognisable figures and characters.</p>	<p>Create line drawing based on works of established artists as a starting point, selecting the most appropriate implement.</p> <p>Continue to make marks, investigating how grip and pressure changes the thickness/ darkness of marks created.</p> <p>Draw from real objects and buildings, refining outlines and beginning to add details, including texture and tone.</p> <p>Use different materials to apply colour to drawings, experimenting with pastels, pencils and pens, and deciding which produces the best results in different circumstances.</p> <p>Produce illustrations to enhance stories, creating recognisable characters and figures.</p>	<p>Bernard Cohen Keith Haring</p> <p>Pablo Picasso</p> <p>Paul Cezanne</p> <p>Wassily Kandinski</p> <p>Quentin Blake E. H. Shepard</p>
	<b>Painting</b>	<p>Recognise and name secondary colours</p> <p>Mix secondary colours</p> <p>Paint from observation, mixing colours to match objects</p> <p>Begin to associate colour with moods and feelings</p>	<p>Create a colour wheel, mixing primary colours to create different shades and tones of secondary colours.</p> <p>Recreate 'circles' picture by Wassily Kandinski</p> <p>Create tones and shades (darker/ lighter) by mixing more or less primary colours to match real objects, such as fruit or flowers</p> <p>Paint pictures which portray a mood: yellow sunflowers for happy; dark blue for sadness (sunflowers/ starry night)</p>	<p>Wassily Kandinski</p> <p>Paul Cezanne</p> <p>Vincent Van Gough</p>



# Granby Primary School

## Art Progression Document



<b>Sculpting</b>	Use tools to create texture or pattern in malleable materials	Create plaques or pots using repeating marks and patterns.	Michael Cardew
	Use a range of tools to cut/ roll/ mark malleable materials safely and with precision	Design patterns on paper which can be recreated in 3D form	
	Can create shapes and forms from observation	Make 3D representations of objects using natural or recycled materials: for example autumnal leaves to create woodland scene	Michelle Reader
	Can make shapes and forms from imagination to represent images	Create shapes from imagination which represent a feeling/ mood or emotion	Henry Moore
<b>Printing</b>	Can create images using more than one colour	Create patterns using a range of printing materials, such as cork/ finger/ cardboard/ matchboxes/ vegetables/ sponges which repeat or follow in both colour or pattern	Ina McKeever
	Can make impressed images to be used for printing	Impress simple images into soft surfaces (paly doh/ plastesine/ cardboard/ polystyrene) and create prints using paints or inks and rollers	William Hogarth
	Can make relief images	Create patterns using string/ card from which prints can be taken	
	Can produce clean printed images	Refine printing technique until clean, deliberated images are created without additional marks or smears.	Joan Miro
	Can use the vocabulary of printing	Use words such as: print/ marks/ media/ product/ relief/ impress/ repeat/ engraving	



# Granby Primary School

## Art Progression Document



Collage	Cut shapes to make a composition	Cut shapes accurately to create a narrative image. Select colours or printed images to combine.	Guiseppe Arcimboldo
	Make compositions using different textures	Use materials of different thickness and textures, as well as changing the textures of materials (by scrunching/ screwing paper) to create an image in which the texture supports and enhances the image (for example a landscape where the different landforms are recreated using different materials).	Pablo Picasso (Bottle of Vieux Marc, Glass, Guitar, Newspaper)
	Combine/ join materials together to make a product	Use weaving to join different materials and textiles together	Anni Albers



