





# Guilden Sutton Church of England Primary School


*Love and Justice for All*


## *Art Whole School Curriculum Progression Map*

**Our Christian Values: WISDOM, JUSTICE, COMPASSION, LOVE, FORGIVENESS, FRIENDSHIP**

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<ul style="list-style-type: none"><li>Self-portrait, using mirrors, looking at features of ourselves and choosing appropriate colours</li><li>Produce Supertato and alien paintings and 3D models of rockets, spacecraft, aliens and planets</li><li>Recognise and use Autumn colours and participate in transient art with conkers, leaves and acorns </li></ul> <p><b>Focus Artist: Yayoi Kusama</b> <b>Focus Skill: Printing</b></p> <ul style="list-style-type: none"><li>Use sponges to make patterns or pictures.</li><li>Print with food items</li><li>Finger painting</li><li>Use found materials manmade/natural to print</li><li>Create a Kusama inspired print using a variety of circular items to print ‘dots’</li></ul>	<ul style="list-style-type: none"><li>Direct observational drawings of spring flowers using oil pastels and smudging techniques</li><li>Use marbling inks to create Easter eggs</li></ul> <p><b>Focus Artist: Kandinsky</b> <b>Focus Skill: Drawing</b></p> <ul style="list-style-type: none"><li>Use and demonstrate control over a variety of tools to explore mark making with a range of media such as crayons, pastels, felt tips, and chalk</li><li>Draw into sand, liquids, onto the ground using liquids and tools</li><li>Begin to colour in-between lines with increasing accuracy</li><li>Talk about their marks and patterns</li><li>Draw from memory and observation</li><li>Draw Valentine hearts in the style of Kandinsky using pens, pastels and coloured pencils</li><li>Direct observational drawings of spring flowers using oil pastels and smudging techniques</li></ul>	<ul style="list-style-type: none"><li>Use paint rollers, cellophane and tissue to create African sunset pictures with animal silhouettes</li><li>Recreate <b>Van Gogh’s</b> Sunflower painting using impasto technique</li></ul> <p><b>Focus Artist: Eric Carle</b> <b>Focus Skill: Painting / collage</b></p> <ul style="list-style-type: none"><li>Experiment with different methods of painting to create texture</li><li>Begin to explore mixing colours to create new tones</li><li>Use a variety of media to paint with</li><li>Paint textured backgrounds from which to cut shapes for collage</li><li>Use fabric, wool or thread to make models with recycled items</li><li>Use ribbons and string to thread and make patterns</li><li>Make collages using paper, tissue, crepe etc.</li><li>Use fabrics for role play</li></ul>			


			<ul style="list-style-type: none"> <li>Working collaboratively, join painted pieces together to create Eric Carle inspired collage</li> </ul>
	<b>Key Vocabulary</b> <b>Printing</b> - print, repeat, patterns, shapes <b>Drawing</b> - mark making, pencil, crayon, felt-tip, colour, patterns, lines <b>Painting</b> – colour, texture, thick and thin paintbrushes, dull, bright <b>Collage</b> – cut, rip, fold, shapes, cutting, sticking		
1	<b>Focus Artist: Picasso</b> <b>Focus Skill: Drawing</b> <ul style="list-style-type: none"> <li>Explore a range of drawing tools to make marks</li> <li>Begin to show increased control of the types of marks made with a range of media.</li> <li>Draw on different surfaces</li> <li>Explore different textures</li> <li>Draw from imagination</li> <li>Draw a self-portrait, traditional and in the style of Picasso</li> <li>Explore the use of colour, pattern, texture, line and shape</li> <li>Start to explore the use of sketchbooks to record ideas and practice skills</li> </ul> <b>Seasons – Collage</b> <ul style="list-style-type: none"> <li>Begin to use scissors and tearing to create a range of shapes</li> <li>Create an image from a variety of cut or torn media</li> <li>Arrange and glue materials to different backgrounds</li> <li>Create an Autumn collage using found materials and leaves</li> </ul> 	<b>Kings and Queens</b> <b>Focus Artist: Henry Matisse - Link to Kings and Queens</b> <b>Focus Skill: Painting (Colours)</b> <ul style="list-style-type: none"> <li>Begin to explore and experiment with the primary colours</li> <li>Mix primary colours to create secondary colours</li> <li>Describe collections of colours</li> <li>Discuss and use warm and cold colours</li> <li>Describe favourite colours and why colours may be used for different purposes</li> <li>Explore a range of paint, brush sizes and tools</li> <li>Appraise the work of Henri Matisse (Fauvism), creating our own pieces with strong colours and fierce brushwork</li> <li>Weaving – Create colourful weaving looms using bright paper</li> <li>Follow the over/under technique with the weft and warp</li> </ul>	<b>Focus Artist: Georges Seurat</b> <b>Focus Skill: Printing</b> <ul style="list-style-type: none"> <li>Explore pointillism and create artwork with dots</li> <li>Use objects to create prints (e.g., fruit, vegetables, or sponges)</li> <li>Begin to press, roll, rub and stamp to make prints</li> <li>Take rubbings from textured surfaces: e.g leaf, coin, tree bark</li> <li>Begin to identify different forms of printing e.g books, newspapers, fabric, wallpaper</li> <li>Know that printmaking is making art by printing pictures, normally on paper</li> <li>Create a pointillism inspired print piece using small circular objects (cotton buds, pencils, etc.)</li> </ul> <b>Focus Artist: Jo Gough (Chester)</b> <b>Focus Skill: Digital Art</b> <ul style="list-style-type: none"> <li>Use iPads independently to create pictures</li> <li>Use simple tools e.g., brush and pen tools</li> <li>Experiment with filters and effects</li> <li>Edit work on an iPad</li> <li>Sketch animals using drawing apps (Freeform and Noteability)</li> </ul>

