

Year 1 Art - Ashbury Meadow Progression Document 2020

Area of study	Units	Skills
Drawing	Autumn 1 – Charcoal in mark making* Autumn 2 – Drawing spiral snails* (pencil, chalk, crayon, oil pastel, felt tips, ballpoint)	<ul style="list-style-type: none"> • Begin to explore the use of line, shape and colour on a range of scales from small to large • Begin to draw with a variety of tools, including pencils, rubbers, crayons, oil pastels, felt tips, charcoal, ballpoints and chalk • Begin to use a sketchbook to gather and collect artwork and to experiment drawing skills • Use mark making to explore drawing skills
Painting	Spring 2 – Season paintings (poster paint) Summer 1 – Artist study (poster paint)	<ul style="list-style-type: none"> • Experiment with paint on different scales • Recognise primary colours and explore simple colour mixing • Begin to use and choose different paint brush sizes • Mix and match colours to artefacts and objects
Sculpture	Summer 2 – Painted clay* - planets (acrylic paint)	<ul style="list-style-type: none"> • Explore modelling and shaping clay • Explore shape and form • Make personal choice on the use of colour
Printing	Spring 1 – Block printing of fire prints (poster paint)	<ul style="list-style-type: none"> • Explore simple printmaking • Explore the use of pattern, line, shape and colour • Make marks in print with a variety of objects, including natural and made objects

Skills to embed throughout the **whole** year, including artist study

Exploring and developing ideas	<ul style="list-style-type: none"> • Begin to record and explore ideas from first hand observation, experience and imagination • Begin to develop ideas for the starting points of artwork • Begin to explore the work and disciplines of named artists and craftspeople, identifying similarities and differences between disciplines • Begin to make links between artwork and that of famous artists studied
Sketchbook	<ul style="list-style-type: none"> • Begin to understand the purpose of a sketchbook • Begin to use a sketchbook to develop ideas, practise skills and evaluate work, showing some ownership over their sketchbook
Evaluating and developing work	<ul style="list-style-type: none"> • Begin to understand the subjective nature of art, valuing their work and the work of others • Show an interest in and share an opinion about artwork (their own and that of others) • Identify what they like about their end product and what they would like to improve
Breadth of study	<ul style="list-style-type: none"> • Explore art, design and craft through painting, drawing, sculpture and printing projects • Develop artwork on their own and collaboratively on projects in 2D and 3D and on different scales

Generating Ideas Skills of Designing & Developing Ideas	<ul style="list-style-type: none"> • Recognise that ideas, opinions and imagination can be expressed in art work • Experiment with an open and individual mind
Making Skills of Making Art, Craft and Design	<ul style="list-style-type: none"> • Explore art through different media, beginning to identify the qualities of different media • Begin to use materials to achieve particular characteristics or qualities • Show an enjoyment in practising artistic skills and creating end products
Knowledge about art processes and context	<ul style="list-style-type: none"> • Begin to use technical vocabulary to discuss artwork • Recognise, name and use some tools used by painters, drawers, printers and sculptors • Recognise and describe some simple characteristics of different kinds of art, craft and design

Year 2 Art - Ashbury Meadow Progression Document 2020



Area of study	Units	Skills
Drawing	Autumn 1 – Continuous line drawings* of plants (pencil, ballpoint)	<ul style="list-style-type: none"> • Experiment with line, shape and pattern, working on different scales in pencil and ballpoint • Draw for an increasingly sustained period of time from real objects and the imagination • Experiment drawing from different stimuli, such as observations and imagination • Draw single and grouped objects
Painting	Spring 1 – Mixing colours* (poster paint) Spring 2 – Mini-beast artwork paintings* (poster paint) Spring 3 – Artist study Van Gogh focusing on Sunflower paintings (water colour)	<ul style="list-style-type: none"> • Explore mixing colours to produce a range of secondary colours, shades and tones • Understand the relationship of primary and secondary colours • Mix colours for purpose with increasing independence • Paint on a range of scales e.g. large brush on large paper, small brush on large paper, etc. • Name two types of paint and their properties
Sculpture	Summer 2 - Animal masks	<ul style="list-style-type: none"> • Experiment with, construct and join recycled, natural and man-made materials • Explore how 2D can become 3D, using drawing as a basis for design • Cut simple shapes from card and use them to construct architectural forms • Use and name some tools and techniques for sculpture
Printing	Autumn 2 – mono-printing (oil pastel and carbon copy paper)*	<ul style="list-style-type: none"> • Explore simple mono printing techniques using carbon paper • Compare two techniques for printing (consider Yr1 as comparison)

