



## Ashdene Primary School – Art Progression Map EYFS –Y6

<b>Purpose of Study</b>	Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
<b>Aims</b>	<ul style="list-style-type: none"><li>• To produce creative work, exploring their ideas and recording their experiences</li><li>• To become proficient in drawing, painting, sculpture and other art, craft and design techniques</li><li>• To evaluate and analyse creative works using the language of art, craft and design</li><li>• To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li></ul>
<b>Art at Ashdene</b>	Art at Ashdene is taught by a specialist teacher (Mrs Ellis - art coordinator) and by Mrs Barnes (Displays Coordinator). Four Year groups have weekly timetabled art lessons for a half term, with the remaining three year groups enjoying art mornings or afternoons with Mrs Barnes and their class teacher. This is alternated on a termly basis to ensure all year groups receive specialist art lessons and longer enrichment sessions. As a result of regular art lessons and because of whole-school events such as <i>The Ashdene Art Exhibition</i> , the profile and importance of art has been raised and creative skills enhanced.

## Ashdene Primary School – Art Progression Map EYFS –Y6

### DRAWING

EYFS		Y1	Y2	Y3	Y4	Y5	Y6
Creates simple representations of events, people and objects.	HT1	L.S Lowry	Tudor Houses	The Romans	The Greeks	The Vikings	Crime and Punishment
	Links to prior learning	Prior learning in EYFS- in particular use of simple tools and techniques and	Prior learning in Year 1 – discuss range of media used before	Prior learning in Year 2 – discuss range of media used before	Review use of lines to make geometric patterns and ways in which detail can be added to drawings.	Review previous use of line, tone, shape and colour. Review how to create textures.	Review how to use simple perspective in their work. Review how to use measuring skills to help



