

# Progression Map - Art



		Implementation	Intent
Subject	Year Group	Knowledge - Declarative (Factual information) and Procedural (Skill/application of skills)	Applied Learning and Skills - Used for assessment and retrieval
Art - 1. Evaluating work	Y3	<p>Declarative: To know key facts about studied pieces of art, including who created them (Georgia O'Keeffe, Anna Atkins ) and when and how they were created.</p> <p>Declarative: To know the meaning of Y3 technical vocabulary: <b>tint, tone, pencil grades, primary and secondary colour, abstract art.</b></p> <p>Procedural: To describe the content, feelings &amp; emotions conveyed by the work using <b>Describe, Analyse and Interpret (DAI).</b></p> <p>Procedural: To give constructive feedback about their own and others' work.</p> <p>Procedural: To describe how work could be developed.</p>	To be able to discuss the feelings and emotions conveyed through pieces of artwork using Describe, Analyse and Interpret (DAI).
Art - 1. Evaluating work	Y4	<p>Declarative: To know key facts about studied pieces of art and the artists who created them including Kama Kngwarreye, Anna Tilmouth, David Hockney, Van Gogh, when and how they were created.</p> <p>Declarative: To know the meaning of Y4 technical vocabulary.</p> <p>Procedural: To give personal oral opinions artwork using the language of art (formal elements) and develop an understanding of purpose &amp; intention for art.</p> <p>Procedural: To be able to compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them.</p> <p>Procedural: To be able to adapt their work according to their views and describe how they might develop it further.</p> <p>Procedural: To know how to <b>annotate</b> sketches.</p>	To be able to give a personal opinion about artwork, including reference to purpose and intention.
Art - 1. Evaluating work	Y5	<p>Procedural: To know how to select and record, including annotations, and explore ideas for different purpose.</p> <p>Procedural: To question ideas and make thoughtful selections and processes to use in their work</p> <p>Procedural: To know how to replicate images by well-known artists.</p>	To be able to give a personal opinion about artwork, including reference to purpose and intention
Art - 1. Evaluating work	Y6	<p>Procedural: To know how to select and record, including annotations, and explore ideas for different purpose.</p> <p>Procedural: To question ideas and make thoughtful selections and processes to use in their work.</p> <p>Procedural: To know how to replicate images by well-known artists.</p>	To be able to give a personal opinion about artwork, including reference to purpose and intention.

Art - 2. Exploring and developing ideas	Y3	<p>Procedural: To be able to question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Procedural: To understand that inspiration can be used from the wider world in a variety of genres, styles and traditions.</p> <p>Procedural: To select and record, including annotations, from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Procedural: To know how to create images in the style of a well-known artist.</p>	To be able to explore, question and make thoughtful observations about well-known artists and their own artwork.
Art - 2. Exploring and developing ideas	Y4	<p>Procedural: To be able to question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Procedural: To understand that inspiration can be used from the wider world in a variety of genres, styles and traditions.</p> <p>Procedural: To select and record, including annotations, from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Procedural: To know how to create images in the style of a well-known artist.</p>	To be able to explore, question and make thoughtful observations about well-known artists and their own artwork, using technical language.
Art - 2. Exploring and developing ideas	Y5	<p>Declarative: To give personal oral opinions artwork using the language of art (<b>formal elements</b>) and develop an understanding of purpose &amp; intention for art.</p> <p>Declarative: Study significant works of art and artists including Peter Thorpe, Sophie Knight (space art), Lucy Arnold and Rosalind Monks (animal kingdom art) using the following method:</p> <ul style="list-style-type: none"> <li>• <b>Content</b> – Describe the art. <b>Social, historical factors</b> affecting the work</li> <li>• <b>Process</b> – When &amp; how made? What <b>materials &amp; techniques</b> are used?</li> <li>• <b>Formal elements</b> – <b>line, tone, colour, shape, form, comp, pattern, texture</b></li> <li>• <b>Mood</b> – what emotions does the work convey?</li> </ul> <p>Procedural: To give constructive feedback about their own and others' work</p> <p>Procedural: To know how to adapt their work and describe how it could be developed further.</p>	To be able to give a personal opinion about artwork, including reference to content, process, formal elements and mood.
Art - 2. Exploring and developing ideas	Y6	<p>Declarative: To know how artists such as William Morris, Frida Kahlo, Kenojuak Ashevak, Evelyn Dunbar, Henry Moore/Barbara Hepworth use formal elements and study significant works of art using the following method:</p> <ul style="list-style-type: none"> <li>• <b>Content</b> – Describe the art. What social, historical factors affect the work?</li> <li>• <b>Process</b> – When &amp; how was the work made? What materials &amp; techniques are used?</li> <li>• <b>Formal elements</b> – <b>line, tone, colour, shape, form, composition, pattern, texture</b></li> <li>• <b>Mood</b> – what emotions does the work convey? Increase understanding of art purpose &amp; intention</li> </ul> <p>Procedural: To know about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy.</p> <p>Procedural: To know that the making process is very difficult and so pupils should know that they should not be too self-critical. They should know that most artists struggle with this and that it is a vital part of the art process.</p> <p>Procedural: To know how to adapt their own work and describe how it could be further developed in line with the piece's intention.</p>	<p>To be able to give a personal opinion about artwork, including reference to content, process, formal elements and mood.</p> <p>To be able to discuss art and its wider role in society.</p>

