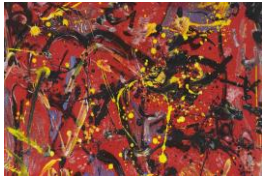
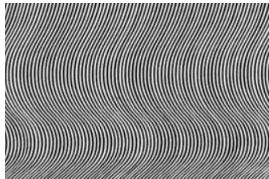

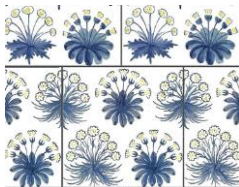




WHOLE SCHOOL PROGRESSION PLANNING: Art

Art Skills Progression - pupils will use sketchbooks to record their knowledge, skills and understanding in this subject. They will often consider the skills and process of an art focus as well as working towards a final outcome.

The following document outlines the areas of Art to be covered across this school year and show the progression of each different technique.

Furness Art Curriculum	
Lesson 1	Explore an artist's work and life or theme.
Lesson 2	Explain style of art and teach skills or techniques that build on previous ones.
Lesson 3 and 4	Expand: design and create a piece of artwork in the style of or inspired by the artist being studied, using skills or techniques taught
Lesson 5	Evaluate the final piece (this can be verbal) and compare with a piece from the studied artist or created with a similar technique or skill.

2024/2025	Autumn		Spring		Summer	
Elm	<p>Painting</p> <p>EYFS: Safely use and explore a range of painting techniques, exploring and experimenting with colour.</p> <p>Year 1: Explore with a variety of sized brushes and tools. Explore lightening and darkening paint without the use of black and white. Paint on a range of surfaces. Start to predict the results of colour mixing to make a range of secondary colours.</p> <p>Jackson Pollock</p> 	<p>Drawing:</p> <p>EYFS: Share their (drawings) creations, explaining the process they have used.</p> <p>Year 1: Experiment with a range of drawing media. Draw on different surfaces. Develop tone by using hatching, scribbling, stippling and blending to create dark and light lines</p> <p>Bridget Riley</p> 	<p>Collage:</p> <p>EYFS: Safely use and explore a variety of materials, tools and techniques and experiment with colour, design and texture</p> <p>Year 1: Arrange and glue materials. Fold, crumple, tear and overlap papers. Collect, sort, name match colours appropriate for an image. Create and arrange shapes appropriately. Create, select and use textured paper for an image</p> <p>Eric Carle</p> 	<p>Printing:</p> <p>EYFS: Use and explore techniques and texture, explaining the process they have used</p> <p>Year 1: Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponges. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Explore printing in relief: string & card. Begin to identify forms of prints: book, poster, picture, fabrics.</p> <p>William Morris</p> 	<p>3D Sculptures:</p> <p>EYFS: Make and use props and materials when role playing characters linked to nursery rhymes and books. Explore and experiment with texture, form and function</p> <p>Year 1: Shape and mould for a purpose. Manipulate in a variety of ways including rolling, kneading and pinching. Impress and make simple decorations, impressed, painted and applied. Model over wire. Use tools and equipment safely.</p> <p>Fiona Wallace</p> 	<p>Textiles:</p> <p>EYFS: Use tools safely when creating with materials. Experiment with colour, design and texture</p> <p>Year 1: Identify different forms of textiles. Use fabric pens. Experience weaving. Use language to describe colours, media, equipment and textures. Thread a large plastic needle.</p> <p>Alexandra Keyhayoglou</p> 

Ash

Painting:

Year 1: Explore with a variety of sized brushes and tools. Explore lightening and darkening paint without the use of black and white. Paint on a range of surfaces. Start to predict the results of colour mixing to make a range of secondary colours.

Year 2: Begin to experiment with a range of painting techniques - layering and adding texture. Continue to experiment with lightening and darkening paint without the use of black and white. Begin to mix colour shades and tones. Explore the colour wheel and colour spectrum.

Picasso



Collage:

Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers. Work on different scales. Collect, sort, name match colours suitable for an image. Create, select and use textured paper for an image.

Lois Elhert



Drawing:

Develop tone by using hatching, scribbling, stippling and blending to create dark and light lines.

Begin to control marks made with a range of media.

Draw on a range of different surfaces. blending to create dark and light lines.

James Rizzi



3D Sculptures:

Shape, form and mould from observations and imagination.

Demonstrate experience in surface patterns/textures.

Explore carving as a form of 3D art?