<p>Chooses particular colours for use and purpose.</p> <p>Uses simple tools and techniques competently and appropriately</p> <p>Select appropriate resources and adapts work where necessary.</p> <p>Safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	1	<p>representations of people and houses.</p> <p><i>Ask questions and describe what can be seen in a painting. Ask questions about a piece of art. Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal. Look at paintings by L.S Lowry. Discuss key features. Model how to draw figures in his style, Chdn to practice drawing stick figures in sketchbook using oil pastels. Can they capture Lowry's style?</i></p>	<p><b>Experiment</b> with a variety of drawing media. Choose and use three different grades of pencil when drawing. Let children explore making different marks with a range of drawing media. Demonstrate the potential of the pencil as a tool to create a whole repertoire of marks and lines with different weights, frequencies, depths and lengths.</p>	<p><b>Line and Marks</b></p> <ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements to create lines and marks.</li> </ul> <p>This lesson is about exploring charcoal as a medium. They are to make marks in their sketchbooks. Reflect as they go along in this exercise; prompt them to think about the marks they make: do they like them, could they make them darker, lighter, softer, harder, clearer, more blurred? Children to learn that some materials are harder to control and that sometimes you have to go "with" the material to get the best from it.</p>	<p><b>Form and Shape</b></p> <ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements to draw different forms and shapes</li> <li>Show an increasing awareness of objects having a third dimension</li> </ul> <p>Let children explore different shaped Greek vases. Demonstrate how to draw vase shapes to give an appearance of 3D dimension. Take children through drawing a different vase step by step allowing children time to draw at each point. Check understanding and discuss any difficulties at each stage. Allow chdn to have a go independently with a diff vase.</p>	<p><b>Lines and Marks,</b></p> <ul style="list-style-type: none"> <li>Work with wet media to make different marks, lines, patterns, textures and shapes</li> </ul> <p>Let children explore making different marks using inks and homemade quills (rolled paper or feathers). What did they find easy/difficult about using the medium? Model sketching Viking faces using inks. Children to try as model step by step. Then explore having a go on their own.</p>	<p>with proportion in their drawings.</p> <p><b>Draw</b></p> <ul style="list-style-type: none"> <li>Use different techniques for different purposes e.g. hatching within own work</li> <li>Draw with precision using different gradient pencils or other mediums for effect</li> </ul> <p>Recap all children have previously learnt about portrait drawing.</p> <p>Look at proportion when drawing face.</p> <p>Practice key features in detail. Using different grade pencils to create shading, detail and effect.</p>
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<p>They represent their own ideas, thoughts and feelings through art.</p>	<p>2</p>	<p><b>Painting Mix</b></p> <ul style="list-style-type: none"> <li>•Primary shades and tones</li> <li>•Explore white/black added to paint colours</li> </ul> <p>Study L.S Lowry's <i>The Railway Platform</i> In groups children to draw and paint sections of the background. Discuss colours seen in paintings e.g. primary colours found. Demonstrate and allow children to explore tone when mixing colours by adding white or black.</p>	<p>Revisit week 1- what they found they could do with a range of pencils and how</p> <p><b>Control</b></p> <ul style="list-style-type: none"> <li>• The types of marks made with a range of media</li> <li>•Develop control of pencil for detail in their pictures</li> </ul> <p>Chdn to study pictures of Tudor houses. Look at their features. In sketchbooks, chdn to complete the other half of pictures of homes (used to support drawing). Use experience with pencils in week 1 to add different thicknesses of lines and detail. Do own complete sketch of a Tudor home.</p>	<p>Revisit week 1- what they found they could do with charcoal</p> <p><b>Experiment</b></p> <ul style="list-style-type: none"> <li>• With ways in which surface detail can be added to drawings</li> </ul> <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>• Apply tone in a drawing in a simple way</li> </ul> <p>Chdn to study pictures of Roman Buildings. Demonstrate how to sketch whole or sections (using view finder) of buildings using charcoal. Recap how to use tone with charcoal and put detail of buildings in sketch.</p> <p><b>Chdn to review what they have learnt, how skills have improved &amp; what they need to still practice.</b></p>	<p>Revisit- use of charcoal in Y3</p> <p><b>Line and Marks.</b></p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements to create lines and marks</li> </ul> <p>Chdn to study pictures of Greek Vases. Look closely at the detailed patterns and pictures on them. In sketchbooks, chdn to complete studies of vases, sketching parts/designs/people patterns etc.... they like. Use different sketching pencils and charcoal pencils to complete.</p>	<p>Revisit- use of Chiaroscuro charcoal in Y3</p> <p><b>Lines and Marks,</b></p> <ul style="list-style-type: none"> <li>• Use dry media to make different marks, lines, patterns and shapes within drawing</li> </ul> <p><b>Tone, Form and Texture</b></p> <ul style="list-style-type: none"> <li>• Use shading to create mood, feeling and texture</li> </ul> <p>Using Chiaroscuro method children to create artwork on Viking face. After crushing charcoal to make background shade, chdn to then use darker tones to draw facial features. Finally use a rubber to rub out highlights and use chalk to add additional highlights. Model this process step by step. Can the children use tone to create fierce warrior feeling?</p>	<p>Revisit- use of coloured pencils to create tone.</p> <p><b>Tone, Form and Texture</b></p> <ul style="list-style-type: none"> <li>•Start to develop their own style using tonal contrast and mixed media</li> </ul> <p>Children to draw half of their face on large A3 sheet of paper. Use of pencil and shading.</p> <p>Use all skills practiced from previous week.</p> <p>Begin to draw other side of their face by drawing things that represent themselves, their hobbies and likes.</p>
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	3	<p>Revisit week 1 <b>Control</b></p> <ul style="list-style-type: none"> <li>• <b>The types of marks made with a range of media.</b></li> </ul> <p>Children to draw own <b>Lowry</b> figures to go on the platform. Think about colour, shapes, style etc...</p>	<p>Revisit week 2</p> <p>Children to sketch 2-3 pictures of a range of different Tudor homes onto thick paper. Spend time to create details of patterns on buildings/ beams etc...</p>	<p>Revisit week 3 <b>Lines and marks</b></p> <p>Use line to replicate geometric patterns. Using Chiaroscuro method children to create artwork on roman columns. After crushing charcoal to make background shade, chdn to then use darker tones to draw columns. Finally use a rubber to rub out highlights.</p>	<p>Revisit weeks 1 and 2 <b>Draw</b></p> <p>For a sustained period of time, at an appropriate level. Use line, tone, shape and colour to represent figures and forms in movement</p> <p>Children to sketch own design of a Greek vase using all they have learnt about vase shapes (and making them 3D) and from practicing the patterns etc.....</p>	<p><b>Draw</b></p> <ul style="list-style-type: none"> <li>• Develop close observation skills</li> <li>• Use view finders</li> <li>• Use dry media to make different marks, lines, patterns and shapes within drawing</li> </ul> <p>Look at drawings/paintings/photos of Viking ships. Children to make viewfinders and choose sections of dragonheads from ships to focus on. Using sketching pencils or ink pens children to make studies of these dragons.</p>	<p><b>Tone, Form and Texture</b></p> <ul style="list-style-type: none"> <li>• Start to develop their own style using tonal contrast and mixed media</li> </ul> <p>Children to complete other side of their face using mixed media.</p> <p>Before they begin to colour demonstrate ways to obtain tonal qualities using different media.</p>
	4	<p>Before session, paint a background for their work.</p> <p>Revisit week 2's study of Lowry painting. Make comparisons with another of Lowry's paintings.</p>	<p><b>Draw</b></p> <p>On different surfaces with a range of media. (Chalk on black paper)</p> <p>Chdn to look at the skyline of London during the time of the Great fire of</p>	<p>Revisit use of chalk pastels in Y1 <b>Form and Shape</b></p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements to draw different forms and shapes</li> </ul>	<p>Revisit week 3 Use line, tone, shape and colour to represent figures and forms in movement</p> <p>Children to draw their vase for</p>	<p>Revisit week 3 <b>Tone, Form and Texture</b></p> <ul style="list-style-type: none"> <li>• Further explore colour mixing and blending techniques with coloured pencils</li> </ul>	<p>Revisit Y5 perspective work <b>Perspective and Composition</b></p> <ul style="list-style-type: none"> <li>• Begin to use simple perspective in their work</li> <li>• Begin to develop an awareness of composition, scale</li> </ul>