	<p><b><u>Key Vocabulary</u></b></p> <p><b>Drawing</b> – tools, surface, texture, self-portrait, colour, pattern, texture, line, shape</p> <p><b>Collage</b> - cutting shapes, sticking, texture, rough, soft, crunch, smooth, hard, overlap</p> <p><b>Painting</b> – primary colours, secondary colours, warm and cold colours</p> <p><b>Printing</b> – pointillism, press, roll, rub, stamp, printmaking</p> <p><b>Digital Art</b> – iPads, apps, Noteability, edit, filter, effects, tools</p>		
2	<p><b>Focus Artist: Van Gogh</b> <b>Focus Skill: Painting / Collage</b></p> <ul style="list-style-type: none"> <li>• Begin to describe a range of colours independently</li> <li>• Mix a range of secondary and tertiary colours</li> <li>• Be able to discuss the colour wheel</li> <li>• Talk about why they have selected colours for their artwork</li> <li>• Begin use a range of paint and discuss why some are more suited to particular painting styles</li> <li>• Create a Great Fire of London painting in the style of Van Gogh's Starry Night</li> <li>• Discuss Post-Impressionism and look at other examples</li> <li>• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</li> <li>• Use sketchbooks to design collage creations</li> <li>• Collect, sort and arrange materials according to colour or texture</li> <li>• Create a skyline of London to form a GFOL collage in the style of Van Gogh (Starry night)</li> <li>• Remembrance Day Poppy fields collage pictures</li> </ul>	<p><b>Focus Artists: Da Vinci, Paul Klee (comparison)</b> <b>Focus Skill: Drawing</b></p> <ul style="list-style-type: none"> <li>• Show increased control over pencil skills with more attention to detail in faces and bodies</li> <li>• Draw lines of different sizes and thicknesses, with a variety of media (e.g., charcoal, pencil, and pastels)</li> <li>• Sketch to make records</li> <li>• Investigate tone by drawing light/dark lines using pencil</li> <li>• Investigate textures and produce an expanding range of patterns</li> <li>• Self-portrait in the style of Paul Klee</li> <li>• Compare Klee and Da Vinci - Mona Lisa (Links with history work) - introduction to the Renaissance period</li> </ul>	<p><b>Focus Artist: David Hockney</b> <b>Focus Skill: Sculpture / 3D</b></p> <ul style="list-style-type: none"> <li>• To understand that sculptures can be made from anything</li> <li>• Use Lego, Magnatiles, sugar cubes, blocks and art straws to create buildings</li> <li>• To have experiences creating sculptures using man-made materials from imagination and direct observation</li> <li>• Explore the use of different techniques to make paper appear 3D</li> <li>• Replicate patterns and textures in 3D form</li> <li>• Draw our school in 3D form </li> </ul>
	<p><b><u>Key Vocabulary</u></b></p> <p><b>Collage</b> – collage, tissue, layers, organic shapes, geometric shapes, background, primary colours, secondary colours</p> <p><b>Drawing</b> – line, tone, shape, observation, abstract, cartoon, portrait, self-portrait</p> <p><b>Painting</b> – primary and secondary colours, colour wheel, warm colours, cool colours, Post-Impressionism</p>		