Skills to embed throughout the **whole** year, including artist study

Exploring and developing ideas	<ul style="list-style-type: none"> • Continue to record and explore ideas from first hand observation, experience and imagination • Continue to develop ideas for the starting points of artwork • Continue to explore the work and disciplines of named artists and craftspeople, identifying similarities and differences between disciplines • Continue to make links between artwork and that of famous artists studied
Sketchbook	<ul style="list-style-type: none"> • Understand the purpose of a sketchbook • Begin to use a sketchbook to develop ideas, practise skills and evaluate work, showing some ownership over their sketchbook

	<ul style="list-style-type: none"> • Begin to annotate their work in a sketchbook
Evaluating and developing work	<ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook • Identify what they might change in their current work or develop in their future work
Breadth of study	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2D and 3D and on different scales • Investigate different kinds of art, craft and design
Generating Ideas Skills of Designing & Developing Ideas	<ul style="list-style-type: none"> • Try out different activities and make sensible choices about what to do next • Use drawing to record ideas and experiences
Making Skills of Making Art, Craft and Design	<ul style="list-style-type: none"> • Deliberately choose to use particular techniques for a given purpose with some support • Develop and exercise some care and control over the range of materials they use
Evaluating Skills of Judgement and Evaluation	<ul style="list-style-type: none"> • When looking at creative work, express clear preferences and give some reasons for these
Knowledge about art processes and context	<ul style="list-style-type: none"> • Understand that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times • Begin to talk about the materials, techniques and processes they have used in their artwork

Year 3 Art - Ashbury Meadow Progression Document 2020

Area of study	Units	Skills
Drawing	<p>Spring 2 – Continuous line drawing* of rocks (pencil, ballpoint, charcoal)</p> <p>Summer 2 – Thoughtful mark making* of rocks and fossils (pencil, ballpoint, crayons, oil pastels, felt tips)</p>	<ul style="list-style-type: none"> • Use different media to achieve variations in line, texture, tone, colour, shape and pattern • Explore observational drawing using different grades of pencil • Plan, refine and alter their drawings as necessary • Draw for an increasingly sustained period of time at their own level • Experiment with layering different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint
Painting	<p>Autumn 1 – Cave painting as in the Stone Age</p> <p>Spring 1 – Portraits in the style of Klee (acrylic)</p>	<ul style="list-style-type: none"> • Explore the use of natural materials to create paint media • Experiment with different effects and textures created with paint • Mix a variety of colours, knowing which primary colours make secondary colours • Use an increasingly developed colour vocabulary • Work confidently on a range of scales e.g. thin brush on small picture, larger brush on larger design
Sculpture	<p>Autumn 2 – Clay pots (moulding, pinch pottery)</p> <p>Summer 2 – Be an Architect* - houses from recycled material (construction, joining)</p>	<ul style="list-style-type: none"> • Explore shape and form • Begin to explain if their work has been sculpted, modelled or constructed • Understand the safety and basic care of materials and tools • Create sculpture with a range of malleable media, such as clay • Manipulate and join clay for a purpose with increasing independence • Experiment with, construct and join recycled, natural and man-made materials

Skills to embed throughout the **whole** year, including artist study

Exploring and developing ideas	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes • Question and make thoughtful observations about starting points and select ideas to use in their work • Explore the work and disciplines of a range of artists, craftspeople and designers working in different times and cultures • Begin to identify elements that inspire them from the work of artists and craftspeople
Sketchbook	<ul style="list-style-type: none"> • Use sketchbooks for a variety of purposes including: recording observations, developing ideas (including with annotations), testing materials, planning and recording information • Show increasing ownership over their sketchbook • Demonstrate their understanding of the purpose of a sketchbook
Evaluating and developing work	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them • Adapt their work according to their views and describe how they might develop it further

Breadth of study	<ul style="list-style-type: none"> • Work on own and collaboratively with others, on projects in 2D and 3D and on different scales • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions
Generating Ideas Skills of Designing & Developing Ideas	<ul style="list-style-type: none"> • Gather and review information, references and resources related to their ideas and intentions • Use a sketchbook for different purposes, including recording observations, planning and shaping ideas
Making Skills of Making Art, Craft and Design	<ul style="list-style-type: none"> • Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques • Select, and use appropriately, a variety of materials and techniques in order to create their own work
Evaluating Skills of Judgement and Evaluation	<ul style="list-style-type: none"> • Take the time to reflect upon what they like and dislike about their work in order to improve it
Knowledge about art processes and context	<ul style="list-style-type: none"> • Discuss and describe the work of some artists, craftspeople, architects and designers • Be able to explain how to use some of the tools and techniques they have chosen to work with