5	<p><b>Observe</b> -Observe and draw shapes from observations</p> <p>Look at his painting. Focus on house and street at front of painting. Children to have a go at own picture.</p> <p>Develop drawing skills by getting children to follow step by step how to draw a row of terraces and path (going off to distance). Children to develop control and draw shapes from observations.</p>	<p>London. What can they see? Practise drawing the rooftops, St Paul's Dome and church spires. (Use chalk on black paper and glue in sketchbooks)</p> <p>Chdn to draw large skyline on A3 black card to use as a silhouette for picture. Cut out skyline.</p>	<p>Using chalk pastels chdn to draw Roman soldier head and helmet. Demonstrate steps in drawing a side profile of a Roman soldier and show how chalk pastels can be used on their tip &amp; on their side for different thicknesses. Also demonstrate blending. Practise in sketchbook before completing large scale piece on black paper.</p>	<p>classroom display on coloured paper. Use pens for fine detail and charcoal to give an aged appearance. This may take a couple of sessions to complete.</p>	<ul style="list-style-type: none"> <li>• Use shading to create mood and texture</li> <li>• Organise line, tone, shape and colour to represent figures and forms in movement.</li> </ul> <p>Children choose favourite dragon sketch from last week. Using coloured pencils, they are to explore the use of coloured pencils to create tone and try to blend with the pencils. Explore colouring dragons in warm or cold tones and see what effect this has on the mood of the dragon.</p>	<p>and proportion in their work e.g. Foreground / background</p> <p>Children to draw the Golden Gate Bridge. Take children through drawing the Golden Gate bridge step by step, allowing them time to draw at each stage. Model perspective of the bridge vanishing off into the distance. Children to go over in ink pens.</p>
	<p>Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal. Explore how to use chalk pastels in sketchbook e.g. ways</p>	<p><b>Experiment</b> With a variety of drawing media. With tools and techniques eg. Layering, mixing media. Children to use a range of media to</p>	<p>Revisit all techniques used this half term. Children to design their own artwork displaying the drawing techniques learnt and to give a feel of Rome.</p>	<p><b>HT3 – Linked to Stem Draw</b> For a sustained period of time, at an appropriate level. Use line, tone, shape and colour to represent figures</p>	<p><b>Perspective and Composition</b> • Begin to use simple perspective in their work • Begin to include measuring skills to help with proportion in their drawings.</p>	<p>Revisit Wk4 perspective work <b>Perspective and Composition</b> • Begin to use simple perspective in their work • Begin to develop an awareness of</p>



		<p>of making different thicknesses of lines, ways to blend. Discuss what they found out. Use chalk pastels to add colour to their drawings of houses. Fix chalks to pictures (fixative spray).</p>	<p>explore making a 'fire' effect. Use oil pastels, inks, paints and tissue collage. Try also mixing media by using two together. Children to choose their favourite effect and discuss with a partner.</p>	<p>Do a rough sketch in sketchbooks and use them to practice any elements of drawings first that they wish to. Give examples of possibilities. Discuss use of space in picture.</p> <p>Children to spend two sessions completing art piece.</p>	<p><b>and forms in movement</b></p> <p>In art morning/afternoon with SB children to explore drawing formula 1 cars using pencil then oil pastels. Chdn taught how to make drawing look like car is moving. Chdn taken through this step by step. One class taught for extended art time.</p>	<p>Children to learn about perspective when drawing Viking ships. Take children through the steps to do a practice drawing, explaining vanishing points and lines that create perspective. Once this has been modelled and children have tried let them begin to do their own independent drawing. This will take two sessions.</p>	<p><b>composition, scale and proportion in their work e.g. Foreground / background</b></p> <p>Children to try more independently to draw the London Bridge using skills learnt previous week. Give models from photos to do step by step.</p>
	6	<p>Revisit weeks 1 &amp; 3 on techniques for drawing Lowry figures <b>Control</b></p> <p>• <i>The types of marks made with a range of media</i></p> <p>Look at the different people they can see in this painting. See if children can make positions with their bodies. Demonstrate</p>	<p>Revisit week 5 <b>Experiment</b></p> <p><b>With a variety of drawing media. With tools and techniques e.g. layering, mixing media.</b></p> <p>Children to make their fire backgrounds using their preferred technique and</p>	<p>Complete artwork.</p> <p>Before starting session, think about what went well previous week. What can be done to improve?</p>	<p>Other Year 4 class to have the extended art session with SB to draw moving formula 1 cars.</p>	<p>Revisit week 5</p> <p>Complete artwork. Before starting session, think about what went well previous week. What now needs to be done?</p>	<p>Revisit Y5 <b>perspective work</b> <b>Perspective and Composition</b></p> <p>• <b>Begin to use simple perspective in their work</b></p> <p>• <b>Begin to develop an awareness of composition, scale and proportion in their work e.g. Foreground / background</b></p>





		how to draw position using pastels. Use oil pastels to draw Lowry figures to complete pictures.	medium from last week. When dried put picture together by layering silhouette skyline and then Tudor houses. Children to peer asses artwork and reflect on the learning that went on to produce picture.				Show children how to draw the PETRONAS TOWERS, KUALA LUMPUR (from an angle thus using perpesctive). Allow them to draw step by step also. Then children to have a go at drawing Empire State building. Can they get perspective and proportion into their drawing?
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## Ashdene Primary School – Art Progression Map EYFS –Y6

### PAINTING

EYFS		Y1	Y2	Y3	Y4	Y5	Y6
Explores what happens when they mix colours.	Painting						
Creates simple representations of events,	Links to prior learning	Review previous exploration of what happened when they mixed colours in Reception. Review how to hold a paintbrush.	Review colours explored in Y1, remembering terms primary and secondary.	Review knowledge of colour mixing to see if the children know how to make colours lighter/darker.	Review knowledge of secondary colours and how to make different tones of one colour.	Review watercolour techniques learnt so far. Review what are the tertiary colours and how are they made. Review colours and the effect on mood.	Review primary, secondary, complimentary and contrasting colours. Review use of colour to create atmosphere and light effects.