	<b>Sculpture</b> – malleable, joining, models, 3D, roll, knead, squash, pinch, tear, rip, bend, join, twist		
3	<b>Focus Artist: Van Gogh</b> <b>Focus Skill: Drawing</b> <ul style="list-style-type: none"> <li>• Use shading to add texture to the drawing</li> <li>• Use line, tone, shape and colour to create mood and feeling</li> <li>• Draw from observation and imagination</li> <li>• Experiment with various pencils</li> <li>• Use a sketchbook to document and develop ideas</li> <li>• Begin to draw with accuracy</li> <li>• Have an awareness of how pattern can be used to create texture</li> <li>• Start to annotate sketchbooks to show thought process, as well as information about focus artists</li> <li>• Use colour to create own version of Starry Night</li> </ul> <p>Prehistoric art-cave paintings</p>	<b>Focus Artist: L.S. Lowry</b> <b>Focus Skill: Sculpture/ 3D</b>  <ul style="list-style-type: none"> <li>• Know that paper can be used in a range of different ways to create sculptures</li> <li>• Show an awareness of how texture, form and shape can be transferred from 2D to 3D</li> <li>• Work collaboratively to create a 3D layered scene</li> <li>• Plan, shape, mould and make constructions from different materials</li> <li>• Understand the different adhesives and methods used in construction</li> <li>• Consider and discuss aesthetics</li> <li>• Create a 3D scene inspired by L.S. Lowry</li> </ul>	<b>Focus Artist: Georgia O’Keefe</b> <b>Focus Skill: Digital Art / Painting</b> <ul style="list-style-type: none"> <li>• Make tints of one colour by adding white</li> <li>• Darken / Lighten colours without using black / white</li> <li>• Mix / create colour for use on a large scale. (wash)</li> <li>• Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc)</li> <li>• Demonstrate increasing control of the types of marks made to create certain effects</li> <li>• Create flowers in the style of Georgia O’Keeffe - American Modernism</li> <li>• Use a more advanced graphics package or app to explore digital image creation</li> <li>• Manipulate an image using various digital tools</li> <li>• Use a digital camera to take a specific image portrait/landscape</li> <li>• Use printed images taken digitally and combine them with other media to produce artwork</li> <li>• Replicate Georgia O’Keeffe flowers digitally paying close attention to detail and colour</li> </ul>
	<b>Key Vocabulary</b> <b>Drawing</b> - shading, texture, line, tone, shape, colour, observation, imagination, pattern <b>Sculpture</b> - roll, loop, fringe, tabs, cone, curls, spiral, fold, slotted, 3D <b>Digital Art</b> - graphics, manipulate, digital, edit <b>Painting</b> - tint, tone, wash, American Modernism, close-up		
4	<b>Focus Artist: Maria Thomas and Rick Roberts</b> <i>Famous illustrators study: Quentin Blake (classic), Axel Sheffler (cartoon), Carter Higgins (abstract)</i> <b>Focus Skill: Drawing</b> (Zentangle)	<b>Focus Artist: Michelle Reader</b> <b>Focus Skill: Sculpture (recycled)</b>	<b>Focus Artist: Claude Monet</b> <b>Focus Skill: Painting</b>

