



# St Albert's Catholic Primary School Progression Map for Art



Progression Art						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing/ Digital Media	<ul style="list-style-type: none"> <li>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>Begin to explore the use of line, shape and colour</li> </ul> <p><b>GD CHALLENGE:</b> Begin to draw for a sustained period of time.</p> <p>Autumn 1 Penguins possums and pigs Spring 1 Growth and Green fingers Spring 2 Family Album</p>	<p><b>As Year 1 plus:</b></p> <ul style="list-style-type: none"> <li>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>Experiment with the visual elements; line, shape, pattern and colour.</li> <li>Look at drawings and comment thoughtfully, begin to discuss the use of shadows and use of light/dark.</li> <li>Sketch to make quick records of something</li> <li>Work out ideas through drawing.</li> </ul> <p><b>GD CHALLENGE:</b> Begin to independently apply use of shadows and light and dark in their own drawings</p> <p>Autumn 1 The place where I live Autumn 2 Fighting Fit Summer 2 Buckets and Spades (inc photography - digital)</p>	<p><b>As Year 2 plus:</b></p> <ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements.</li> <li>Plan, refine and alter their drawings as necessary.</li> <li>Draw for a sustained period of time at their own level.</li> <li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>Make initial sketches as a preparation for painting.</li> <li>Demonstrate improved accuracy when drawing people and faces.</li> </ul> <p><b>GD CHALLENGE:</b> Independently select and apply different media to achieve variations in line, texture, tone, colour shape and pattern.</p> <p>Autumn 2 Healthy Humans Spring 1 Rock and Roll Summer 1 What the Romans did for us (digital)</p>	<p><b>As year 3 plus:</b></p> <ul style="list-style-type: none"> <li>Make informed choices in drawing inc. paper and media.</li> <li>Alter and refine drawings and describe changes using art vocabulary.</li> <li>Use research to inspire drawings from memory and imagination.</li> <li>Explore relationships between line and tone, pattern and shape, line and texture.</li> <li>Identify and draw the effect of light (shadows) on a surface, on objects and people.</li> <li>Begin to create technical drawings.</li> </ul> <p><b>GD CHALLENGE:</b> Begin to independently use a variety of techniques to show the effect of light on objects or people. E.G rubbers to lighten, tones of the same colour.</p> <p>Autumn 2 The Great Plague Spring 1 Art of food Summer 1 Water Water</p>	<p><b>As year 4 plus:</b></p> <ul style="list-style-type: none"> <li>Use a variety of source material for their work.</li> <li>Work in a sustained and independent way from observation, experience and imagination.</li> <li>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape (cross hatch, pointillism etc).</li> <li>Observe and use a variety of techniques to show the effect of light on objects and people. E.g use rubbers to lighten, use pencils to show tone, use tones of the same colour.</li> </ul> <p><b>GD CHALLENGE:</b> Consistently and independently apply the techniques to show light, tone texture etc when drawing.</p> <p>Spring 1 Earthlings (digital) Summer 1 Amazon Adventure Summer 2 Faster, Higher, Stronger</p>	<p><b>As year 4 plus:</b></p> <ul style="list-style-type: none"> <li>Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> <li>Look at the effect of light on a shape from different directions.</li> <li>Introduce the concept of perspective.</li> <li>Produce increasingly detailed preparatory sketches for painting and other work.</li> <li>Create computer generated drawings.</li> </ul> <p><b>GD CHALLENGE:</b> Successfully apply the concept of perspective in own drawings.</p> <p>Autumn 1 Survival Autumn 2 Britten's got talent Summer 1+2 Seaside</p>

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Painting/ Printing	<ul style="list-style-type: none"> <li>Communicate something about themselves in their painting.</li> <li>Create moods in their paintings.</li> <li>Choose to use thick and thin brushes as appropriate.</li> <li>Paint a picture of something they can see.</li> <li>Name the primary and secondary colours.</li> </ul> <p><b>GD CHALLENGE:</b> Begin to mix primary colours to make some secondary colours.</p> <p>Autumn 1 Penguins possums and pigs Spring 1 Growth and Green fingers Spring 2 Family Album</p>	<p><b>As in Year 1 plus:</b></p> <ul style="list-style-type: none"> <li>Mix paint to create all the secondary colours.</li> <li>Mix and match colours, predict outcomes.</li> <li>Mix their own brown.</li> <li>Make tints by adding white.</li> <li>Make tones by adding black.</li> <li>Create a print using pressing, rolling, rubbing and stamping.</li> <li>Create a print like a designer.</li> </ul> <p><b>GD CHALLENGE:</b> Independently and consistently predict, mix and use their own colours when painting.</p> <p>Autumn 1 The place where I live Autumn 2 Fighting Fit Summer 2 Buckets and Spades</p>	<p><b>As in Year 2 plus:</b></p> <ul style="list-style-type: none"> <li>Predict with accuracy the colours that they mix.</li> <li>Know where each of the primary and secondary colours sits on the colour wheel.</li> <li>Create a background using a wash.</li> <li>Use a range of brushes to create different effects.</li> <li>Make a printing block.</li> <li>Make a 2 colour print.</li> </ul> <p><b>GD CHALLENGE:</b> Begin to consider use of different effects to introduce mood and feeling to their paintings.</p> <p>Autumn 2 Healthy Humans Spring 1 Rock and Roll Summer 1 What the Romans did for us</p>	<p><b>As in Year 3 plus:</b></p> <ul style="list-style-type: none"> <li>Create all the colours they need.</li> <li>Create mood in their paintings.</li> <li>Successfully use shading, tone and brushstrokes to create mood and feeling.</li> </ul> <p>Autumn 2 Healthy Humans Spring 1 Art of food Summer 1 Water Water</p>	<p><b>As in Year 4 plus:</b></p> <ul style="list-style-type: none"> <li>Create all the colours they need.</li> <li>Consistently create mood in their paintings.</li> <li>Express their emotions accurately through their painting and sketches.</li> </ul> <p>Spring 1 Earthlings Summer 1 Amazon Adventure Summer 2 Faster, Higher, Stronger</p>	<p><b>As in Year 5 plus:</b></p> <ul style="list-style-type: none"> <li>Explain what their own style is.</li> <li>Use a wide range of techniques in their work.</li> <li>Explain why they have chosen specific painting techniques.</li> <li>Print using a number of colours.</li> <li>Create an accurate print design that meets a given criteria.</li> <li>Print onto different materials.</li> <li>Overprint using different colours.</li> <li>Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods.</li> </ul> <p>Autumn 1 Survival Autumn 2 Britten's got talent Summer 1+2 Seaside</p>