# Granby Primary School

## Art Progression Document



		<u>Intent</u> Objectives; Skills; Knowledge	<u>Implementation</u> Teaching; Activities	Enrichment
<b>Year 3</b>	<b>Drawing</b>	<p><u>Create sketchbook studies</u></p> <p>Control a pencil with increasing confidence</p> <p>Create entire sketches</p> <p>Experiment with line, and use the correct type of mark to create a form</p> <p>Create texture</p> <p>Work confidently from observation</p>	<p><u>Work should be collated into sketchbooks. Preparatory sketches should lead to finished products which can be photographed and evaluated in sketchbooks</u></p> <p>Sketch using observation, making light preparatory marks to build images.</p> <p>Create landscapes in pencil/ pastel demonstrating the relationship between features (sky connects to the ground/ foliage anchored into the ground/ use scale for different features).</p> <p>Create narrative illustrations.</p> <p>Draw the same object in different media, recognising which marks work most successfully</p> <p>Create rubbings using pencil/ pastel/ charcoal from natural objects to add detail to compositions</p> <p>Draw real objects beginning with outlines, beginning to recognise shadows and tones</p>	<p>Leonardo Da Vinci Pablo Picasso</p> <p>J.M.W. Turner John Constable</p> <p>Quentin Blake Chris Riddel</p> <p>Vincent Van Gough Salvador Dali</p> <p>Merisi Da Caravaggio</p>



# Granby Primary School

## Art Progression Document



	<b>Painting</b>	<p>Mix secondary colours accurately, predicting results successfully</p> <p>Use colour washes to build up thicker layers and paint detail.</p> <p>Use a brush or other equipment to produce marks appropriate for the desired outcome</p>	<p>Create paintings from life using primary colours, mixing to produce different shades accurately (containers/ toys/ fruits/ flowers make good still life studies)</p> <p>Use watercolour paints, building up layers of washed to add intensity and vibrancy. Use watercolours within landscapes using more muted tones to make up backgrounds.</p> <p>Use different marks when adding colour, including dots/ dashes/ flicking</p>	<p>Paul Klee Georgia O'Keeffe</p> <p>Jackson Pollock</p>
	<b>Sculpting</b>	<p>Form 3D models from observation, using different tools</p>	<p>Use clay to create shapes and forms from observation (including small pots or models) following the initial design process using sketchbooks to create and refine ideas. Investigating joining shapes together using scoring/ using slip. Add colour using finishes and glazes, which follow the original design and enhance the final product.</p>	<p>Barry Flannigan</p>
	<b>Printing</b>	<p>Create repeating patterns</p> <p>Overlay printed images</p> <p>Print with more than one colour</p>	<p>Take prints from natural or recycled objects to build images using more than one colour.</p> <p>Overlap prints to build up an image, selecting printing blocks or natural materials and different colours to produce a final product.</p>	
	<b>Collage</b>	<p>Use tearing and ripping to make shapes</p>	<p>Tear paper to create a narrative image/ object/ landscape/ animal, by drawing an outline and tearing pieces/ colours and textures to fit</p>	<p>Eileen Downes</p>



# Granby Primary School

## Art Progression Document



		<u>Intent</u> Objectives; Skills; Knowledge	<u>Implementation</u> Teaching; Activities	Enrichment
<b>Year 4</b>	<b>Drawing</b>	<p><u>Create sketchbook studies</u></p> <p>Create whole sketches with some detail, including foreground and background</p> <p>Create compositions confidently from imagination</p> <p>Infill drawings with colouring pencils, displaying different tones</p> <p>Express mood within drawings</p>	<p><u>Work should be collated into sketchbooks. Preparatory sketches should lead to finished products which can be photographed and evaluated in sketchbooks</u></p> <p>Draw landscapes by marking in block shapes with faint lines, which can then be refined with more solid lines for the final image. Recognise the scale of features in the background in comparison to the foreground.</p> <p>Use drawing skills and abilities to create compositions from a given starting point (for example, a season/ mood/ image). Consider scale and the relationship between images, as well as shade and tone.</p> <p>Use pencil marks to create areas of darkness and shadow within images, infilling outlines and adding detail. Use different marks/ direction/ pressure to create lighter/ darker images.</p> <p>Compose images, which portray a mood, recognising heavier lines and more areas of shade contribute to the atmosphere. Show an understanding of materials and colour: charcoal/ pencil can create darker images; pastels/ pencil crayons/ felt tips can be used to add colour brightness.</p>	<p>Vincent Van Gough</p> <p>Salvador Dali</p> <p>Henri Rousseau</p>