Animal art



Sarah Cox (Local Artist)



Printing:

Continue to explore printing simple pictures, with a range of hard and soft materials e.g. cork, pen barrels, sponge.

Use equipment and media correctly to be able to produce a clean printed image.

Make simple marks on rollers and printing palettes to make simple prints i.e. mono - printing.

Experiment with overprinting motifs and different colours.

Explore printing in relief: string & card.

Begin to identify forms of prints: book, poster, picture, fabrics.

Range of print artists

William Morris

Cath Kidston



Textiles:

Year 1: Identify different forms of textiles. Use fabric pens.

Experience weaving. Use language to describe colours, media, equipment and textures. Thread a large plastic needle.

Year 2: Match and sort textiles. Gain further experience in weaving. Change and modify fabrics knotting and twisting. Gain experience in stitching two pieces of fabric together.

Gain experience in applying colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee.

Rosie Lee Thompkins



Oak

Collage:

Year 3: Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.

Year 4: Use collage as a means of collecting ideas and information and building a visual vocabulary.

Henri Matisse



Painting:

Year 3: Use light and dark.

Year 4: Develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within paintings. Show a growing understanding of complementary colours. Mix colours, shades and tones with confidence. Start to look at working in the style of a selected artist (NOT copying)

Cecily Brown



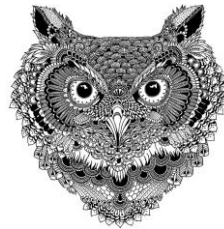
Drawing:

Year 3: Develop intricate patterns/marks using different grades of pencils.

Year 4: Draw for a sustained amount of time. Develop dimension and perspective in their drawings.

Link to a drawing in Geography

Rosalind Monks



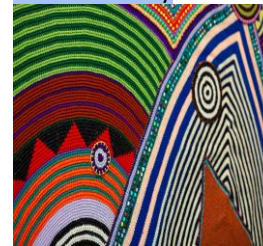
Textiles:

Year 3: Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting

Year 4: Apply decoration using beads, buttons, feathers etc.

Link to making a healthy eating plate out of felt materials?

Xenobia Bailey



3D Sculpture:

Year 3: Make a slip to join pieces of clay. Use recycled, natural and man made materials to make sculptures.

Year 4: Show an awareness of time on sculptures. Adapt work as necessary.

Choi Jeung Hwa

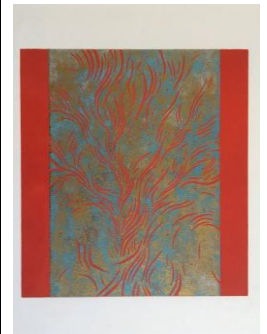


Printing:

Year 3: Increase awareness of mono and relief printing. Explore the work of a range of artists, craft makers and designers.

Year 4: Expand experience in 3D colour printing. Continue experiences in combining prints taken from different objects to produce an end piece.

Eric Durant



Beech

Drawing:

Year 4:

Develop intricate patterns/marks using different pencil grades

Draw for a sustained amount of time.

Develop dimension and perspective in drawings.

Year 5:

Develop line, tone, pattern and texture in their work.

Use different drawing techniques for different purposes.

Begin to develop scale & proportion in their work.

Continue work on perspective from Yr 4. Develop close observation skills - using viewfinders.

Il Lee



Il Lee, Untitled (2002), 2002, ink and paper on paper, 22 x 30 inches (57 x 76.2 cm). Courtesy of the artist and Art Projects International, New York.

Painting:

Year 4:

Develop a painting from a drawing.

Begin to choose appropriate media to work with.

Use light & dark within painting

Show a growing understanding of complementary colours.

Mix colours, shades & tones with more confidence.

Start to look at working in the style of a certain artist (NOT copying)

Year 5:

Mix & match colours to create atmosphere and light effects.

Mix colours, shades and tones with confidence.

Start to develop their own style.

Recognise the art of key artists & begin to place them on a timeline.

Caroline Ashwood



Textiles

Year 4:

Use a technique as a basis for stitch embroidery.

Apply decoration using needle and thread: buttons, sequins.

Become confident in applying colour when using dye. Create and use dyes. Use resist paste and batik.

Adapt work as and when necessary & explain why. Change & modify threads and fabrics,

Use knotting, fraying, fringing, twisting, plaiting. Demonstrate experience in looking at fabrics from other countries.

Year 5:

Use various techniques - e.g. printing, dyeing, & stitching to create effects

Produce 2 colour tie dye. Continue to an experience in batik- use more than one colour.

Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye.

Show awareness of the skills involved in knitting or lace making. Change and modify threads and fabrics.

Tony Stubbing



Sculpture

Year 4:

Make a slip to join pieces of clay.

Use recycled, natural and man made materials to create sculptures.

Show an awareness of time on sculptures. Adapt work as necessary.

Year 5:

Develop an understanding of different ways of finishing work: glaze, paint, varnish

Use recycled, natural and man made materials to create sculptures, joining parts confidently and successfully.

Adapt work as necessary and explain why. Compare different styles and approaches

James De Rosso



Printing

Year 4:

Increase awareness of mono and relief printing.

Demonstrate experience in fabric printing.

Explore the work of a range of artists, designers and craft makers, describe differences and similarities between different practices and disciplines, and making links to their own work.

Expand experience in 3 colour printing.

Continue experiences in combining prints taken from different objects to produce an end piece.

Year 5:

Continue to gain experience in over-laying colours.

Start to overlay prints with other media.

Use print as a starting point to embroidery.

Show experience in a range of monoprint techniques.

Create repeating patterns.

Amanda Shingirai Mushate



Collage

Year 4:

Use collage as a means of collecting ideas and information and building a visual vocabulary

Year 5:

Add collage to a painted, printed or drawn background

Use a range of media to create collages

Kurt Schwitters



Willow

Painting:

Year 5:

Mix and match colours to create atmosphere and light effects.
Mix colours, shades and tones with confidence.
Start to develop their own style.
Recognise the art of key artists and begin to place them in key movements or historical events.

Year 6:

Continue as in previous years, justifying choices and decisions in their work.
Experiment with watercolours.

Vincent Van Gough
Comparison
Louis Mbughuni



Drawing:

Year 5:

Develop line, tone, pattern and texture in their work.

Use different techniques for different purposes.

Begin to develop scale and proportion in their work.
Continue work on perspective from Year 4.
Develop close observation skills using viewfinders.

Year 6:

Draw for a sustained period of time over a number of sessions on the same piece.
Use different techniques for different purposes.
Adapt their work and describe how they could further develop it.

Develop their understanding of composition, scale and proportion in their work.

Olga Gamynina



Collage:

Year 5:

Add collage to a painted, printed or drawn background

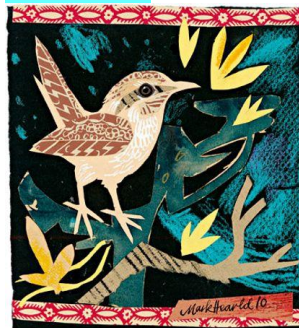
Use a range of media to create collages

Year 6:

Use different techniques, colours and textures etc when designing and making pieces of work

Use collage as a means of extending work from initial ideas

Mark Hearlds



Textiles:

Year 5:

Use various techniques - e.g. printing, dyeing, weaving & stitching to create different effects.

Demonstrate experience in 3D weaving.
Produce 2 colour tie dye.

Continue to an experience in batik- use colours.
Demonstrate experience in combining techniques to produce an end piece:

Embroidery over tie dye.

Show awareness of the skills involved in crafts: knitting or lace making.

Change and modify threads and fabrics.

Year 6:

Use different stitches to produce different patterns and textures.

Work in 2D and 3D as required.
Design, plan and decorate a fabric piece.

Recognise different forms of textiles and express opinions on them.
Adapt work according to their views & describe how they might develop it.

Alison Whateley (local)



Sculpture:

Year 5:

Develop an understanding of different ways of finishing work; glaze, paint, polish.

Use recycled, natural and man made materials to create sculptures. Join these confidently and successfully.

Adapt work as necessary and explain why.
Compare different styles and approaches

Year 6:

Work in a safe and organised way.

Solve problems and adapt as problems occur.

Work over constructed foundations.

Recognise sculpted forms in the environment e.g. furniture and building

Christo
(Wrapping objects)



Printing:

Year 5:

Continue to gain experience in over-laying colours.

Start to overlay prints with other media.

Use print as a starting point to embroidery.

Show experience in a range of monoprint techniques.

Create repeating patterns.

Year 6:

Develop ideas from a range of sources.

See positive and negative shapes.

Demonstrate experience in a range of printmaking techniques.
Describe techniques and processes.

Adapt their work according to their views and describe how they might develop it further.
Develop their own style using tonal contrast and mixed media.

David Wightman



