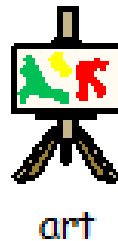


Sutton Valence Primary School

Art Progression of Skills

At Sutton Valence Primary School we have used the National Curriculum alongside referring to how a range of other professional bodies have broken down the objectives to form this document. We have selected five main areas of Art as our foci- drawing, colour, texture, form and printing. This document is to support staff to ensure they are confident in how each year group fits into the big picture of Art in Primary Education and that all lessons are planned progressively by building on previous knowledge and skills. A range of significant historical artists are also suggested for each year group for pupils to research throughout the topic and to provide inspiration. Artists are selected from a range of races and genders in each year group.

Symbols for each area of the wider curriculum have also been created and will be placed next to the learning question so that all pupils are aware of which area they are focussing on in their themes.



Art will be taught via theme units and using one particular Artist per term, to integrate learning and to aid memory transfer whilst working on practical skills. Key skills will be taught explicitly in each year group. Staff will be expected to record the attainment of pupils after each term as a means of tracking the development of skills.

Reception have been included in this document to highlight the prior knowledge and skills that they will need to have achieved by the end of EYFS in order to be successful in Year 1. These objectives link to Early Learning Goals and are taught through a range of adult and child led activities. Some of the art objectives will be covered and developed during DT lessons where they can apply their knowledge and skills to different topics and areas.

Year R:

Autumn Term 1	Autumn Term 2	Spring	Summer
Marvellous me		How can we build worlds?	Materials and Marks
Focus: Drawing and colour Link: Science - Animals including humans Key Artist: Eric Carle Key objectives: • Experience and use primary colours. • To know the names of a variety of colours. • Allow experimentation of mixing. • Learn the names of tools for colour- pastels, paint, felt tips, crayons. • Use a range of tools to make colour on paper. • Begin to use a variety of tools for drawing. • Use drawings to tell a story. • Investigate using a variety of lines- long, short, thick, thin, straight, wavy. • Experiment with mark making to make different textures. • Encourage accurate drawing of people.		Focus: shape, modelling, hand-eye-coordination, fine-motor skills Key Artist: Tatsuya Tanaka Key objectives: • Build dexterity skills • Explore materials and mark making in a playful way • Use bodies and imaginations to inspire making • Explore how they can reflect and share their views about what they have seen or made • Explore how art enriches our lives	Focus: colour recognition, line, mark-making, shape, hand-eye coordination, fine-motor skills Link: Forest school Key Artist: Megan Coyle Key objectives: • Build dexterity skills • Explore materials and mark making in a playful way • Use bodies and imaginations to inspire making • Explore how they can reflect and share their views about what they have seen or made • Explore how art enriches our lives
Outcome: Use drawing and colour skills to make a landscape of mini beasts on display - individual mini beasts to be displayed in shared area		Outcome: Create a fairytale world using the skills learnt and create a large version for display.	Outcome: Create a landscape collage for display using the skills learnt.

Year 1:

Autumn Term 1	Autumn Term 2	Spring	Summer
What is an activist?		Exploring Watercolour	Making Birds
Focus: Printing and pattern Link: N/A Key Artist: Kandinsky Key objectives: • Create patterns and pictures by printing using a range of colours. • Develop printed images with some pencil or decorative detail. • Use equipment and media correctly to produce clean images. • Use appropriate language to describe tools and process. • Awareness and discussion of patterns around them • Experiment creating repeating patterns on paper using drawing and printing		Focus: Surface and Colour Key Artists: Paul Klee & Emma Burleigh Key objectives: • I can explore watercolour and understand the different effects I can achieve. • I can work without an end goal in mind – letting the paint lead me. • I have had the opportunity to see the work of other artists who use watercolour, and share my thoughts about their work. • I can name and use primary colours, and begin to understand how colours mix to make secondary colours. • I can understand that we all see different things in the artwork we make. We all have a different response. • I can think about the marks I make, and develop them further.	Focus: Working in Three Dimensions Key Artist: Johan Scherft Key objectives: • I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed. • I can draw from life, looking closely. • I can experiment with a variety of drawing materials and test ways to make marks that describe what I see. • I can use colour in my drawings and mix two or more different media together. • I have looked at the work of other artists who have been inspired by birds and I can share my response to their work. • I can fold, tear, crumple and collage paper to transform it from 2D to 3D. • I can use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand. • I have seen how my sculpture can be part of a class artwork. I can see how all our sculptures are individual. • I can share my work with my classmates and teachers, and consider what was successful for me.
Outcome: Use printing and pattern skills to create a whole class display inspired by Kandinsky.		Outcome: Use surface and colour skills learnt to create a watercolour painting of Leeds Castle.	Outcome: Create birds using sculpture skills learnt, and use these to make a scene on display.