<ul style="list-style-type: none"> <li>• Create accurate observational drawings</li> <li>• Work on a variety of scales</li> <li>• Consider scale and proportion</li> <li>• Understand how to draw different parts of the face with more detail (Hope hands portrait)</li> <li>• Use shading to add texture to the drawing and to show light and shadow (hatching and cross hatching)</li> <li>• Adapt and refine ideas as they progress, annotating sketchbooks with explanations of ideas</li> <li>• Draw for a sustained period of time</li> <li>• Collect and record visual information</li> <li>• Develop techniques to create intricate patterns (Zentangle)</li> <li>• Compare the work of different illustrators</li> <li>• Create some of my own illustrations, inspired by research</li> </ul> <p><b>Year 1 and 2 – Self Portraits</b></p>	<ul style="list-style-type: none"> <li>• Discuss the work of other sculptors and architects and how these have influenced their own work / designs</li> <li>• Work with a group to decide the best way to join and secure materials together</li> <li>• Think more about the aesthetics of a piece</li> <li>• Work in a safe, organised way, caring for equipment</li> <li>• Secure work to continue later</li> <li>• Adapt work when necessary and explain why</li> <li>• Demonstrate awareness in environmental sculpture</li> <li>• Create an animal sculpture inspired by Michelle Reader (using recycled objects)</li> </ul> <p><b>Focus Skill: Collage</b></p> <ul style="list-style-type: none"> <li>• Animal based collage</li> <li>• Research key features of collage</li> <li>• Use mixed media to add differences to collage</li> <li>• Accurately make repeated patterns</li> <li>• Cut with increasing accuracy</li> <li>• Combine pattern, colour and shape to show detail in my animal collage</li> <li>• Use sketchbooks to design animal collages based on Michelle Reader</li> <li>• Carefully choose colours to make the artwork ‘pop’ (contrasting background and foreground)</li> <li>• Use ripping or cutting to select pieces to make the right shape for the animal</li> <li>• Understand different glues and how they can be used to stick materials together</li> </ul> <p><b>COP<sup>∞</sup> - recycling</b> <b>Easter Egg Competition</b></p>	<ul style="list-style-type: none"> <li>• Make tints, tones and shades using white, grey and black</li> <li>• Observe colour and suggest why it has been used</li> <li>• Independently choose the right paint and / or equipment for the task.</li> <li>• Select colour to reflect mood</li> <li>• Explore different brush strokes and why / when they might be used</li> <li>• Begin to discuss how they are influenced by the work of other artists</li> <li>• Be able to mix colours with accuracy to match objects</li> <li>• Learn about Monet and Impressionism – compare with post-Impressionism</li> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines</li> </ul> <p><b>Year 3 – Watercolour painting</b></p>
<p><b>Key Vocabulary</b></p> <p><b>Collage</b> – tissue, layers, organic shapes, geometric shapes, background, objective art, abstract art</p>		

	<b>Drawing</b> – medium, textures, tones, graduating tones, shading, Zentangle, hatching, cross-hatching <b>Painting</b> – tint, tone, shade, hue, Impressionism, Post-Impressionism <b>Sculpture</b> – join, secure, aesthetics, sculptor, 3D		
5	<b>Focus Artist: Picasso</b> <b>Focus Skill: Drawing / Digital Art</b> <ul style="list-style-type: none"> <li>• Work in a sustained and independent way to create an accurate, detailed drawing</li> <li>• Develop key elements of their work (line, tone, pattern, texture)</li> <li>• Draw from different viewpoints considering horizon lines</li> <li>• Begin to consider perspective</li> <li>• Use different techniques for purpose e.g., different styles of shading</li> <li>• Work from a variety of sources including observation and photographs to develop own work</li> <li>• Research Picasso and Cubism</li> <li>• Draw in the style of Cubism</li> <li>• Take digital photos, and use software to alter them, adapt them and create work with meaning</li> <li>• Create a Picasso inspired image using photographs</li> <li>• Confidently use a graphics package or app to create and manipulate images using a wider range of digital tools</li> <li>• Combine graphics and text digitally</li> <li>• Understand that a digital image can be made up of different layers</li> <li>• Create layered images from original ideas</li> <li>• Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</li> </ul>	<b>Focus Artists: Frida Kahlo &amp; Diego Rivera</b> <b>Focus Skill: Painting</b> <ul style="list-style-type: none"> <li>• Be able to discuss colours that depict moods in paintings</li> <li>• Mix and match colours to objects in the natural or man-made forms</li> <li>• Know how hues are created using water colours and acrylics</li> <li>• Mix colours, shades, tones, tints with confidence, building on previous knowledge</li> <li>• Select colour for purpose explaining choices</li> <li>• Discuss how colour can be used to express ideas, feelings and mood</li> <li>• Confidently control the types of marks made and experiment with different effects and textures</li> <li>• Discuss Frida Kahlo and Diego Rivera's contributions to Mexican art</li> <li>• Make comparisons between two artists and their work</li> <li>• Choose one of these artists as inspiration for own painting</li> <li>• Annotate sketches to explain and elaborate ideas</li> </ul>	<b>Focus Artist: Andy Warhol – Pop Art</b> <b>Focus Skill: Printing</b> - collagraph and relief <ul style="list-style-type: none"> <li>• Research Pop Art and how Andy Warhol (and Jim Dine) was influential to this movement</li> <li>• Make printing blocks to create an accurate printing design (collagraph and relief)</li> <li>• Look carefully at the methods used and make decisions about printing methods</li> <li>• Decide which type of print works best for different purposes</li> <li>• Create an Andy Warhol style print with attention to detail and colour</li> <li>• Explore printing from other cultures and time periods</li> <li>• Observe print patterns in the natural and man-made world</li> </ul>