# Granby Primary School

## Art Progression Document



Painting	<p>Use the colour wheel to mix secondary and tertiary colours, and to produce different shades of the same colour</p> <p>Understand how to use tints and tones, lightening and darkening with the use of black and white</p> <p>Use different consistencies of paint for effect</p> <p>Use relevant vocabulary related to colour and painting</p>	<p>Create paintings and colour studies, using colour mixing of the same colour to make darker and lighter shades to add shadows and highlights.</p> <p>Use black, white and grey paint to add tints, tones and shades of colours, adding to areas of flat colour to add depth and shade to painted images.</p> <p>Paint landscapes in which the paint is used in different ways to represent different features. For example, thin watercolour washes for areas of sky or water; thicker consistencies of paint to obtain more vibrant colours for foliage etc.</p> <p>Understand the vocabulary: Tint – mixing a base colour with white to reduce darkness and add highlights Tone – mixing a base colour with grey to create a darker intensity of the same colour Shade – mixing a base colour with black to achieve the darkest hue of the original colour (often used for adding shadows)</p>	
	Sculpting	<p>Form 3D models from observation and imagination, using different media and tools</p>	<p>Create models using clay, using scoring and slip to join shapes together. Designs should be created in sketchbooks, and re-visited to refine ideas. Use different tools to create a surface texture.</p> <p>Use Modroc to form shapes, where necessary using pipe cleaners to create a structure.</p>



# Granby Primary School

## Art Progression Document



	<b>Printing</b>	<p>Create block shapes to print from</p> <p>Blend colours while printing</p> <p>Create string rollers to create continuous patterns</p>	<p>Design and cut shapes to print from using card, polystyrene, sponges or vegetables, which can be used to repeat patterns or tessellate shapes.</p> <p>Overlay printed images using different colours in order to blend colours and build images.</p> <p>Apply string patterns to cardboard tubes in order to create continuous patterns, to create wrapping/ wallpaper designs.</p>	<p>Tracy Chapman Car</p> <p>William Morris</p>
	<b>Collage</b>	<p>Use overlapping materials to build collage images</p> <p>Use fabric to create collages, sewing simple shapes</p>	<p>Create whole pictures by building up layers of paper or fabric, which is torn or cut to shape and size. Build up images from the background to the foreground.</p> <p>Create mosaics using paper, considering positioning and colours</p> <p>Join/ sew fabrics using embroidery or applique to create narrative images.</p>	<p>Patricia Greaves</p>



# Granby Primary School

## Art Progression Document



		<u>Intent</u> Objectives; Skills; Knowledge	<u>Implementation</u> Teaching; Activities	Enrichment
<b>Year 5</b>	<b>Drawing</b>	<p><u>Create sketchbook studies</u></p> <p>Use different grades of pencil for different effects</p> <p>Create depth in compositions using perspective</p> <p>Begin to lay out faces and figures proportionately</p> <p>Experiment with shading using a pencil to create light and dark</p>	<p><u>Work should be collated into sketchbooks. Preparatory sketches should lead to finished products which can be photographed and evaluated in sketchbooks</u></p> <p>Experiment using different grades of pencils to infill areas, with different tones. Practice using directional lines/ pressure/ cross-hatching/ smudging. Make notes on techniques/ grade of pencil and possible uses.</p> <p>Create line drawings of landscapes introducing the idea of a vanishing point, to ensure areas of foreground and background features remain in proportion. Recognise the impact of size and scale on objects within the setting.</p> <p>Create portraits/ self-portraits using observation. Recognise the relationship between the facial features, and their relationship with outlines. Demonstrate mathematical implications of faces (symmetry/ scale/ position).</p> <p>Use different grades of pencil to mark in areas of shade within outline shapes. Use areas of darkness to add depth, contrast and draw the viewer's eye to key features.</p>	<p>Johannes Vermeer</p> <p>John Constable</p> <p>Henri Matisse</p> <p>George Seurat</p>



