



**Brize Norton Primary School – Progression framework for Art**

**Year 1/2/3**

**SHINE Skills**

**Strive**

- I work well in a group to work something out. (Collaboration)
- I keep going when the work is hard (Independence)
- I listen to the teacher and use check lists and marking to make my work better (Independence)

**Help**

- I help other children do better in their work. (Leadership)
- I work with others to solve a problem (Collaboration)

**Inspire**

- I set a good example with my behaviour (Leadership)
- I talk well to the whole class or school on my own (Independence)
- I am interested in learning and finding things out on my own (Independence)

**Nurture**

- I listen to other children’s ideas in the group (Collaboration)
- I show other children what is good about their work (Leadership)
- I help other children to improve their work (Leadership)

**Excel**

- I do a responsible job in the class or school (Leadership)
- I change what I am doing after listening to others’ ideas (Collaboration)
- I work well in a team to present my work to an audience (Collaboration)
- I speak clearly in front of an audience (Independence)

**Subject Content**

**Key stage 1**

- Pupils should be taught:
- to use a range of materials creatively to design and make products
  - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
  - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
  - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**Key Stage 2 ( beginning in Year 3)**

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Pupils should be taught:
- to create sketch books to record their observations and use them to review and revisit ideas
  - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
  - about great artists, architects and designers in history.



Skills (to underpin knowledge and develop throughout each project)				
	Foundation Stage	Year 1	Year 2	Year 3
<b>Exploring and developing ideas &amp; work of artists</b>	<ul style="list-style-type: none"> <li>I can look at work of other artists and share my thoughts and ideas.</li> <li>I have seen the work of an artist and listened to how the artist made the work.</li> <li>I have been able to share how I feel about the work.</li> </ul>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work, and develop their ideas.</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>Begin to understand the historical and cultural development of artists work.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Understand the historical and cultural development of their art forms as well as those of artists studied.</li> </ul>
<b>Drawing &amp; using Sketch Books- each project should begin with drawing, as part of the above or developed as a skill on its own:</b>	<ul style="list-style-type: none"> <li>I can use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</li> <li>I can hold and use a pencil correctly.</li> <li>I can produce different lines (thick, thin, wavy, straight, dark and light).</li> <li>I can infill a shape (colour in the lines).</li> <li>I can create drawings of things in real life e.g. the human body, plants and animals.</li> <li>I can work from observation and imagination.</li> </ul>	<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>Use a sketchbook to gather and collect artwork.</li> <li>Begin to explore the use of line, shape and colour</li> </ul>	<ul style="list-style-type: none"> <li>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>Understand the basic use of a sketchbook and work out ideas for drawings.</li> <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> </ul>	<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>Use their sketchbook to collect and record visual information from different sources.</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> </ul>