<p>people and objects.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p><b>Safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture,</b></p>	<p><b>1</b></p>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• <b>Identify primary colours by name</b></li> </ul> <p>Do children know what primary colours are? Do children know who <b>Piet Mondrian</b> is? Look at the colours he uses. How many other colours can they see? Do you know what these 3 colours are called?</p> <p>Can children create artwork in the style of <b>Mondrian</b> using primary colours?</p> <p>Chdn to mask squares using masking tape onto piece of card.</p> <p>Paint shapes using primary colours.</p>	<p>Look at artist <b>Henri Rousseau</b>. Discuss Rousseau's life- not a trained artist, but was in fact self-taught. He loved the idea of the rainforest, but did not draw from real life rainforest settings, went to botanical gardens and sketching from there. He painted a lot from his imagination.</p> <p>Look at the colours in painting 'Surprise'. Is it just one shade of green? How many other colours can they see? Explain that Rousseau would have achieved this by mixing green with reds, blues and yellows. Allow children to come up and point to areas where the colours have been mixed.</p> <p>Model how to annotate an image to</p>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• <b>Create tints with paint by adding white. Create tones with paint by adding black.</b></li> </ul> <p>Children to complete painting exercise to understand tone. They are to use only acrylic paint colours blue, black and white to create a dolphin that has different tones of blue (starting from dark tones to light tones). When the dolphin has been painted children to paint the sea background also in blue tones going in opposite direction (light to dark).</p>	<p><b>Create</b></p> <ul style="list-style-type: none"> <li>• <b>Different effects and textures with paint according to what they need for the task</b></li> </ul> <p><b>Link to HT5 Space Race</b></p> <p>Show pupils power point on <b>Peter Thorpe</b> telling them a little about him, his style of paintings &amp; examples of his work. Ask pupils what is abstract art? (A painting or sculpture that does not represent a person, place or thing in the natural world). Make it clear to them that Peter Thorpe uses abstract art in the background of his work &amp; then paints a space feature (e.g. rocket/planets) in the foreground. Note the contrast in colours used in background/foreground. Why is this? (So</p>	<p><b>Mix</b></p> <ul style="list-style-type: none"> <li>• <b>Mix and match colours to create atmosphere and light effects</b></li> </ul> <p>Look at the pictures by <b>Turner</b> on the Powerpoint. What do they all have in common? (sea, waves, boats/shops, clouds, storms etc.</p> <p>Learn about the life of Turner looking through the powerpoint of his life and asking questions to clarify the children's understanding throughout.</p> <p>Chdn to create their own piece of artwork based on the paintings of John <b>William Turner</b>. Focus firstly on background. Look at the second powerpoint with the pictures of paintings by Turner and then</p>	<p>Investigate similarities and differences between artwork from different periods of history and locations looking at the technique and styles used.</p> <p><b>Develop</b></p> <ul style="list-style-type: none"> <li>• <b>a painting from a drawing</b></li> <li>• <b>Carry out preliminary studies, trying out different media, materials and mixing appropriate colours</b></li> </ul> <p>Show pupils power point on Impressionism. Discuss artists and regions where they were from and what period they painted in.</p> <p>Children to select one of the famous Impressionist paintings provided. Study the painting and try to mix as many colours in the</p>
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<p><b>form and function</b></p> <p><b>They represent their own ideas, thoughts and feelings through art.</b></p>			<p>children and say what parts they like and dislike about the image e.g. I like this area because of the variety of colours used. I dislike the use of the tiger in this part of the image because it is unrealistic. Chdn evaluate work.</p>		<p>that the main features stand out). Children to explore having a go at making abstract background. Using different strokes, making different lines and flicking paint. Use warm colours.</p>	<p>also photos of storm clouds. Look at how the colours change in certain parts with lighter and darker areas. Where do these occur? Demonstrate watercolour techniques to create lighter/darker areas. Chdn to explore trying these techniques out.</p>	<p>painting as they can see. Paint these colours into their margin of sketchbook. Model the type of strokes they used. Children to draw out section of the painting (using a viewfinder) then paint it using the colours they have mixed. 2 sessions</p>
	<p><b>2</b></p>	<p>Revisit week 1 Name of artist, colours used in paintings, name of the 3 key colours. Chdn to remove masking tape and paint lines black to complete <b>Mondrian</b> style paintings.</p>	<p>Revisit HT1 –drawing with sketching pencils Children that they will take on the role of <b>Henri Rousseau</b> and use school gardens and surroundings to sketch ideas for their own versions of Rousseau’s paintings. Model to children how to quickly sketch. Show how to use a pencil to sketch, filling the whole space. DO NOT press</p>	<p><b>Continuously refer back to artists, architects and designers in history for inspiration or comparison.</b> Look at the power point of Pop Artists in particular <b>Andy Warhol</b>. Discuss key features. Use Higher order thinking grid to analyse his <i>Campbell Soup</i> artwork. Using a template, children to design own soup and brand logo. Draw and</p>	<p>Children to paint picture in the style of <b>Peter Thorpe</b>. Before they start their work, they need to plan what they are going to do. Model for pupils planning sheet that asks them for information on Peter Thorpe &amp; then how they will use this information to plan and design their own painting in this style.</p> <p>Children to sketch out foreground space</p>	<p><b>Revise what they know about Turner.</b> Chdn to focus on the sea and waves. Look at the powerpoint with the pictures of paintings by Turner and then also photos of waves. Look at how the colours change in certain parts with lighter and darker areas. Where do these occur? Look at how the tips and crests have white on and there is sometimes spray</p>	<p><b>Revise W1</b> Children to finish their study on Impressionist artist.</p>



