Art Progression & Embedded Knowledge

Art and Design Skills	Painting	Drawing	3D Sculpture	Textiles, Printing, Collage	Artist Studies

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**Printing** **Drawing** **Painting** **3D Sculpture**	**Printing** **Drawing** **Painting** **3D Sculpture**	**Drawing** **Painting** **3D Sculpture** Artist Focus: Wassily Kandinsky	**Printing** **Drawing** **Painting** **3D Sculpture**	**Printing** **Drawing** **Painting** **Collage**	**Printing** **Drawing** **Painting** **Collage**
Vocabulary	*Print, draw, paint, make, colour, red, yellow, blue, green, orange, pink, brown, hands, feet, fingers, line, circle, pattern, face, eyes, nose, picture, roll, happy, sad, press, dip, push, pinch*	*Print stick glue press colours leaves animals chalk paint brush feather roll press*	*Draw paint circles lines Wassily Kandinsky penguin picture playdough clay bears mold*	*Print tools patterns jungle chalk paint felt pastel brush feather animals roll press squeeze pinch*	*Print draw paint make press stick glue minibeast plant fruit vegetables patterns eggs decorate colours flowers flat scrunch twist roll rip*	*Track draw paint transport vehicles detail mix colour paint draw print stick glue press pattern bubble sea flat scrunch twist roll rip*
Embedded knowledge	To explore printing with fingers, hands and feet. To explore printing abstract patterns with objects to make lines and circles. To print repeating patterns *ABAB* To explore printing a trail using wellies To create a self-portrait using different resources. (pencils, chalks, crayons, finger painting)	To explore printing with leaves, sticks, potatoes. To explore printing to make animal prints. To use a variety of media (chalk, paint, felt tips, pastels, brushes, feathers etc) to create Percy and the animals. To roll and manipulate playdough to create a model of animal characters.	To draw and paint clockwise and anticlockwise circles and horizontal and vertical lines with control. To draw and paint concentric circles in the style of Wassily Kandinsky. To use skills in painting and drawing lines and circles to create a penguin picture.	To explore printing with different tools to make animal print patterns. To use prints to make bunting for the classroom for the Jungle Jamboree. To use a variety of media (chalk, paint, felt tips, pastels, brushes, feathers etc) to draw pictures of animals to display for the Jungle Jamboree. To roll and manipulate playdough and clay to create a model of animal	To explore printing with fruit and vegetables to make patterns. To use a variety of media (chalk, paint, felt tips, pastels, brushes, feathers etc) to make observational drawings of plants and minibeasts. To draw circles and line patterns to decorate eggs. To explore colours mixing to paint pictures of flowers.	To explore printing with wheels to make tracks. To use a variety of media to draw/paint types of transport, adding increasing detail. To explore colours mixing to create desired colours for paintings. To use bubble painting to create water patterns. To know how to manipulate tissue paper to use it in different