<p><b>Painting and Colour</b></p>	<ul style="list-style-type: none"> <li>I can hold and use a brush correctly.</li> <li>I can create a range of marks, using different sized paint brushes.</li> <li>I can recognise and name the primary colours.</li> <li>I can mix paint</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>Mix and match colours to artefacts and objects.</li> <li>Know the primary colours</li> <li>Create different shades of primary colours using different types of paint.</li> <li>Create different textures e.g. use of sawdust.</li> </ul>	<ul style="list-style-type: none"> <li>Know the secondary colours.</li> <li>Mix a range of secondary colours, shades and tones.</li> <li>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>Name different types of paint and their properties.</li> <li>Work on a range of scales e.g. large brush on large paper etc.</li> <li>Mix and match colours using artefacts and objects.</li> </ul>	<ul style="list-style-type: none"> <li>Mix a variety of colours and know which primary colours make secondary colours.</li> <li>Use a developed colour vocabulary.</li> <li>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li> <li>Work confidently on a range of scales e.g. thin brush on small picture etc.</li> </ul>
<p><b>Printing</b></p>	<ul style="list-style-type: none"> <li>I can print with my body parts e.g. hands and feet.</li> <li>I can print using objects e.g. leaves, fruit and vegetables and sponges.</li> <li>I can make rubbings from different surfaces e.g. trees</li> </ul>	<ul style="list-style-type: none"> <li>Make marks in print with a variety of objects, including natural and made objects.</li> <li>Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</li> <li>Make rubbings.</li> <li>Build a repeating pattern and recognise pattern in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</li> <li>Design patterns of increasing complexity and repetition.</li> <li>Print using a variety of materials, objects and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Print using a variety of materials, objects and techniques including layering.</li> <li>Talk about the processes used to produce a simple print.</li> <li>To explore pattern and shape, creating designs for printing.</li> </ul>
<p><b>Collage</b></p>	<ul style="list-style-type: none"> <li>I can use a pair of scissors to cut paper.</li> <li>I can cut and tear paper.</li> <li>I can describe, choose and stick paper, to create a collage.</li> </ul>	<ul style="list-style-type: none"> <li>Create images from imagination, experience or observation.</li> <li>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. to create a simple collage</li> </ul>	<ul style="list-style-type: none"> <li>Create textured collages from a variety of media.</li> <li>Make a simple mosaic.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with a range of media e.g. overlapping, layering etc.</li> </ul>
<p><b>3D Design</b></p>	<ul style="list-style-type: none"> <li>I can touch 3D objects and use vocabulary to describe what they feel like e.g. rough, smooth, hard, soft, big, small etc..</li> <li>I can use clay, play dough or modelling clay to make a sculpture using tools,</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>Explore sculpture with a range of malleable media, especially clay.</li> <li>Experiment with, construct and join recycled, natural and man-made materials.</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</li> <li>Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</li> </ul>	<ul style="list-style-type: none"> <li>Join clay adequately and work reasonably independently.</li> <li>Construct a simple clay base for extending and modelling other shapes.</li> <li>Make a simple papier mâché object.</li> <li>Plan, design and make models.</li> </ul>





	<ul style="list-style-type: none"> <li>including rolling pins.</li> <li>I can use a range of materials to construct a 3D sculpture (junk modelling).</li> </ul>	<ul style="list-style-type: none"> <li>Explore shape and form.</li> </ul>		
<b>Evaluating and Developing Work</b>	<ul style="list-style-type: none"> <li>I can talk about what I like in my drawings, and what I'd like to try again</li> <li>I can adapt my work where necessary</li> </ul>	<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</li> <li>Identify what they might change in their current work or develop in their future work.</li> </ul>	<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</li> <li>Identify what they might change in their current work or develop in their future work.</li> <li>Annotate work in sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> </ul>

Please note that each art project should more or less follow this pattern:

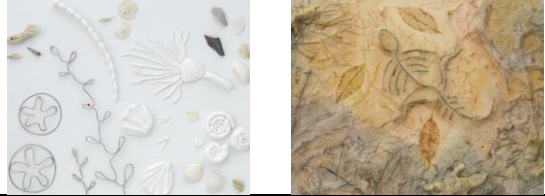

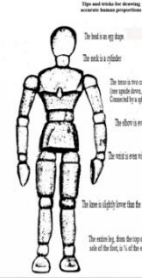

1. **Begin with some kind of inspiration (artefact, work of artist..)**
2. **Time for the children to explore and develop ideas in sketch books (fits with transferable learning goals)**
3. **Development of techniques (take these from the transferable learning goals and subject specific skills/knowledge – most projects are not confined to one set of TLGs and combine skills).**
4. **Creation of own piece, bringing all of the above together to design and make.**
5. **Evaluation.**