	<ul style="list-style-type: none"> <li>Begin to use digital media to record and evaluate a creative learning journey</li> </ul>		
	<b>Key Vocabulary</b> <b>Painting</b> – complementary colours, warm colours, cool colours, inspiration <b>Printing</b> – collagraph, relief, positive space, negative space, pattern <b>Drawing</b> – detail, horizon line, perspective, shading, Cubism <b>Digital Art</b> – digital photo, software, manipulate, graphics, text, layers, filter, special effects		
6	<b>Focus Artist: Henry Moore</b> <b>Focus Skills: Sculpture</b> <ul style="list-style-type: none"> <li>Research Henry Moore and how his sculptures relate to WW2</li> <li>Develop and imaginatively extend ideas from starting points</li> <li>Annotate sketches to explain and elaborate ideas with confidence</li> <li>Recognise sculptural forms in the environment and use these as inspiration for their own work</li> <li>Create original sculptures using clay and wire following the chosen medium's required method</li> <li>Research abstract and semi-abstract pieces like Moore's and discuss their symbolism and meaning</li> <li>Shape, form, model and join with confidence.</li> <li>Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it</li> <li>Adapt work according to their views and describe how they might develop it further</li> </ul>	<b>Focus Artist: Jill Peltó COP<sup>∞</sup></b> <b>Focus Skill: Collage</b>  <ul style="list-style-type: none"> <li>Research Jill Peltó and discuss the significance of climate change to her work</li> <li>Work with a partner to research and represent chosen climate change data in the form of a collage</li> <li>Use collage as a means of extending work from initial ideas</li> <li>Independently select a range of media to produce a collaged image (climate change representation)</li> </ul> <b>Focus Skill: Drawing</b> <b>Focus Artist: Stephen Wiltshire</b> <ul style="list-style-type: none"> <li>Select appropriate media and techniques to achieve a specific outcome</li> <li>Develop their own style</li> <li>Draw for a sustained period of time over a number of sessions</li> <li>Create a cityscape with attention to detail</li> <li>Use tone in drawings to achieve depth</li> <li>Develop drawing with perspective and focal points</li> <li>Adapt drawings according to evaluations and discuss further developments</li> </ul>	<b>Focus Artist: Takashi Murakami</b> <b>Focus Skill: Painting – Colour</b> <ul style="list-style-type: none"> <li>Select colour to express feelings</li> <li>Discuss harmonious and contrasting colours and their placement on the colour wheel</li> <li>Work in a sustained and independent way, developing own style</li> <li>Purposefully control the types of marks, brushstrokes used to create desired effect</li> <li>Use colours and brushstrokes to create atmosphere and light effects</li> <li>Create a Murakami inspired piece, focussing on colour choice</li> </ul> <b>Focus Artist: Child-led research</b> <b>Focus Skill: Mixed Media - Carnival Masks</b> <ul style="list-style-type: none"> <li>Children will independently research and create their own Carnival masks, choosing from a wide variety of materials</li> <li>They will use their knowledge of collage, painting and drawing to design and then create their mask</li> </ul>
	<b>Key Vocabulary</b>		

	<p><b>Collage</b> – tissue, layers, organic shapes, geometric shapes, background, objective art, abstract art, bold</p> <p><b>Sculpture</b> – bend, shape, twist, braid, join, clay, coil, score, slip, slab</p> <p><b>Drawing</b> – style, cityscape, detail, tone, depth, perspective, focal points</p> <p><b>Painting</b> – colour, harmonious colours, contrasting colours, brush strokes</p>
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