			very hard, instead use light sketch line to gradually form the shape. Take photos and collect leaves to then sketch in classroom.	colour in in sketchbook. When design complete sketch out design onto cartridge paper template.	image onto A3 piece of cartridge paper. Then complete abstract background using painting techniques from last week.	coming from them too. Demonstrate the techniques used create light/dark in crests. Chdn to explore techniques.	
3	<b>Mix</b> <b>Mix colours and know which primary colours make secondary colours</b> Identify the three primary colours. Ask children what they already know about making secondary colours. Children to explore mixing paint colours. Have scrap paper to experiment on and a colour wheel template to paint when happy with colours made.	<b>Review lesson 1 – colours in painting</b> <b>Mix</b> <b>Mix colours and know which primary colours make secondary colours</b> Remind chdn how Rousseau mixed colours to make leaves. In sketch books, chdn to use paint and experiment mixing diff blues and greens and lightening and darkening them. Mix their own shades of green using primary colours as a base. Children to annotate their swatches to say what they like and dislike about the colours. Have any children managed to match	<b>Review Y2 colour mixing</b> <b>Colour</b> <ul style="list-style-type: none"><li>• Mix, use and apply secondary colours in their work</li><li>• Explore what happens when secondary colours are mixed. Mix brown paint by mixing red and green together.</li></ul> Before painting ensure children know what primary colours are used to make secondary colours. Children to paint soup tin drawing using their design to influence colours. Use a rough sheet of paper to test colours mixed before using on painting.	<b>Colour</b> <b>Further explore tint/tone shade- apply this in their paintings.</b> Use more specific colour language  Remind chdn how Peter Thorpe used colours in the foreground i.e. more cooler tones of blues, purples and blacks. Demonstrate how to use these tones to paint the space feature. Children to complete their paintings by painting their space feature. Ask the children: Did you stick to your original design throughout or did you change	<b>Review lessons 1 &amp; 2 colours in painting</b> <b>Colour</b> <ul style="list-style-type: none"><li>• Be able to identify primary, secondary, complimentary and contrasting colours</li><li>• Work with complimentary colours.</li></ul> <b>Mix</b> <ul style="list-style-type: none"><li>• Mix and match colours to create atmosphere and light effects</li></ul> Children to sketch out their Turner inspired picture i.e. the lines where the sea meets the sky, a boat in the storm. Children to complete their paintings using the techniques practiced in previous couple of weeks.	<b>Colour</b> <ul style="list-style-type: none"><li>• Be able to identify primary, secondary, complimentary and contrasting colours</li><li>• Use the colour wheel to use ‘harmonious’ or ‘contrasting’ colours.</li></ul> <b>Mix</b> <ul style="list-style-type: none"><li>• Mix and match colours to create atmosphere and light effects</li></ul> Children to complete a study of a different impressionist painter. Look at similarities and differences between artists. Focus on artist’s use of colour to create light effect. Complete study in sketchbooks n similar way i.e. mix colours	



			the colour of the Rousseau image? Chdn then to practice painting flowers. Use rainforest flower images, stress the importance of sketching first and then building up the colours using mixing techniques. Complete 2-3 painted studies.	When soup cans are painted they are to be put together to make a whole class picture.	anything? If yes then why?	Give model photos showing each step to remind children of the processes. This may take two sessions. Have they managed to achieve tonal qualities in their painting? Have they mixed colours effectively to create stormy skies and seas?	in margin, sketch out and then paint in style of artist. Two sessions to complete.
	4	<b>Mix</b> <b>Mix colours and know which primary colours make secondary colours</b> Do children know who <b>Kandinsky</b> is? Can children use their knowledge of colour to create artwork in the style of Kandinsky? Can children evaluate their finished artwork and state what they think and feel about it? Chdn to use knowledge of colour	<b>Use</b> • <b>A variety of tools and techniques including different brush sizes.</b> Show pictures of rainforest animal get them to annotate what they notice about colours, textures, words that describe the animal's personality. Choosing 1 animal, chdn to focus on a particular element of an animal and draw it out (could be the pattern of the fur,	Model how to sketch a can of coke and introduce how to make it look 3D.  Children to first practice drawing 3D cylinder shapes before going onto coke can.  Children to use observational skills to sketch their own can of coke in sketch books.	<b>Make observations on watercolour paintings. Look at water colour techniques and experiment using them</b> <b>Colour</b> <b>Know tertiary colours</b> Explain to children what is meant by tertiary colours. Look at the work of seaside watercolour artists. Discuss their work and the techniques used.	<b>Create</b> • <b>imaginative work from a variety of sources e.g. themes, poetry and music.</b>  Provide a stimulus, such as a piece of text (poem) then asking the children to imagine pictures to go with that text (providing rich opportunities for creative development).  Children to have 2 sessions to sketch	<b>Revise W3</b> Children to finish their study on different Impressionist artist