Art 3 - 3D Form	Y3	<p>Focus: Clay - relief tile          Inspiration: linked to fossils/Mary Anning, Moore, Matisse, Frink, Hepworth, Leach, Gormley, Joana Vasconcelos.          Declarative: know what texture is.          Procedural: create texture by scoring, imprinting and joining media.          Procedural: make secure joins using scratch and slip.</p>	To be able to confidently create recognisable forms.
Art 3 - 3D Form	Y4	<p>Focus: Clay - coil pot, bowl or cup.          Inspiration: linked to Saxons and Vikings.          Declarative: know what sculpture means.          Procedural: plan, design and adapt models.          Procedural: create a sculpture by combining shapes to create a recognisable form.          Procedural: tools and joining techniques creating texture.</p>	To be able to plan, design, adapt and create a model of a recognisable form.
Art 3 - 3D Form	Y5	<p>Focus: Clay: <b>slab pot.</b>          Inspiration: Linked to Egyptians          Declarative: know the differences in <b>modelling</b> and <b>sculpting</b>.          Procedural: plan, design and adapt a model, sculpture or construction.          Procedural: create <b>stability</b> and <b>form</b>.</p>	To be able to plan, design, adapt and create an independently designed sculpture.
Art 3 - 3D Form	Y6	<p>Focus: clay or other media: Individually chosen <b>sculpture</b> or model.          Inspiration: Moore, shelter drawings and sculpture.          Declarative: To know the differences in <b>modelling</b> and <b>sculpting</b>. (Recap from Y5).          Procedural: To know how to plan, design and adapt media to create an <b>independently</b> determined <b>outcome</b>.</p>	To be able to independently design and create models or sculptures, both small and large scale.

Art 4 - Drawing	Y3	<p>Declarative: Coloured pencils can be used to block colour and control <b>depth</b>.</p> <p>Declarative: Know the differences and similarities between a wide range of drawing materials and select which one is most suitable for the task and <b>form</b>.</p> <p>Procedural: When they are selecting these qualities they can describe their intentions.</p> <p>Procedural: To understand that sketching lightly with a harder / softer pencil can reduce the need to use a rubber.</p> <p>Procedural: To know how to use their <b>sketchbook</b> to collect and record visual information from different sources.</p> <p>Procedural: To know how to draw for a sustained period using a <b>primary source</b> and a <b>viewfinder</b>.</p> <p>Procedural: To know how to plan, <b>refine</b> and alter their drawings as necessary.</p>	To be able to create more complex drawings, from a primary source, using the properties of line, shape, tone, pattern and colour, depth, form.
Art 4 - Drawing	Y4	<p><b>Formal Elements</b></p> <p>Declarative: To know colour has light and dark values creating more <b>vibrant</b> paintings.</p> <p><b>Declarative: To know perspective can be used to show how things appear to get smaller as they get further away, converging towards a single vanishing point on the horizon line.</b></p> <p>Procedural: To use line with greater confidence to highlight shape and form.</p> <p>Procedural: To know when they are using these qualities and describe their intentions.</p> <p>Procedural: To explore relationships between <b>line</b> and <b>tone, pattern</b> and <b>shape</b> and <b>texture</b> using a range of media to create effect: pen, pencil, <b>charcoal</b>, wax, <b>pastel</b>.</p> <p>Procedural: To use pastel/charcoal to vary thickness of lines and use side to build up <b>layers</b>.</p> <p>Procedural: To use a <b>sketchbook</b> to collect images and information, record <b>observations</b> and develop ideas.</p> <p>Procedural: To use research to inspire drawings from memory and imagination.</p> <p>Procedural: To alter and <b>refine</b> drawings and describe changes using art vocabulary.</p>	To be able to create drawings, including perspective in landscapes using the properties of line, shape, tone, pattern and colour, depth, form, scale, ratio, proportion and form.