Year 4 Art - Ashbury Meadow Progression Document 2020



Area of study	Units	Skills
Drawing	Spring 2 – Illustrating the Jaberwocky* (pencil and charcoal) Summer 1 – Manchester WW2 scene (pencil, parallel and cross-hatching for detail)	<ul style="list-style-type: none"> • Explore relationships between line and tone, pattern and shape, line and texture • Alter and refine drawings • Use research to inspire drawings from memory and imagination • Make choices of media in drawings, including pencil grade • Use growing technical skill and knowledge of different drawing materials • Create drawings in response to a range of stimuli, such as texts and historical events
Painting	Summer 2 – Painting of Manchester bombing scene (oil painting) Autumn 1 – Tree paintings in the style of Matisse in Fauvism movement	<ul style="list-style-type: none"> • Use more specific colour language e.g. tint, tone, shade, hue • Choose paints and tools appropriately • Choose, mix and use colours with increasing accuracy • Show increasing independence and creativity with the painting process
Sculpture	Spring 1 – Roman city sculpture (joining, construction of recycled materials)	<ul style="list-style-type: none"> • Plan a sculpture through drawing and other preparatory work • Continue to develop understanding of shape, space and form • Explain if their work has been sculpted, modelled or constructed • Use a variety of materials to create 3D sculpture from 2D design • Adapt models, making choices about 3D technique during the making process
Mosaics	Autumn 2 – Personal decorative mosaic design	<ul style="list-style-type: none"> • Refine and alter ideas and explain choices using an art vocabulary • Explore the use of pattern in design

Skills to embed throughout the **whole** year, including artist study

Exploring and developing ideas	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes • Question and make thoughtful observations about starting points and select ideas to use in their work • Explore the work and disciplines of a range of artists, craftspeople and designers working in different times and cultures
Sketchbook	<ul style="list-style-type: none"> • Use sketchbooks for a variety of purposes including: recording observations, developing ideas, testing materials, planning and recording information • Show increasing ownership over their sketchbook
Evaluating and developing work	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them • Adapt their work according to their views and describe how they might develop it further
Breadth of study	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2D and 3D and on different scales

	<ul style="list-style-type: none"> • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions
Generating Ideas Skills of Designing & Developing Ideas	<ul style="list-style-type: none"> • Begin to select and use relevant resources and references to develop their ideas
Making Skills of Making Art, Craft and Design	<ul style="list-style-type: none"> • Apply the technical skills they are learning to improve the quality of their work
Evaluating Skills of Judgement and Evaluation	<ul style="list-style-type: none"> • Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve
Knowledge about art processes and context	<ul style="list-style-type: none"> • Describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied • Know and be able to demonstrate how tools and techniques they have chosen to work with should be used effectively and with safety

Year 5 Art - Ashbury Meadow Progression Document 2020

Area of study	Units	Skills
Drawing	Autumn 1 – Character illustrations (pencil, charcoal, stippling, blending) Spring 1 – Drawing fruit in preparation for fruit tiles (pencil, oil pastel)	<ul style="list-style-type: none"> • Draw in a sustained and independent way from observation, experience and imagination • Continue to explore line, tone, pattern, texture, colour and shape • Practise using and choosing a range of sketching techniques • Use growing technical skill and knowledge of different drawing materials
Painting	Spring 2 – Painting fruit tiles (acrylic) Summer 1 – Painting building designs in style of Gaudi (water colour)	<ul style="list-style-type: none"> • Demonstrate a secure knowledge about primary and secondary colours • Begin to use the terms warm and cold colours, complementary and contrasting colours • Create imaginative work from multiple sources • Explore painting on different surfaces, including clay • Name and describe the features of at least two types of paint
Sculpture	Autumn 2 – Saxon jewellery and crosses (air drying clay) Spring 1 and 2 – Fruit clay tiles* and clay fruit pinch projects* Summer 2 – Inspired by Miró*	<ul style="list-style-type: none"> • Describe different qualities involved in modelling for sculpture • Make informed choices about 3D techniques chosen • Demonstrate an understanding of shape, space and form in planning, designing, making and adapting models • Manipulate clay for a variety of purposes • Explain if work has been sculpted, modelled or constructed • Explore a range of clay technique, including making slab pieces • Decorate clay with relief patterns based on observational drawing skills