		mixing to paint different sized circles different colours.	their eyes, fangs, paws etc) – Sketching first, and then moving onto sketching and then painting the animal.		Children to explore watercolour-painting techniques in their sketchbooks. In sketchbooks, complete quick studies of the sea. Identify primary, secondary & tertiary colours.	ideas, draw picture putting ideas together and then paint their imaginative work.	
5		<b>Mix</b> <b>Mix colours and know which primary colours make secondary colours</b> Paint background colour. When dry children to stick on black strips of paper to make a tree then glue on circles to make leaves of trees.	<b>Create</b> a piece of art in response to the work of an artist Explain what is meant by composition (where things are placed), look at composition of Rousseau's work and ask them to think about their own. Chdn to sketch a design of where they will have their animal, leaves, flowers etc.... Discuss terms such as foreground and background. Transfer ideas onto large A3 sheet of cartridge paper.	Review lesson 4 (drawing of coke can) <b>Colour</b> • Mix, use and apply secondary colours in their work • Explore what happens when secondary colours are mixed. Mix brown paint by mixing red and green together. After children have drawn larger version of coke can onto A3 paper, model how to explore colour to paint coke drawing. Use their imagination to make it as colourful as they wish.	Chdn to select a seaside picture to that they wish to focus on and sketch in large scale onto A3 sheet of paper. This may be whole of seaside scene, or part of scene. <i>Plan, create and evaluate a watercolor painting using at least 2 techniques.</i> Demonstrate 2 techniques useful for this painting i.e. background wash & blending 2 tones together.	Children to continue with their imaginative piece of work. Are they using all the techniques learnt this half term in their painting?	<b>Create</b> • imaginative work from a variety of sources e.g. themes, poetry and music <b>Use</b> <b>Make individual choices regarding choice of media (watercolour, acrylic, poster etc..) and state why in their work</b> Give children a stimulus (maybe linked to English or topic) and ask them to create a picture that they are going to paint. Sketch ideas first in book and then choose the media they want to use. Try



				Recap colour mixing from week 3 to make different bold colours for painting. Children to paint can carefully using a range of paintbrush sizes.			mixing colours they want to use in books. When they are happy with their ideas, children to sketch out onto larger paper.
6	<b>Mix</b> ●Primary shades and tones ●Explore white/black added to paint Do children know how to create lighter shades of a colour? Do children know how to create darker shades of a colour? Can children create own individual monochrome works of art by mixing shades of one colour? Work can be inspired by artists studied e.g. circles of monochrome colour like <b>Kandinsky</b> or different squares of monochrome colour like <b>Mondrian</b> . Children to talk to	<b>Mix</b> <i>Mix colours and know which primary colours make secondary colours</i> <b>Use</b> ● A variety of tools and techniques including different brush sizes. Children to paint their own rainforest painting bringing all the elements of previous sessions together. -colour mixing diff greens for leaves -using smaller brushes to paint flowers -use darker tones in foreground of painting and lighter in background.	<b>Colour</b> ● Mix, use and apply secondary colours in their work ● Explore what happens when secondary colours are mixed. Mix brown paint by mixing red and green together. Children to work on the background behind their cans for this session. Experiment with colour and pattern.	Review lesson 4 (mixing of colours used in O’Keeffe’s paintings) <b>Colour</b> ● Know tertiary colours ● Further explore tint/tone shade- apply this in their paintings. <b>Mix</b> ● Mix tertiary colours Children to use this and knowledge of colour mixing to paint their own Seaside watercolour paintings.	<b>Develop</b> ● Carry out preliminary studies, trying out different media, materials and mixing appropriate colours In an art morning/afternoon with SB, children to look at the work of <b>Hokusai’s Wave</b> . Children to use the watercolour skills previously learnt to paint their own versions of this painting.	<b>Create</b> ● imaginative work from a variety of sources e.g. themes, poetry and music <b>Use</b> Make individual choices regarding choice of media (watercolour, acrylic, poster etc..) and state why in their work Children to work on their own imaginative piece, painting their sketches from last week. This may take two sessions. Talk to individuals about their choice of media and how they	



		partner about their work, what they did, why, how they mixed colours, how effective they think their painting is. Walk around classroom to admire art.	This may need two lessons to complete.				effective they think it has been.
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## Ashdene Primary School – Art Progression Map EYFS –Y6