Lower School			
YEAR A	Suggested Artists to study	Skills Focus	Skills Outcome
Autumn Term  <b>Compare two significant artists – Clemintine Hunter</b>	Clemintine Hunter (b. 1886, d. 1988) and Leonardo da Vinci (b. 1452, d. 1519)  <ul style="list-style-type: none"> <li>Begin to look deeply at artist's work - What is the same and what is different about da Vinci and Hunter's paintings?</li> </ul>	<ol style="list-style-type: none"> <li>1. Exploring and developing ideas &amp; work of artists.</li> <li>2. Drawing &amp; using Sketch Books.</li> <li>3. Painting and Colour</li> <li>4. Evaluating and Developing work</li> </ol>	Children to create a drawing in the style of Clementine Hunter – children the paint focus on the block colours (create some shades within painting)








<p>and Leonardo da Vinci</p> <p><i>Drawing &amp; Colour</i></p>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observations</li> <li>Ask and answer questions about starting points for their work.</li> <li>Develop and share their ideas, try things out and make changes</li> <li>What about them as people? Clementine Hunter was self-taught – what about da Vinci?</li> <li>Understand the historical and cultural development of their art forms.</li> </ul>	<p><i>See Skills Progression above for years 1-3 expectation for each area.</i></p>	
<p>Spring Term</p> <p><b>Compare two significant artists-</b></p> <p>(Orla Kiely and Henri Matisse)</p> <p><i>Printing/collage</i></p>	<ul style="list-style-type: none"> <li>Look at the printing work of Orla Kiely</li> <li>Record observations of her work.</li> <li>How did her work influence others?</li> <li>What techniques were used?</li> <li>Look at the collage work of Henri Matisse, as well as work from 'The Cut Outs' exhibition at the Tate Modern.</li> <li>Compare artists bold use of colour and blocks.</li> </ul>	<ol style="list-style-type: none"> <li>Exploring and developing ideas &amp; work of artists.</li> <li>Drawing &amp; using Sketch Books.</li> <li>Printing/Collage</li> <li>Evaluating and Developing work</li> </ol> <p><i>See Skills Progression above for years 1-3 expectation for each area.</i></p>	<p>Children to create a price of artwork in the style of/inspired by Orla Kiely (printing) of Henri Matisse (through collage).</p> 
<p>Summer Term</p> <p><b>Fossil beds</b></p> <p>(using different media: natural, man-made, papier mâché, clay)</p> <p><i>3D Sculpture</i></p>	<ul style="list-style-type: none"> <li>Look at real fossils</li> <li>There is a PDF of this and also a video: <a href="https://www.dickblick.com/lesson-plans/fantastic-faux-fossils/">https://www.dickblick.com/lesson-plans/fantastic-faux-fossils/</a></li> </ul>	<ol style="list-style-type: none"> <li>Exploring and developing ideas</li> <li>Drawing &amp; using Sketch Books.</li> <li>3D Sculpture</li> <li>Evaluating and Developing work</li> </ol> <p><i>See Skills Progression above for years 1-3 expectation for each area.</i></p>	<p>Create a "fossil bed" by making three-dimensional shapes of animals, plants or insects, then use papier mache to "bury" them beneath layers of tissue paper. Use pastels to shade and tone the sand sea bed.</p>




YEAR B	Suggested Artists to Study	Skills Focus	Skills Outcome
Autumn Term  <b>Sculpture</b> (nature link)  <i>3D Sculpture</i>	<ul style="list-style-type: none"> <li>Look at sculptures from nature made by Andy Goldsworthy, Nils-Udo and Richard Shilling.</li> <li>Look at sand sculptures by notable artists</li> <li>Record and explore ideas from first hand observations</li> <li>Ask and answer questions about starting points for their work.</li> <li>Understand how the artists were influenced by their county, culture and the environment.</li> </ul>	<ol style="list-style-type: none"> <li>Exploring and developing ideas &amp; work of artists.</li> <li>Drawing &amp; using Sketch Books.</li> <li>3D Sculpture</li> <li>Evaluating and Developing work</li> </ol> <p align="center"><i>See Skills Progression above for years 1-3 expectation for each area.</i></p>	  Children to use natural objects to shape, form, construct and model a sculpture from observation and influence of the studied artists and own imagination.  
Spring Term  <b>Study of drawing the human and animal moving form</b>  <i>Drawing &amp; Colour</i>	Teach children to draw the outline of a human body using shapes. Look at each part and correspond with a shape.  	<ol style="list-style-type: none"> <li>Exploring and developing ideas</li> <li>Drawing &amp; using Sketch Books.</li> <li>Evaluating and Developing work</li> </ol> <p align="center"><i>See Skills Progression above for years 1-3 expectation for each area.</i></p>	Children to draw a human outline using shapes and the sequence of movements from a starting position to a finished position.  
Summer Term	Look at a range of modern artwork depicting the Masai people. Look at the different styles –		