Year 2:

Autumn Term 1	Autumn Term 2	Spring	Summer
How has the Earth's environment changed over time?		Expressive Painting	Music & Art
Focus: Form and texture Link: Art using recycled materials Key Artist: Bernard Pras Key objectives: - Express personal experiences and ideas in artwork. - Shape and form material from direct observation. - Use a range of tools for shaping and mark-making. - Construct from a range of materials including junk materials. - Replicate texture and pattern in 3D - Discuss simple thoughts and evaluate work from other form artists. - Develop skills of overlapping and overlaying to create collage effects. - Use large eyed needles to create running stitches (can be part of a collage) - Simple applique work attaching materials to fabrics with running stiches. - Begin to explore other stiches-backstitch, cross stitch. - Use a variety of collage materials to make a specific picture		Focus: Surface and Colour Key Artists: Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne Key objectives: - I have seen how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour. - I can start to share my response to the work of other artists. - I can use my sketchbook to fill full of colour and brush marks, inspired by other artists. - I can recognise primary colours and mix secondary colours. I can experiment with hues by changing the amount of primary colours I add. - I can use various home made tools to apply paint in abstract patterns. I can be inventive. - I can make a loose drawing from a still life. - I can see colours and shapes in the still life. - I can use my gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting. - I can share my experiments and final piece with others and share what I liked and what went well. - I can enjoy the work of my classmates and I can see how all the work is different. I can share my response to some of their work. - I can take a photograph of my final piece, thinking about focus and lighting.	Focus: Working in Three Dimensions Key Artist: Kandinsky Key objectives: - I have seen how some artists are inspired by other art forms such as music. I can share my response to their work, and listen to others. - I can listen to sounds, and use my mark making skills to make marks in response. - I can draw from observation whilst listening to a piece of music, and let the music inspire my drawing. - I can use my imagination and work on a larger scale to make drawings of imaginative instruments, or I can use my hands to invent musical instruments made from construction materials. - I can share my work with the class. - I can reflect upon what I have made and share my work with the class. I can listen to their responses to my work, and talk about my response to their work. - I can take photos of my artwork.
Outcome: Use form and texture skills to create a whole class art piece using recycled materials.		Outcome: Create a landscape of Sutton Valence in the style of Cezanne.	Outcome: Create a display of their imaginary Orchestra.

Year 3:

Autumn Term 1	Autumn Term 2	Spring	Summer
What is the land use of the UK?	Why did Pre-Historic Settle?	Cloth, Thread, Paint	Telling stories through Drawing & Making
Focus: Printing and pattern Link: Stone age - History Key Artist: Stone age Cave paintings Key objectives: • Use equipment and media with increasing confidence. • Use both relief and impression to create printing. • Use sketchbook to record a range of printing. • Discuss own work and work of artists. • Print on a variety of surfaces. • Explore colour mixing through overlapping prints. • Add to work through the use of pointillism. • Search for patterns around us in world, pictures and objects. • Use environment and other sources to make own patterns- printing, rubbings. • Use sketchbooks to create own motif to repeat • Make patterns on a range of surfaces	Focus: Surface and Colour Key Artists: Alice Kettle, Hannah Rae Key objectives: • I have explored how artists combine media and use them in unusual ways to make art. • I can share my response to their work. • I can use my sketchbook to make visual notes capturing ideas that interest me. • I can use my sketchbook to test ideas and explore colour and mark making. • I can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions. • I can use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape. • I can share my work with others and share my thoughts about the process and outcome. I can listen to their feedback and take it on board. • I can appreciate the work of my classmates enjoying the similarities and differences between our processes and outcomes. I can share my feedback on their work. • I can take photographs of my work, thinking about lighting and focus.	Focus: Working in Three Dimensions Key Artists: Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake Key objectives: • I have seen how artists are inspired by other artists often working in other art forms. • I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artists work. • I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials. • I can make a sculpture using materials to model or construct which is inspired by a character in a book or film. • I can reflect and share how the way I made my sculpture helps capture my feelings about the original character. • I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character. • I can share my feedback about my classmates work.	