### 3D/ SCULPTURE

EYFS		Y1	Y2	Y3	Y4	Y5	Y6
Creates simple representations of events, people and objects. Experiments to create different textures							
Links to prior learning		Review previous exploration of clay, tools used and what they created in Reception.	Review previous exploration of clay, tools used and what they created in Yr1.	Review ways of manipulating malleable materials e.g. rolling, kneading, cutting, smoothing.	Review previous creation of clay pots in Y1 and how they were made.	Review ways of manipulating malleable materials e.g. rolling, kneading, cutting, smoothing and ways to join clay.	Review all techniques learnt so far for joining, sculpting and creating texture.
Understands that media can be combined to create new effects Manipulates materials to	1	<b>Change</b> the surface of a malleable material <i>Linked to Inventors and Inventions topic</i> Using different tools, children to explore ways of changing surface of the clay.	Refine skills in sculpture, develop, and share ideas. <b>They must combine their experiences and their imagination.</b> Look at examples of pinch pots.	Introduce them to a wide range of sculptures and artists. <b>Choose one for in-depth analysis.</b> Look at a few examples of artists that use relief to make faces. Focus	<b>Plan, design and make</b> sculpture from observation or imagination Look at a few examples of coil pots. Demonstrate the method used to make a coil pot and	<b>Plan and create a sculpture. Evaluate using artistic language. Research the work of an artist and use their work to replicate a style.</b>	Look at artists <b>Henry Moore</b> and <b>Barbara Hepworth</b> . Analyse their work using higher order thinking skills questions. Sketch out or cut out pictures of their





<p>achieve a planned effect Constructs with a purpose in mind, using a variety of resources. Uses simple tools appropriately and competently Selects tools and techniques needed to shape, assemble and join materials they are using. <b>Safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</b> They represent their own ideas, thoughts and feelings through art.</p>		<p>Tools will include clay tools and objects like nuts, bolts, screws, coils etc.... (Small objects that are used to build inventions!) Study patterns made. How would they describe the textures or patterns made to a partner? Take photos.</p>	<p>Think about their topic of <i>Rainforests</i> and design a pot with some simple leaf and animal decorations. Thinking about changing texture of pot.</p>	<p>then on the work of <b>Kimmy Cantrell</b>. Explain what relief is i.e. Relief sculpture' refers to raised, carved areas on a flat surface, creating depth, making the artwork 'stand out' from the back ground. After studying the artists' work, children to work in pairs to design their own asymmetrical face to sculpt.</p>	<p>show what different coils can be made. The coils can be modelled into lots of different shapes; students can experiment with spiral discs, zig-zag forms and wavy lengths, all of which can vary in size. Allow chdn time to explore making some coils before they then design their own coil pot sculpture.</p>	<p>Look at a few examples of the artist <b>Yayoi Kusama</b>. Place her on the <i>Artists Timeline</i>. Discuss style, influences, colours used etc.... Design their own sculpture inspired by <b>Yayoi Kusama</b>. It could be a piece of polka dot fruit or a bright spotty flower design. Discuss techniques involved with each type.</p>	<p>artwork that they like best.</p>
<p>2</p>		<p>Revisit ways in which you can change clay surface (week1) <b>Change</b> the surface of a malleable material e.g. Build a textured tile Link their products to well-known artists. Look at the artist <b>Chris Gryder</b>. Study his clay work. Look at how he creates texture in his clay tiles. Identify where</p>	<p><b>Manipulate malleable materials in a variety of ways including rolling and kneading</b>  Chdn to make a simple pinch pot. Demonstrate how to do this gradually. Once made, children can create texture on surface, draw in patterns and add on extra pieces of clay</p>	<p>Revisit ways in which you can change clay surface (Y1) and how to attach extra pieces of clay (Y2) <b>Explore</b> sculpture with a range of malleable media <b>Manipulate malleable materials for a purpose.</b> Chdn (in pairs) to use clay to make their own asymmetrical face close to their design.</p>	<p>Revisit methods used to make coil pot. <b>Join</b> clay adequately and construct a simple base for extending and modelling other shapes <b>Create</b> surface patterns and textures in a malleable material  Chdn to use clay to construct coil pot (using a bowl and</p>	<p>Revisit ways in which you can change clay surface (cutting away) and how to attach extra pieces of clay. <b>Shape, model and construct</b> from observation or imagination Chdn to use clay to construct their <b>Kusama</b> inspired design. Model ways to join clay together and</p>	<p><b>Clay project</b> <b>Plan</b> a sculpture through drawing and other preparatory work <b>Develop</b> skills in using clay including slabs, coils, slips etc... <b>Produce</b> intricate textures in malleable media Having looked at the artists Hepworth and Moore, children to</p>



		<p>he has made bolt-like/ mechanical forms. Demonstrate how to make clay tile inspired by Chris Gryder's work e.g. smooth sections, spikes, spirals, round circles. Show technique of either carving away clay or adding on. Children to explore this and have a go. Take photos of work. Children to compare their work to the work of artist studied. <b>(Double session to last all afternoon)</b></p>	<p>i.e. to make a leaf or animal. Demonstrate how to attach extra pieces by scoring, adding slip then smearing together.  <b>(Double session to last all afternoon)</b></p>	<p>Use extra clay to build up some parts of face and use tools to carve patterns into clay.  <b>(Double session to last all afternoon)</b></p>	<p>clingfilm as a mould and support). When coils complete smooth inside then take pot out to make a base to join and attach to the bottom. Revise how to attach pieces of clay together i.e. scoring, adding slip then smearing together.  <b>(Double session to last all afternoon)</b></p>	<p>discuss ways to ensure sculptures can stand.</p>	<p>design their own 3D clay sculpture. Sketch it out and think about how they will join sections, will they include any texture and if so how will this be achieved?</p>
	3	<p>Other Y1 class to do their clay tile <b>(Double session to last all afternoon)</b></p>	<p>Other Y2 class to do their clay pot <b>(Double session to last all afternoon)</b></p>	<p>Other Y3 class to do their clay face <b>(Double session to last all afternoon)</b></p>	<p>Other Y4 class to do their clay pot <b>(Double session to last all afternoon)</b></p>	<p>Revise learning about colour mixing Children to paint their finished pot using their designs for patterns. When dry, glaze.</p>	<p><b>Develop</b> skills in using clay including slabs, coils, slips <b>Produce</b> intricate textures in malleable media One Y6 class to do their clay sculpture <b>(Double session to last all afternoon)</b></p>