<p><b>African Culture</b></p> <p><i>Geography Link</i></p> <p><i>Printing/collage</i></p>	<p>what's the same and what's different. Explore the colours – how can we create texture? Look at collage work by Pablo Picasso</p> 	<ol style="list-style-type: none"> <li>1. Exploring and developing ideas &amp; work of artists.</li> <li>2. Drawing &amp; using Sketch Books.</li> <li>3. <b>Collage</b></li> <li>4. Evaluating and Developing work</li> </ol> <p><i>See Skills Progression above for years 1-3 expectation for each area.</i></p>	<p>Inspired by Picasso and the Masai, using collage, children to create a picture of the Masai people</p> 
<p><b>YEAR C</b></p>	<p><b>Suggested Artists to Study</b></p>	<p><b>Skills Focus</b></p>	<p><b>Skills Outcomes</b></p>
<p>Autumn Term</p> <p><b>Self-portraits</b> (influenced by an American artist: Andy Warhol and Pop Art)</p> <p><i>Drawing &amp; Colour</i></p>	<p>Artist study - understand the historical and cultural development of Warhol's art forms in simple terms. Explore the portraits in particular – discuss techniques and effects, use these to influence own designs.</p>	<ol style="list-style-type: none"> <li>1. Exploring and developing ideas &amp; work of artists.</li> <li>2. Drawing &amp; using Sketch Books.</li> <li>3. Painting and Colour</li> <li>4. Evaluating and Developing work</li> </ol> <p><i>See Skills Progression above for years 1-3 expectation for each area.</i></p>	<p>Children to create their own self portrait and then use this to create a pop art of themselves in the style of Andy Warhol</p> 
<p>Spring Term</p> <p><b>Great Fire of London</b></p> <p><i>Printing/collage</i></p>	<p>Look at artists such as Jan Griffier the elder (c.1652-1718) and his piece based on the great fire of London. Look at artists such as George Braque and collage</p> 	<ol style="list-style-type: none"> <li>1. Exploring and developing ideas &amp; work of artists.</li> <li>2. Drawing &amp; using Sketch Books.</li> <li>3. Printing/Collage</li> <li>4. Evaluating and Developing work</li> </ol> <p><i>See Skills Progression above for years 1-3 expectation for each area.</i></p>	<p>Children to depict a scene from the Great Fire of London using a simple mosaic and collage.</p> 



<p>Summer Term</p> <p><b>Animal Sculptures</b></p> <p>Clay – linked with Science, Animals incl Humans</p> <p><i>3D Sculpture</i></p>	<p>Look at artists such as Pippa Hill <a href="https://pippahillsculpture.co.uk/">https://pippahillsculpture.co.uk/</a></p> <p>Explore their use of clay to form animals – use of tools to mark make and explore how many elements it may take to make one final piece.</p>	<ol style="list-style-type: none"> <li>1. Exploring and developing ideas.</li> <li>2. Drawing &amp; using Sketch Books.</li> <li>3. 3D Sculpture</li> <li>4. Evaluating and Developing work</li> </ol> <p><i>See Skills Progression above for years 1-3 expectation for each area.</i></p>	<p>Children to use to clay to create an animal sculpture</p> <div style="text-align: center;">  </div>
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