	To create faces (happy/sad) using playdough, cutters and open-ended resources. To roll playdough in different ways to make a cat model.		To mould playdough and clay in different ways to make penguins and bears.	characters, adding natural resources for animal features.	To know how to manipulate tissue paper to use it in different ways. (flat, scrunched, twisted, rolled, ripped etc) To use the tissue paper to create a beanstalk.	ways. (flat, scrunched, twisted, rolled, ripped etc) To use the tissue paper to create a textured picture of the sea.
Reception	**Transient Art** Artist Focus: Andy Goldsworthy	**Printing** **3D Sculpture**	**Drawing** Artist Focus: Zaria Forman	**Collaging** Artist Focus: Henri Matisse	**Drawing** Artist Focus: Vincent Van Gogh	**Painting**
Vocabulary	*Andy Goldsworthy, art, shape, pattern colour, create, objects, emotions, pattern, spiral, circle, shape, choose, pick, mud, natural, roll, press*	*print, clay, ball, flatten/flat, palm, hand, shapes, Diva lamps*	*Zaria Forman,pastels, blend, smudge, art, cool colours, emotion*	*Henri Matisse, shape, colour, pattern, collage/collaging*	*Vincent Van Gogh, colours, shapes, sunflower, draw, dots, lines.*	*Colours, mixing, lighter, darker, shades, watercolours, blend*
Embedded knowledge	To explore artwork by Andy Goldsworthy and describe what shapes and patterns they can see. To recreate art work by Andy Goldsworthy. To use loose parts to create a self-portrait in the style of Andy Goldsworthy. To use loose parts to create faces showing different emotions. To use pebbles, stones and sticks to make 'Pebble People' to represent their family.	To print using leaves to create a leaf person, inspired by The Leaf Man text. (Linked to Forest School) To know how to roll clay into a ball. To know how to flatten a ball of clay using palm of hand. To know how to manipulate clay to make different shapes. (create Diva lamps) To use a variety of tools to make patterns into clay.	To name cool colours. To explore the work of Zaria Forman and describe what colours they can see and describe how it makes them feel. To use pastels to recreate an icy landscape inspired by Zaria Forman artwork. To know how to blend and smudge pastels using fingers.	To explore the work of Henri Matisse and describe what shapes, colour and patterns they can see. To know how to use the technique of collaging. (tearing and ripping paper) To recreate art work by Henri Matisse. (create own patterned collaged umbrellas)	To describe what colours and shapes they can see when looking at flowers. To make observational drawings of flowers. To draw with increasing control. To add simple detailing onto drawing of flowers using dots and lines. To recreate artwork by Vincent Van Gogh. (Sunflowers)	To look at pictures of the ocean and name the different colours we can see. To explore colour mixing to make lighter and darker shades of blue and green. To know how to paint using watercolours to create a picture of the ocean using different shades of blues and greens.

	To use mud and natural resources to create a mud face. (Forest School)					
Year 1/2 Cycle A		**Elements of Art – Colour and Pattern** **African Prints**		**Historical Art** **Lieve Verschuier** **Jan Griffier** ***Paint/Pastels***	**Sculpture - Pinch Plant Pot** **Ceramic Art – Clarice Cliff** ***Clay***	**Elements of Art – Pointillism** **Georges Seurat & Yvonne Canu** ***Different Materials/Paint***
Vocabulary		*pattern, shape, print, design, printing block, pressing, rolling, rubbing, repeating, colour*		*tone, form, space, warm colours, shade, line, shape, straight, curved, media, silhouette, background*	*ceramic, pinch pot, sculpt, wedging, rolling, pinching, air dry, glaze, slip, sturdy*	*abstract, pointillism, landscape, technique, patterns*
Embedded knowledge		To explore African patterns, colours and shapes To create a final design inspired by African art		To explore the work of Lieve Verschuier & Jan Griffier looking at tone, form and space To experiment with warm colours and create different shades	To explore ceramic art and the work of Clarice Cliff To design a Clarice Cliff inspired pinch pot.	To explore the work of Georges Seurat and Yvonne Canu Exploration: To re-create abstract colour paintings onto bubble

		To make a printing block using our final design To create a final printed piece of art by pressing, rolling and rubbing To verbally evaluate our own and others' work		To experiment with paint using different tools and techniques To develop control when applying paint while mark making To draw different 2-D shapes and create lines of different shapes and thicknesses To talk about what they like in their own work and the work of others	To practice sculpting skills including wedging, rolling and pinching To make a standing/sturdy pinch pot To apply painting skills to add colour to a final design To talk about techniques, materials and equipment used in their work and begin to discuss what they would do differently next time.	wrap to see what effect they can create To use different media to create pointillism inspired work (cotton buds, fingers, paint brushes, markers) To draw a coastal landscape in preparation for final design To add paint using pointillism technique to complete final scenic piece
Year 1/2 Cycle B	**Sculpture – Paper Pumpkin** **Yayoi Kusama** ***Paper***		**Elements of Arts – Space and Colour** **Alma Thomas**		**Elements of Art – Shape** **Henri Matisse** ***Pencil/Paper***	**Natural Art** **Giuseppe Arcimboldo**
Vocabulary	*surreal, media, mark-making, polka dot, sculpture, paper mache*		*landscape, primary colour, secondary colour, art, artist*		*art, artist, abstract, shape, space*	*portrait, art, artist, media, photograph, natural, abstract*
Embedded knowledge	To explore the surreal artwork of Yayoi Kusama. To explore different media for mark making (creating polka dots) To design our own pumpkin inspired by Yayoi Kusama		To explore, analyse and discuss the landscape work of Alma Thomas. To practise mixing primary colours to create secondary colours. To draw a city landscape in the style of Alma Thomas.		To explore the work of Henri Matisse and the use of shapes and space in abstract art. To practise creating abstract art using 'cut out' pieces in sketch books. To	To explore, analyse and discuss the portraits by Arcimboldo. To create group portraits using physical vegetables and fruit.