<p>Art 4 - Drawing</p>	<p>Y5</p>	<p><b>Formal Elements</b>  Declarative: To know the concepts of scale and proportion and use the terms scale, ratio  Procedural: To investigate proportions through figure drawing.  Procedural: To know the differences and similarities between a wide range of drawing materials and select which one is most suitable for the task.  Procedural: To be able to use and layer a range of media to achieve variations in <b>line, texture, tone, colour, shape</b> and <b>pattern</b>.  Procedural: To use a range of techniques <b>cross-hatching, pointillism, sidestrokes</b>, use of rubber to draw/highlight.  Procedural: To know that <b>harder</b> pencils produce lighter marks as less material is released.  Procedural: To know that <b>softer</b> pencils are best used for expressing <b>shading</b> and harder pencils can be used for <b>technical drawing</b>.  Procedural: To be able to use a sketchbook to gather information, record observations and develop ideas.  Procedural: To be able to work in a sustained and independent way from observation of primary source, experience and imagination.</p>	<p>To be able to independently create drawings including figure drawing, using the properties of line, shape, tone, pattern and colour, depth, form, scale, ratio, perspective, proportion and form.</p>
<p>Art 4 - Drawing</p>	<p>Y6</p>	<p><b>Formal Elements</b>  <b>Declarative:</b> (Recap from Y5)  To know the concepts of scale and proportion and use the terms scale, ratio.  To know that <b>harder</b> pencils produce lighter marks as less material is released.  To know that <b>softer</b> pencils are best used for expressing <b>shading</b> and harder pencils can be used for <b>technical drawing</b>.  Procedural: To control perception of <b>distance, perspective</b> and <b>proportion</b> in drawings.  Procedural: To <b>manipulate</b> and experiment with the elements of art: <b>line, tone, pattern, texture, form, space, colour</b> and <b>shape</b> using a range of media and techniques including <b>cross-hatching, pointillism, sidestrokes</b>, use of rubber to draw/highlight.  Procedural: To know how &amp; when to sketch and when to <b>render</b> more confident line, to skilfully control the outcomes.  Procedural: To know how to describe form from several different light sources.  Procedural: To know and apply very basic <b>one-point perspective</b>.  Procedural: To develop ideas using different using a sketchbook to show how ideas have been improved.</p>	<p>To be able to independently create more complex drawings using the properties of line, shape, tone, pattern and colour, depth, form, scale, ratio, composition and form, distance, perspective and proportion.</p>

<p>Art 5 - Painting and colouring</p>	<p>Y3</p>	<p><b>Formal Elements</b>  Declarative: To know colour has light and dark values creating more <b>vibrant</b> paintings.  Declarative: To know colour has light and dark values creating more vibrant paintings.  Procedural: To use tone to make paintings more realistic or more expressive, manipulating light and <b>shade</b> for <b>dramatic effect</b>.  Procedural: To use line with greater confidence to highlight <b>form</b> and <b>shape</b>.  Procedural: To use <b>pattern &amp; texture</b> for desired effects and decoration.  Procedural: To use tone to make paintings more realistic or more expressive, manipulating light and shade for dramatic effect.  Procedural: To choose paints and implements appropriately.  mix and match colours with increasing accuracy using a limited <b>palette</b>.  Procedural: To mix <b>thicknesses</b> of paint for different purposes.  Procedural: To mix and match colours with increasing accuracy using a limited palette.  Procedural: To use water colour paint to produce <b>washes</b> for backgrounds and then add detail.  Procedural: To choose paints and implements appropriately.</p>	<p>To be able to mix colours to paint with and use colours, textures, lines and shapes and tone imaginatively and appropriately to express ideas to paint from a primary source and imagination.</p>
<p>Art 5 - Painting and colouring</p>	<p>Y4</p>	<p><b>Formal Elements</b>  Declarative: To know that there are two shades of each primary colour – a warm and a cool shade of each colour this is the double primary system/limited palette.  Declarative: To know that mixing differing amounts of the will produce a different tone of tertiary colour.  Declarative: To know colours in the double primary system: <b>crimson</b> and <b>vermillion/brilliant red, cobalt/cyan and brilliant blue, lemon and brilliant yellow</b>.  Declarative: To know depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting.  Procedural: To experiment with water colour, exploring <b>intensity</b> of colour to develop shades  Procedural: To experiment with different techniques to create effect e.g. blocking, use of thick/thin brushes to produce <b>texture, shape, pattern, line</b>.  Procedural: Experiment with creating <b>mood</b> with colour.  Procedural: To know how to create depth by varying tones or colours, such as in skies and landscapes and how much more interesting this makes the painting.</p>	<p>To be able to mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas to paint from a primary source.</p>