Skills to embed throughout the **whole** year, including artist study

Exploring and developing ideas	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes • Question and make thoughtful observations about starting points and select ideas and processes to use in their work • Explore the technique, work, roles and purposes of artists, craftspeople and designers working in different times and cultures
Sketchbook	<ul style="list-style-type: none"> • Independently use digital media to record their art, such as taking photographs for their sketchbook • Confidently use sketchbooks for a variety of purposes including: recording observations, developing ideas, testing materials, planning and recording information • Begin to conduct independent research to record in their sketchbook

	<ul style="list-style-type: none"> • Show ownership over their sketchbook
Evaluating and developing work	<ul style="list-style-type: none"> • Compare ideas and methods in their own and others' work and say what they think and feel about them • Adapt their work according to their views and describe how they might develop it further.
Breadth of study	<ul style="list-style-type: none"> • Work on their own and collaboratively with others, on projects in 2D and 3D and on different scales • Explore art, craft and design in a variety of genres, styles and traditions, including in the locality
Generating Ideas Skills of Designing & Developing Ideas	<ul style="list-style-type: none"> • Engage in open ended research and exploration in the process of initiating and developing their own personal ideas
Making Skills of Making Art, Craft and Design	<ul style="list-style-type: none"> • Use their increasing technical expertise to make work which effectively reflects their ideas and intentions
Evaluating Skills of Judgement and Evaluation	<ul style="list-style-type: none"> • Regularly analyse and reflect on their progress taking account of what they hoped to achieve
Knowledge about art processes and context	<ul style="list-style-type: none"> • Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions • Describe the processes they are using and how they hope to achieve high quality outcomes

Year 6 Art – Ashbury Meadow Progression Document 2020

Area of study	Units	Skills
Drawing	Autumn 1 – Portraits (pencil) Autumn 2 – Viking longboats (pencil including different grades, hatching, stippling, circling)	<ul style="list-style-type: none"> • Manipulate and experiment with line, tone, pattern, texture, form, space, colour and shape • Create shades and tints using black and white • Develop ideas using different or mixed media, chosen independently • Develop drawing skills using observational drawing
Painting	Summer 1 and 2 – Viking longboat (water colour)	<ul style="list-style-type: none"> • Continue to develop painting technique, including testing media and materials • Choose appropriate tools to create, adapt and extend their work • Mix appropriate colours confidently for purpose • Inspire design from a variety of sources, including those researched independently • Show an awareness of how paintings are created (composition)
Sculpture	Autumn 2 – Shadow puppets* Spring 1 – Exploring 3D set design*	<ul style="list-style-type: none"> • Create sculpture and constructions with increasing independence • Describe a range of techniques involved in sculpture • Plan a sculpture through drawing and other preparatory work • Explain and use an understanding of shape, space and form in planning, designing, making and adapting models • Combine narrative, character, drama and literature with artwork designed and created • Use digital media to record narratives • Explore the transformation of materials to produce an object that conveys personality of the maker

Skills to embed throughout the **whole** year, including artist study

Exploring and developing ideas	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes • Question and make thoughtful observations about starting points • Select ideas and processes to use in their work • Name a range of artists, craftspeople and designers and identify features of their work • Explore and discuss the technique, work, roles and purposes of artists, craftspeople and designers working in different times and cultures
Sketchbook	<ul style="list-style-type: none"> • Confidently use sketchbooks for a variety of purposes including: recording observations, developing ideas, testing materials, planning and recording information with a strong sense of ownership for their sketchbook • Demonstrate an understanding of the link between recording in sketchbooks and their artistic journey • Conduct independent research to record in their sketchbook

	<ul style="list-style-type: none"> Record their own work taking photographs for their sketchbook
Evaluating and developing work	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further
Breadth of study	<ul style="list-style-type: none"> Work on their own, and collaboratively with others, on projects in 2D and 3D and on different scales Investigate art, craft and design in a variety of genres, styles and traditions, including in the locality Use digital media to record narratives created through artistic making
Generating Ideas Skills of Designing & Developing Ideas	<ul style="list-style-type: none"> Independently develop a range of ideas which show curiosity, imagination and originality Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches
Making Skills of Making Art, Craft and Design	<ul style="list-style-type: none"> Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques Independently select and effectively use relevant processes in order to create successful and finished work
Evaluating Skills of Judgement and Evaluation	<ul style="list-style-type: none"> Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work
Knowledge about art processes and context	<ul style="list-style-type: none"> Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects, taking account of the influence of the different historical, cultural and social contexts in which they worked Understand and use technical vocabulary and techniques for modifying the qualities of different materials and processes