	To create a paper/paper mache pumpkin sculpture.		To add paint to the final piece in the same technique as Thomas using primary/secondary colours. **https://artwithtrista.com/alma-thomas-art-lesson-a-student-favorite/**		To replicate 'The Snail' using cut out shapes. To create abstract art of a minibeast in the style of Matisse using objects and paper shapes.	To draw a portrait inspired by Arcimboldo. To talk about what they like in their own work and the work of others
Year 3/4 Cycle A	Coil Greek pot. Sculpture	**Sculpture - Paper Mache Bee** **Mancunian Artists** ***Paper Mache***	**Crosshatching Portraits – Michelangelo** ***Pencil and Fine liners***		**Rainforest Texture/Painting** **Henri Rousseu**	**Elements of Art – Observational Art/Shading** **Cath Riley** ***Graded Pencils***
Vocabulary	Research, design, production, function, coil, texture, evaluation, adapt, equipment	Collect, develop, shape, form, patterns, make, design, texture, paper mache, joining, artists, sculpture, form, 3D	Hatching, crosshatching, technique, evaluate, portrait, drawing, Michelangelo, Head of Satyr		Effects, textures, colour wheel, warm, hot, contrasting, complementary, colour wheel, likes and dislikes, evaluate, Henri Rousseu, artwork, colour mixing	Drawing techniques, stippling, scumbling, smudging and blending, graded pencils, tone, Cath Riley
Embedded knowledge	To use research and develop design criteria to inform the design of a product. To design a functioning structural pot, using coiling techniques	To research, appraise and evaluate Bees in the City project by Mancunian Artists To collect/develop ideas to help design a model To create a foundational structure using paper and masking tape	To learn and explore hatching and crosshatching as an alternate drawing technique (pencils) To evaluate **Head of Satyr** by Michelangelo, providing a personal opinion and discussing the changes they would like to make.		To use acrylic paints to explore the colour wheel - warm and cold, complementary and contrasting. To experiment mixing colours to match with increasing accuracy. To confidently use paint brushes to create	To learn/explore alternate drawing techniques such as stippling, scumbling, smudging and blending To explore the work of Cath Riley and her use of different graded pencils to show tone

	To use a wider range of tools and equipment.	To apply papier Mache to develop shape and form To produce intricate patterns using appropriate tools and explore the use of texture. To identify and evaluate the likes and dislikes of their artwork and the changes they had to make as a result.	To draw a portrait inspired by **Head of Satyr** using hatching and crosshatching skills (fine-liners)		different effects and textures. To evaluate paintings by Henri Rousseau providing a personal opinion and exploring the changes they would like to make. To develop a painting for a drawing (inspired by Henri Rousseu) and apply colour mixing skills. (acrylic) To identify and discuss the likes and dislikes of their artwork and the changes they had to make as a result.	To confidently use a range of pencil techniques (including stippling, scumbling, smudging and blending) to produce a final art piece, inspired by Cath Riley
Year 3/4 Cycle B	**Elements of Arts – Line** **Van Gogh**		**Landscape Art** **Georgia O'Keefe/David Hockney** ***Watercolours/Acrylic Paints***		**Sculpture - Foil Figures** **Alberto Giacometti**	**Printing** Ancient Egyptian scarab beetle and heiroglyh printing (Potatoes and etching tools)
Vocabulary	*Mark making* *Contour* *Broken* *continuous* *Shade* *Tints* *Shading* *Movement* *Sketching* *Techniques* *Portraits*		*Landscapes* *Georgia O'Keefe* *tones* *Shades* *depth* *David Hockney* *Drawing* *Painting* *Water Colours* *Acrylic Paints* *Shape*		*Sculptures* *3D form* *Materials* *texture* *Alberto Giacometti* *sculpt* *shape* *drafting* *design*	***Elements*** ***Line*** ***Shape*** ***Depth*** ***Sketching*** ***Pastels***