<p>Art 5 - Painting and colouring</p>	<p>Y5</p>	<p><b>Formal Elements</b>          Procedural: To demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.          Procedural: To create a colour palette based upon colours observed in the natural or built world.          Procedural: To use brush techniques and qualities of paint to create texture.          Procedural: To develop a personal style of painting, drawing upon ideas from other artists.          Procedural: To work on preliminary studies (testing colours/media) to test media and materials.          Procedural: To show an awareness of how paintings are created (composition).</p>	<p>To be able to create imaginative paintings from a variety of sources.</p>
<p>Art 5 - Painting and colouring</p>	<p>Y6</p>	<p><b>Formal Elements</b>          Declarative: To show an awareness of how paintings are created (composition).          Declarative: To know different types of paint media and when to use them.          Declarative: To know different papers and surfaces to paint on and be able to name them.          Procedural: To mix colours with care and sensitivity to show feeling and ideas.          Procedural: To know colour relationships such as complimentary &amp; harmonious colours.          Procedural: To control paint to make things appear lighter and further away.          Procedural: To know when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes.          Procedural: To use acrylic paint.          Procedural: To choose appropriate paint, paper and implements to adapt and extend their work.          Procedural: To carry out preliminary studies, test media and materials and mix appropriate colours.</p>	<p>To be able to work from a variety of sources, incl. those researched independently, creating paintings based on observations which convey realism or an impression of what is observed.</p>

Art 6 - Printing	Y3	<p>Declarative: To know that <b>pattern</b> and <b>shape</b> are important when creating a design for printing.</p> <p>Procedural: To know how to use <b>press-print</b> to create a design.</p> <p>Procedural: To know how to print using a variety of materials, objects and techniques including <b>relief, press.</b></p> <p>Procedural: To know how to talk about the processes used to produce a simple print.</p>	To know how to design, use and discuss a variety of printing techniques including relief and press.
Art 6 - Printing	Y4	<p>Declarative: To know the difference between <b>press-printing</b> (through retrieval from Y3) and <b>mono-printing</b> through landscape art.</p> <p>Procedural: To know how to select the kinds of material to print with in order to get the effect they want.</p> <p>Procedural: To use mono-printing to create a 2D background for a chosen landscape.</p>	To know how to research, create and refine a print using mono-printing techniques, including layering.
Art 6 - Printing	Y5	<p>Declarative: To know that a stencil is a cut out representation of a design.</p> <p>Procedural: To know how to create a paper stencil from a drawing.</p> <p>Procedural: To be able to build up layers and colours/textures using a stencil to create a finished piece.</p> <p>Procedural: To know how to organise their work in terms of pattern, repetition, symmetry or random printing styles.</p>	To know how to create and refine a print using stencilling.
Art 6 - Printing	Y6	<p>Declarative: To know there are a variety of techniques, including screen printing.</p> <p>Declarative: To know there are various printing techniques, recalling previous learning from other year groups (focusing on stencil making).</p> <p>Procedural: To know how extend their printing skills by using a stencil as part of a screen print.</p> <p>Procedural: To be able to be familiar with layering prints.</p>	To independently refine a print, using screen printing techniques.