# Granby Primary School

## Art Progression Document



<b>Painting</b>	Use tints and shades to lighten and darken work	Create paintings in which tones, tints and shades are used with confidence, and colour mixing is accepted as part of the painting process.	George Seurat Vincent Van Gough
	Paint large flat areas in one shade showing consistency	Select the appropriate implement dependent on the size of area to be filled and have consistent brush control, filling large areas of colour using directional strokes.	
	Use brushstrokes to add texture and shape	Control and vary brush strokes to indicate shape and texture. For example, curved strokes to enhance the painting of a round shape such as a piece of fruit, particularly when adding tints and tones. In addition, using effects such as stippling, hatching, cross hatching and scumbling to add texture and blend colours.	
	Use colour to illustrate temperature and mood	Use blues and reds to show the temperature within compositions from imagination or observation. Recognise how colour choice (including tones, tints and shades) can affect the feeling of the completed product.	
	Can paint from life, recreating colours	Create still life studies using paint, recognising that outlines are formed by the edge of items or objects, not by adding dark lines to the outside of shapes. Use tones and tints to show surface texture and reflections.	



# Granby Primary School

## Art Progression Document



	<b>Sculpting</b>	<p>Make sculptural forms which reflect different cultures and traditions</p> <p>Use objects around us to create sculptures</p> <p>Create 3D models from observation and imagination with confidence</p>	<p><b>Mixed media.</b> Use collage and card sculpture to create masks from other cultures, following designs created in sketchbooks.</p> <p>Gather recycled or natural materials to create a form (which may be linked to topic work), following designs created in sketchbooks.</p> <p>Create models using tools to imprint details, adding features using scoring and slip, using finishes and glazes to create a final product.</p>	<p>Traditional African tribal masks</p> <p>Cornelia Parker</p>
	<b>Printing</b>	<p>Create print blocks</p> <p>Use more than one colour when printing</p>	<p>Create printing blocks out of thick cardboard, polystyrene or lino to print repeated images. Animals would be good subject matter, and printing blocks should have details of texture.</p> <p>Build up colours and images by overlapping prints.</p>	<p>Tracy Emin</p>
	<b>Collage</b>	<p>Combine different media and techniques to produce collage images</p>	<p>Use layering/ overlapping/ tearing and folding to build images using paper/ newspaper/ fabric/ natural and recycled materials, or a combination of more than one material to create collage images (portraits/ animal pictures/ landscapes). Colour and texture should be considered when designing final products.</p> <p>Make monochromatic images based on Japanese Notan paper collages, showing the contrast between light and dark, and positive and negative spaces</p>	<p>Pablo Picasso (collage works)</p> <p>Images of Notan collages</p>



# Granby Primary School

## Art Progression Document



		<u>Intent</u> Objectives; Skills; Knowledge	<u>Implementation</u> Teaching; Activities	Enrichment
<b>Year 6</b>	<b>Drawing</b>	<p><u>Create sketchbook studies</u></p> <p>Use a range of different drawing materials, including graded pencils/ pen/ ink/ charcoal/ pastels</p> <p>Use perspective to show foreground/ middle ground/ background</p> <p>Draw faces and features, using appropriate scale/ proportion as well as tone and shades</p>	<p><u>Work should be collated into sketchbooks. Preparatory sketches should lead to finished products which can be photographed and evaluated in sketchbooks</u></p> <p>Create drawings through observation of real objects (poppies/ buildings/ foliage) making informed choices about the choice of materials. Use marks/ tone/ colour selection to apply mood/ feelings and atmosphere to sketches. Make choices about drawing surface, which would improve/ compliment compositions.</p> <p>Use perspective to create landscapes, using off-centre vanishing points to create foregrounds, middle grounds and backgrounds. Show the tonal differences between these areas.</p> <p>Draw proportionate portraits/ self-portraits which position features effectively, recognising the relationships between them. Use shade and tone (through smudging/ mark marking/ cross-hatching) to give depth and texture to features. Begin to portray expressions. At the end of the year, use a combination between pencil sketch and colour to add emotion to looking back over the year (through sunglasses) and establishing mood.</p>	<p>Georgia O’Keeffe</p> <p>Melanie Birk</p> <p>Frida Kahlo</p> <p>Paul Cadden</p>