Embedded knowledge	To explore the different types of line mark making To use colours and lines to create shade and tints To experiment with tinting and shading techniques To use lines to create movement To develop sketching techniques To use lines and colour to create portraits in the style of Van Gough.		To study different landscapes To study the Art of Georgia O'Keefe To mix paints to create different tones and shades To study the work of David Hockney To explore depth and shape To develop a painting from a drawing		To explore different sculptures and 3D form. To create sculptures in different shapes and 3D forms using foil To study the Art of Alberto Giacometti To create a foil sculpture inspired by the work of Alberto Giacometti	To explore different plant art To create plant art using elements of line, shape and depth. To study the work of Marianne North and create our own versions through sketching and colouring using pastels To study the artist Margaret Mee. To study the work of Elizabeth Blackwell and create our own versions through sketching and colouring using pastels
Year 5	**Element of Art - Depth Creating a Universe**	**Historical Art: Printing Textiles** **Artists: William and Ann Morris**		(DT)	**Elements of Art - Perspective** **Artist: LS Lowry & Helen Layfield Bradley**	**Sculpture - Clay Dragon Eyes**
Vocabulary	*Chalk* *Charcoal* *Depth* *Shading* *3D* *Light* *Shadow*	*Design* *Etch/carve* *Print* *Printing block* *Contrasting* *Styrofoam* *Rollers* *Ink* *Material/fabric*			*Perspective* *Industrial* *Skyline* *Landscape* *People* *Buildings* *Tonal effects* *Figures* *Urban*	*Sculpture* *Clay* *Textures* *Intricate* *Combined* *Glaze* *Evaluate* *Project* *Process*

		Pressing *Stamping* *Victorian Era* *Pattern*			*Composite* *Figures* *Matchstick* *Local*	*Reflect* *Design* *Tones*

Embedded knowledge	To use light and dark to create depth in my work (pencil) To create light and dark using chalk and charcoal. To apply skills to create 3D images. To evaluate my art.	To explore the work of William Morris. To explore the effect of the Arts and Craft movement. To collect and draw ideas inspired by nature. To design a printing block inspired by William Morris. To use our printing block with contrasting colours to complete our William Morris design To explore the work of Ann Morris and add detail to our designs using embroidery.			To learn about the life of Lowry. To explore Lowry's figures and crowds in his paintings. To explore the foreground, midground and background of a landscape painting (perspective) To create a composite picture in the style of LS Lowry.	To explore and design textures and colours (tones) of dragon eye. To join pieces of clay together, create intricate detail and texture using tools. To finish paint and glaze dragon eye. To evaluate my project reflecting on the process.

Year 6	**Street Art** **Artist Study – Keith Haring** ***Felt Tips/Markers***	**Elements of Art – Shading/Depth** **Highwayman Inspired** ***Charcoal/Pencil***	**Sculpture - 3D Sculptures** **B of the Bang Inspired** ***Wire Modelling***		**Elements of Art - Surrealism** **Frida Kahlo**	
Vocabulary	Stencils Sketching Graffitti Anti-social Messy Free Vandalism Expressive Public space	Charcoal Landscape Cross-hatching Shading Blending Shape Line Form	Wire Pliers Gauge Malleable Armature Crimp Twist Join Form		Portrait Self-expression Culture Surrealism Exaggerate Proportional	
Embedded knowledge	To develop ideas and techniques for art work comprising stylised graffiti lettering, through sketching. To develop ideas for improving a public space with street art, through sketching. To express ideas through a satirical work of art designed for public spaces. To develop techniques for creating street art using stencils. To create street art using stencils.	Choose appropriate graded pencil to draw Carry out preliminary studies, using different materials and media to develop skills and ideas Apply previously taught art skills (shading, perspective, shape, line, form)	Independently plan a sculpture (inspired by Moore and Heatherwick) through drawing and other preparatory work. Make artistic choices regarding the use of shape and form. Work confidently with a wider range of tools in a safe and organised way, caring for the equipment.		To learn about Frida Kahlo and analyse some of her work To study the self-portraits of Frida Kahlo To explore how Kahlo drew on her cultural background for her artwork To understand what surrealism is in artwork To explore how Kahlo painted moments in her life and expressed emotion through her work	