	4	<p><b>Use cutting, rolling and coiling of materials in their finished piece of work.</b></p> <p>Using a selection of different materials e.g. pipe cleaners, paper, plasticine, art straws etc... demonstrate how these materials can change shape. For example, demonstrate rolling plasticine, coiling pipe cleaners, cutting paper. Let children explore changing the shapes of these materials. Discuss what they found out.</p>	<p><b>Use</b></p> <ul style="list-style-type: none"> <li>• A variety of tools and techniques including different brush sizes.</li> </ul> <p>Revise learning about colour mixing</p> <p>Children to paint their finished pot and when dry, glaze.</p>	<p>Revise learning about colour mixing</p> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• Mix, use and apply secondary colours in their work</li> </ul> <p>Children to paint their finished face using bright, vibrant colours like the artist.</p> <p>When dry, glaze.</p>	<p>Revise learning about colour mixing</p> <p>Children to paint their finished pot using their imaginations for patterns/ coils.</p> <p>When dry, glaze.</p>	<p><b>Use recycled, natural and man-made materials to create sculptures</b></p> <p><b>Use paper mache to create a simple 3D object</b></p> <p><b>Link to HT2 geography volcanoes</b></p> <p>Children to make a volcano sculpture, which will link to their geography and science lessons. Using plastic bottles &amp; newspapers and card, children to create the structure of the volcano.</p>	<p>Other Y6 class to do their clay sculpture (<i>Double session to last all afternoon</i>)</p>
	5	<p>Revisit how a material can be changed (from week4)</p> <p><b>Use a range of materials creatively to design and make products.</b></p> <p>Children to design their own invention</p>	<p><b>Use a range of materials creatively to design and make products. Identify man-made and natural patterns. Choose for effect and purpose.</b></p>	<p><b>Explore sculpture with a range of malleable media</b></p> <p><b>Manipulate</b></p> <p>malleable materials for a purpose.</p> <p>Children to have a go independently to make their own faces</p>	<p><b>Create surface patterns and textures in a malleable material</b></p> <p><b>Link to HT5 Space Race</b></p> <p>Revisit clay work in Y2 and Y3 adding patterns</p>	<p><b>Use recycled, natural and man-made materials to create sculptures</b></p> <p><b>Use paper Mache to create a simple 3D object</b></p> <p>Children to paper Mache their basic sculptures.</p>	<p>Children to paint or glaze their work. Then critically evaluate their piece, thinking what went well and what did not work so well. Was it a design flaw or how they joined</p>



		<p>using the materials and techniques they explored last week. Draw designs in sketchbooks. Using designs, children to create inventions incorporating cutting, rolling and coiling of materials to make them. Present inventions to a partner. Describe what it is, what it does and how they created it! Take photos. <b>(Double session to last all afternoon)</b></p>	<p>Look at the power point on <b>Andy Goldsworthy</b>.</p> <p>Think about what natural resources we could find from around school.</p> <p>Go on a walk to collect materials. Also in AshDen.</p> <p>Find area to create sculptures. In pairs, make art from materials found. Take photos to stick in books. Peer assess. <b>(Double session to last all afternoon)</b></p>	<p>based on the artist <b>Kimmy Cantrell</b>. Chdn make an abstract face, relief sculpture from cardboard, adding colour, texture and metal findings. They are encouraged to look at human facial features and exaggerate them. Creating irregular shapes and making the left and right hand sides of the face look different.</p>	<p>Children to create a space themed tile with a planet and rocket. When creating they need to think which parts are going to have patterns or different textures e.g. can they create the texture of the face of the moon. Model some ways in which this can be done i.e. make a ball of clay and cut in half to make moon, attach to clay tile, use tools to change texture of the moon. Give children images of planets as support. <b>Complete over whole afternoon.</b></p>		<p>pieces of clay together?</p>
	6	<p>Other Y1 class to complete inventions work <b>(Double session to last all afternoon)</b></p>	<p>Other Y2 class to complete Andy Goldsworthy work. <b>(Double session to last all afternoon)</b></p>	<p>Chdn to paint or oil pastel sculpture. When dry the sculpture is attached to a wooden dowel, which is inserted into a plasticine-made stand.</p>	<p><b>Create surface patterns and textures in a malleable material</b> Other Y4 class to complete Space tile work</p>	<p><b>Use recycled, natural and man-made materials to create sculptures</b> <b>Use paper mache to create a simple 3D object</b> Children to paint their volcanoes and use other natural</p>	<p>Hold a Y6 art exhibition of sculptures.</p>



# Ashdene Primary School

*passionate about learning*

						materials to decorate their sculpture e.g. rocks, soil etc...	
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<https://www.paulcarneyarts.com/primary-artist-links> Good links to art websites on Paul Carney website