# Granby Primary School

## Art Progression Document



<b>Painting</b>		<p>Draw figures in motion proportionately</p>	<p>Use photographs and images to sketch climbing/ moving figures. Use mannequins to position shapes formed by the body, recognising the shapes and angles formed by bones and joints. Use the mannequins to help keep body parts in proportion. Add light and shade using pencil marks to give shape and depth to figures.</p> <p>Create propaganda posters linked with the First World War, which promote joining the armed forces, using emotional/ powerful imagery (marching/ cowering/ charging)</p>	<p>Edgar Degas</p> <p>Leonardo Da Vinci</p> <p>Imperial War Museum collection (unnamed artists)</p>
		<p>Use complementary colours</p> <p>Replicate patterns, colours and textures</p> <p>Create compositions from imagination</p> <p>Use a limited palette to create images</p> <p>Use perspective</p> <p>Use mixed media</p>	<p>Understand that colours, which are opposite to each other on the colour wheel, are known as complimentary colours. Understand that using complementary colours is another way of adding shadows and highlights.</p> <p>Paint from life, mixing colours to recreate those observed in nature/ objects.</p> <p>Create paintings on a theme, drawing on experiences and imagination to create a final, unique product.</p> <p>Create shaded paintings in the style of Pablo Picasso’s blue period,(musical instruments such as guitars/ violins would be good study materials) which uses blue as the base colour adding, tints, tones and shades, recognising that this affects the mood and temperature of images (creating a sombre, chilled image). Similarly, create ‘warm’ images using yellow and reds.</p> <p><b>Mixed media.</b> Create landscapes in the style of Melanie Birk, using perspective, colour, and tone to indicate distance, showing backgrounds, middle grounds and foregrounds. Apply colour using wax crayons for outlines, infilling with Brusho pigment watercolours to add vibrancy.</p>	<p>Salvador Dali</p> <p>Pablo Picasso – Blue Period paintings</p> <p>Melanie Birk</p>



# Granby Primary School

## Art Progression Document



	<b>Sculpting</b>	Create human forms showing movement	Following preparatory observations made in sketchbooks, create sculptures of climbing figures, using foil.	Anthony Gormley
		Create 3D models	Use clay to create 3D poppy tiles (as a commemoration for WW1) using scratching and slip to join elements, following sketchbook designs.	
		Use wires to create malleable forms	Design 3D models from imagination, using wire to make the structure for forms.	Paul Cummings and Tom Piper
		Build upon wire forms padding out sculptures	Use different materials (such as papier mache or Modroc) to finish sculptural forms, following initial designs.	
	<b>Printing</b>	Create printing blocks	Create Intaglio (engraved) images of rainforest flowers or trees into lino or thick card, where the ink or paint sits into the engraved marks. The ink is then transferred by placing paper on top and using a clean roller to add pressure and transfer the image.	David Hockney
		Experiment with colours in printing	Apply colours in different ways when making prints, printing different colours in different prints, or applying multiple colours for a multi-colour print. Also, mix colours by overprinting.	
		Overlap or place prints to make a final image	Create images by placing and repeating print blocks to make a final design.	Andy Warhol
	<b>Collage</b>	Can position and move items in a collage to refine composition (consolidating all previously learned techniques)	Make detailed collage images of rainforest animals, tearing paper shapes and layering to build up realistic images, selecting colours carefully from print media (magazines/ leaflets etc.)	
		Can produce collages which express mood	Produce collages to convey a given emotion, self-selecting techniques from those learnt (photo montage or cutting/ tearing/ folding/ layering) selecting colours and images which transmit desired emotion and mood	