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3D / Textiles/ Collage	<ul style="list-style-type: none"> <li>• Cut and tear paper and card for their collages.</li> <li>• Gather and sort the materials they will need.</li> <li>• Sort threads and fabrics.</li> <li>• Group fabrics and threads by colour and texture.</li> <li>• Weave with fabric and thread.</li> <li>▪ Manipulate malleable materials in a variety of ways including rolling and kneading to create a sculpture</li> </ul> <p>Autumn 1 Penguins possums and pigs</p>	<p><b>As in Year 1</b></p> <p>Autumn 2 Fighting Fit</p> <p>Summer 2 Buckets and Spades</p>	<ul style="list-style-type: none"> <li>• Add onto their work to create texture and shape.</li> <li>• Work with life size materials.</li> <li>• Use more than one type of stitch.</li> <li>• Join fabric using glue.</li> <li>• Sew fabrics together.</li> <li>• Begin to sculpt clay and other mouldable materials.</li> </ul> <p>Autumn 2 Healthy Humans -Sculpture and textiles</p>	<ul style="list-style-type: none"> <li>• Experiment with and combine materials and processes to design and make 3D form.</li> <li>• Use ceramic mosaic to produce a piece of art.</li> <li>• Combine visual and tactile qualities.</li> </ul> <p>Spring 1 Art of food</p>	<ul style="list-style-type: none"> <li>• Use recycled, natural and manmade materials to create sculpture.</li> <li>• Plan a sculpture through drawing and other preparatory work.</li> <li>• Show an understanding of shape, space and form.</li> <li>• Summer 2 Faster, Higher, Stronger(collage, textiles, 3d)</li> </ul>	<p>Summer 1+2 Seaside (Collage and textiles)</p>

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Sketchbooks / Knowledge and understanding.	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Describe what they can see and like in the work of another artist.</li> <li>Ask sensible questions about a piece of art.</li> </ul> <p>Autumn 1 Penguins possums and pigs Spring 1 Growth and Green fingers Spring 2 Family Album</p>	<p><b>As year 1 plus;</b></p> <ul style="list-style-type: none"> <li>Identify what they might change in their current work or develop in their future work.</li> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Annotate work in sketchbook.</li> <li>Keep notes in their sketch books as to how they have changed their work.</li> <li>Knowledge</li> <li>Say how other artists have used colour, pattern and shape.</li> <li>Create a piece of work in response to another artist's piece of work.</li> </ul> <p>Autumn 1 The place where I live Autumn 2 Fighting Fit Summer 2 Buckets and Spades</p>	<p><b>As year 2 plus:</b></p> <ul style="list-style-type: none"> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Use their sketch books to express feelings about a subject and to describe likes and dislikes.</li> <li>Make notes in their sketch books about techniques used by artists.</li> <li>Suggest improvements to their work by keeping notes in their sketch books.</li> <li>Compare the work of different artists.</li> <li>Explore work from other cultures.</li> <li>Explore work from other periods of time.</li> <li>Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.</li> </ul> <p>Autumn 2 Healthy Humans Spring 1 Rock and Roll Summer 1 What the Romans did for us</p>	<p><b>As year 3 plus:</b></p> <ul style="list-style-type: none"> <li>Collect images and information independently in a sketchbook.</li> <li>Experiment with different styles which artists have used.</li> <li>Explain art from other periods of history.</li> <li>Use their sketch books to adapt and improve their original ideas.</li> <li>Keep notes about the purpose of their work in their sketch books.</li> </ul> <p>Autumn 2 The Great Plague Spring 1 Art of food Summer 1 Water Water</p>	<p><b>As year 4 plus:</b></p> <ul style="list-style-type: none"> <li>Use a sketchbook to develop ideas independently.</li> <li>Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.</li> <li>Include technical aspects in their work, e.g. architectural design.</li> <li>Keep notes in their sketch books as to how they might develop their work further.</li> <li>Use their sketch books to compare and discuss ideas with others.</li> </ul> <p>Spring 1 Earthlings Summer 1 Amazon Adventure Summer 2 Faster, Higher, Stronger</p>	<p><b>As year 5 plus:</b></p> <ul style="list-style-type: none"> <li>Develop ideas using different or mixed media, using a sketchbook.</li> <li>Independently identify artists who have worked in a similar way to their own work.</li> <li>Independently selects materials and techniques to use to create a specific outcome.</li> <li>Make a record about the styles and qualities in their work.</li> <li>Say what their work is influenced by.</li> <li>Sketchbooks contain detailed notes, and quotes explaining about items.</li> <li>Compare their methods to those of others and keep notes in their sketch books.</li> <li>Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.</li> </ul> <p>Autumn 1 Survival Autumn 2 Britten's got talent Summer 1+2 Seaside</p>