		I can take photographs of my work thinking about focus, background and lighting.
Outcome: Use printing and pattern skills to create a whole class cave painting using stencils made previously for individual pieces.	Outcome: Create a landscape for display using the skills learnt.	Outcome: Create model characters inspired by Quentin Blake, photos and designs to be displayed.

Year 4:

Autumn Term 1	Autumn Term 2	Spring	Summer
What are Britain’s important cities?	How did the Romans conquer Britain?	Exploring Pattern	Storytelling Through Drawing
Focus: Form and texture Link: Science- animals including humans and living things and their habitats Key Artist: Suzie Marsh Key objectives: - Plan and develop ideas in sketchbooks and make informed choices about media and methods. - Investigate surface patterns and texture in 3D work. - Work safely, organise working area efficiently and clear away. - Discuss own work and work of other 3D artists. - Consider light, shadow, space and size. - Investigate, analyse and interpret natural and manmade forms of construction. - Place more emphasis on observation and design of textual art. - Use initial sketches to aid work. - Experiment with creating mood, feeling, movement and areas of interest.	Focus: Surface and Colour Key Artists: Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont Key objectives: - I can relax into making a sensory drawing using a pencil, making marks on the page without having a predefined outcome. - I have explored the work of an artist who creates artwork inspired by pattern. I have thought about where we use pattern in our life to make our worlds brighter. - I can work in my sketchbooks to explore how I can make drawings inspired by “rules.” I can generate lots of different types of patterns. - I can explore the work of a surface pattern designer and make my own repeating pattern, exploring colour, shape and composition. - I can present and share my work. I can reflect and share my thoughts with others.	Focus: Drawing and Sketchbooks Key Artists: Laura Carlin, Shaun Tan Key objectives: - I have explored the work of artists who tell stories through imagery. - I can respond to the work of illustrators and/or graphic novelists, “reading” the visual images and sharing my thoughts. - I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists’ work. - I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose. - I can use line, shape, and colour using a variety of materials to test my ideas. - I can think about how I might use composition, sequencing, mark making and some text in my drawings. - I can create a finished piece which contains sequenced images to describe a narrative.	

- Look at and evaluate fabrics from other countries. Compare with their own. Discuss a variety of fabrics. - Look at and investigate tie dying (Batik). Investigate ways of colouring and patterning materials.	I can listen to the reflections of my classmates and feedback on their work. I can take photographs of my work.	- I can share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board. - I can appreciate the work of my classmates and think about similarities and differences between our work. I can share my feedback on their work. - I can take a photograph of my work, thinking about lighting and focus.
Outcome: Use texture and form skills to make clay models of animals inspired by Suzie Marsh. Whole class paper mache animal for display.	Outcome: Make their own pattern and make a shared pattern for display.	Outcome: Create their own accordion book. Examples to be put on display.

Year 5:

Autumn Term 1	Autumn Term 2	Spring	Summer
What are the physical features of the UK?	Were the Vikings raiders or traders?	Mixed Media Land & City Scapes	Set Design
Focus: Drawing and colour Link: Space Key Artist: Vincent van Gogh Key objectives: - Observe and draw the effects of light and dark using an increasing variety of techniques- pencil grades, rubbers, cross hatching. - Experiment with scale and proportion. - Work on an increasing variety of scales. - Look at some techniques to show and interpret the textures of surfaces. - Produce increasingly detailed preparatory sketches. - Independently select materials to create desired outcomes.	Focus: Surface and Colour Key Artists: Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones Key objectives: - I have seen how artists respond to land and city scapes in various ways by using inventive mixed media combinations. - I have seen how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place. I	Focus: Working in Three Dimensions Link: English Narrative - Ancient Egypt myths Key Artists: Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson Key objectives: I have explored how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. I can articulate and share my response to their work.	

- Consider how different artists use colour and how they apply colour for their desired effect. - To encourage selection of suitable equipment to apply colour. - Explore textures of different paint and how texture can be changed. - Use colour to express moods and feelings. - Explore the use of texture in colour- with sawdust, glue, shavings, sand and also on different surfaces. - Experiment with particular qualities of tone, shades, hue and mood.	- have been able to share my response to their work. - I can extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on. - I can use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn't work. - I have continued my exploratory work outside the sketchbooks, bringing my "sketchbook way of thinking" to larger sheets of paper. - I can share my journey and discoveries with others and am able to reflect upon what I have learnt. - I can appreciate and be inspired by the work of my classmates, and I can share my response to their work.	- I can respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys my interpretation of the mood/narrative of the original stimulus. - I can use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect. - I can share my process and outcome with my classmates, articulating my ideas and methods. I can listen to their feedback and take it on board. - I can appreciate the artwork made by my classmates and share my response to their work. - I can take photographs or film of my artwork thinking about presentation, lighting, focus and composition. - I can use my animation set as backdrop to an animation.
Outcome: Use drawing and colour skills to create individual pieces inspired by van Gogh. Create a whole class 3D version of The Starry Night.	Outcome: Make a landscape of Africa for display.	Outcome: Make their own set using cardboard boxes to be put on display.

Year 6:

Autumn Term 1	Autumn Term 2	Spring	Summer
What is the economic activity in Britain?	What was the cause and effect of WW1?	Exploring Identity	Shadow Puppets
Focus: Printing and pattern Link: All living things and their habitats - Science Key Artist: John Dyer		Focus: Surface and Colour Key Artists: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett	Focus: Working in Three Dimensions Key Artists: Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrllaga, Thomas Witte

Key objectives: • Builds up drawings and images of whole or parts of items using various techniques confidently, e.g. card, relief • Recreates a scene remembered, observed or imagined, through collage • Use screen printing • Explore printing techniques used by various artists. • Experiment with ideas and plan and evaluate these within sketchbooks. • Organise a range of own patterns • Create own abstract pattern • Patterns reflect personal experiences and expression	Key objectives: • I have seen how artists explore their identity by creating layered and constructed images. I can share my response to their work with my classmates. • I can use my curiosity to think about how I might adapt techniques and processes to suit me. • I can use my sketchbook to record, generate ideas, test, reflect and record. • I can work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning. • I can share my work with my classmates, articulate how I feel about the journey and outcome. I can listen to feedback from my classmates and respond. • I can appreciate the work of my classmates and I can reflect upon the differences and similarities of their work (and experience) to mine. I can share my response to their work. • I can take photographs of my artwork, thinking about lighting, focus and composition.	Key objectives: • I have seen how a variety of artists and craftspeople use their interest in cutouts to generate imagery. I can share my response to their work with my classmates. • I can use my curiosity to think about how I might adapt techniques and processes to suit me. • I can use my sketchbook to record, generate ideas, test ideas and reflect. • I can make a shadow puppet thinking about how the qualities of the materials I use affect the final outcome. • I can manipulate the materials using tools so that the puppets I make have character and expression. • I can make my puppets move in simple ways by articulating them. • I can work with my peers to create a collaborative experience. • I can share my work, as a team, and share and listen to feedback. • I can give my feedback to the work of other teams, and appreciate the differences and similarities of their work to ours. • I can photograph or film our puppets and performance.
Outcome: Use printing and pattern skills to create an individual and whole class piece inspired by the work of John Dyer.	Outcome: Use drawing and colour skills to create individual and a whole class display of the poppy field.	Outcome: Create Shadow Puppets to be displayed with photos of the shadow puppets being used.

Art Term _____

Key skills		Children Working Towards
Learning objectives		