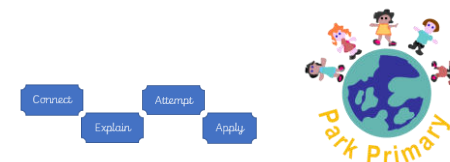


Progression Map



<p><u>Essential Knowledge for an Artist</u></p> <ul style="list-style-type: none"> • Knowledge of different artists, craft makers and designers. • Knowledge of the historical and cultural development of art forms. • Knowledge of different artistic styles and creative techniques. 	<p><u>Essential Skills for an Artist</u></p> <ul style="list-style-type: none"> • To produce creative work, exploring their ideas and recording their experiences • To become proficient in drawing, painting, sculpture and other art, craft and design techniques • To evaluate and analyse creative works using the language of art, craft and design
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	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Drawing	<p>To understanding that they can use lines to enclose a space and then beginning to use these shapes to represent objects;</p>	<p>To explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. To work at a scale to accommodate exploration. To use colour (pastels, chalks) intuitively to develop drawings. To draw from first hand observation, observing detail using pencil, graphite, handwriting pen, pastel, oil pastel and or pencil crayon. To understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line To explore quality of line, texture and shape.</p>	<p>To understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. To know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. To understand artists can work with pattern for different reasons. To understand that artists work with pattern to create paintings or other works. To understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. To understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. To make marks using charcoal using hands as tools. To explore qualities of mark available using charcoal. To develop mark making skills by deconstructing the work of artists. To use imaginative and observational drawing skills to make drawings of people/animals which can be animated. To consider background, foreground and subject. To use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. To use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling.</p>	<p>To understand that designers create fonts and work with Typography. To understand that some artists use graphic skills to create pictorial maps, using symbols to map identity as well as geography. To understand that there is often a close relationship between drawing and making. To understand that we can transform 2d drawings into 3d objects. To understand that graphic designers use typography and image to create packaging which we aspire to use. To understand that there are technical processes we can use to help us see, draw and scale up our work. To create fonts inspired by objects/elements around you. To use close observational drawing with pen to inspire, and use creative skills to transform into letters. To explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. To use charcoal, graphite, pencil, pastel to create drawings of atmospheric “sets” to help inform set design To explore using negative and positive space to “see” and draw a simple element/object. To use the grid system to scale up the image above, transferring the image onto card. To use collage to add tonal marks to the “flat image”.</p>

Sketchbooks		<p>To understand that a sketchbook is for personal experimentation and exploration.</p> <p>To understand that the way each persons' sketchbook looks is unique to them.</p> <p>To explore expression of colours and colour mixing</p> <p>To practice observational drawing</p> <p>To develop and explore mark making</p> <p>To explore the qualities of different media</p> <p>To make visual notes about artists studied.</p>	<p>To continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>To understand that the way each persons' sketchbook looks is unique to them.</p> <p>To understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p> <p>To work in sketchbooks to explore the qualities of charcoal.</p> <p>To make visual notes using a variety of media when looking at other artists work to help consolidate learning and make the experience your own.</p> <p>To develop mark making skills.</p> <p>To brainstorm animation ideas.</p> <p>To experiment with pigments created from the local environment.</p> <p>To practise drawing skills.</p> <p>To make visual notes to record ideas and processes discovered through looking at other artists.</p> <p>To test and experiment with materials.</p> <p>To brainstorm pattern, colour, line and shape.</p> <p>To brainstorm and explore ideas relating to performance art.</p>	<p>To explore mark making.</p> <p>To brainstorm ideas generated when reading poetry or prose.</p> <p>To make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p>To explore ideas relating to design, exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc.</p> <p>To experiment with different media and different marks to capture the energy of a landscape.</p> <p>To explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved.</p> <p>To experiment with colour mixing and pattern, working towards creating paper "fabrics" for fashion design.</p> <p>To practise seeing negative and positive shapes.</p> <p>To use the grid method to scale up an image.</p> <p>To explore colour: make colours, collect colours, experiment with how colours work together.</p> <p>To explore combinations and layering of media.</p> <p>To make visual notes to capture, consolidate and reflect upon the artists studied.</p>
Printmaking		<p>To understand prints are made by transferring an image from one surface to another.</p> <p>To understand relief prints are made when we print from raised images (plates).</p> <p>To understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet.</p> <p>To use hands and feet to make simple prints, using primary colours.</p> <p>To collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image.</p> <p>To explore concepts like "repeat" "pattern" "sequencing".</p> <p>To transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line.</p>	<p>To understand that screen prints are made by forcing ink over a stencil.</p> <p>To understand that mono print can be used effectively to create prints which use line.</p> <p>To understand that screen prints can be used to create prints which use thicker lines and / or shapes.</p> <p>To use mono print or screen print over collaged work to make a creative response to an original artwork.</p> <p>To consider use of layers to develop meaning.</p>	<p>To understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better.</p> <p>To understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.</p> <p>To understand that mono types are single monoprints.</p> <p>To understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artist's book.</p> <p>To explore what kinds of topics or themes they care about</p> <p>To use screen-printing and/or mono printing over collaged and painted sheets to create your piece of activist art.</p> <p>To combine mono type with painting and collage to make an "artists book" inspired by poetry or prose.</p> <p>To explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.</p>

Painting	<p>To exploring colour and how colours can be changed;</p> <p>To selecting appropriate brush for a given purpose;</p> <p>To explore what happens when they mix colours;</p> <p>To safely using and exploring a variety of materials, tools and techniques;</p>	<p>To understand that there are different varieties of paint.</p> <p>To understand that the properties of the paint that you use, and how you use it, will affect your mark making</p> <p>To understand we can use a variety of brushes, in different ways and this will impact the marks and effects produced.</p> <p>To understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.</p> <p>To paint without a fixed image of what you are painting in mind</p> <p>To explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media.</p> <p>To experiment with using homemade tools.</p>	<p>To understand that Still Life is a name given to the genre of painting a collection of objects/elements.</p> <p>To understand that Still Life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today.</p> <p>To understand that we can create imagery using natural pigments and light.</p> <p>To understand that paint acts differently on different surfaces.</p> <p>To understand the concept of still life and landscape painting.</p> <p>To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life.</p> <p>To consider lighting, surface, foreground and background.</p> <p>To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making.</p> <p>To make art work as part of a community/class and understand how everyone can contribute towards a larger artwork.</p> <p>To continue to develop colour mixing skills.</p>	<p>To understand that there is a tradition of artists working from land, sea or cityscapes.</p> <p>To understand that artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this.</p> <p>To understand that the fabrics used to make clothes have been designed by someone.</p> <p>To understand there is a relationship between 2d shape and pattern and 3d form and function.</p> <p>To explore how print is combined with paint and collage to create a cohesive artwork.</p> <p>To explore how you can you paint to capture your response to a place.</p> <p>To explore how the media you choose, combined with the marks you make and how you use your body will affect the end result.</p> <p>To think about colour, composition and mark making.</p> <p>To think about light and dark, movement and energy.</p> <p>To mix colour intuitively to create painted sheets.</p> <p>To use pattern to decorate, working with more paint or ink.</p> <p>To explore how to use layers to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality.</p> <p>To make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.</p>
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<p style="text-align: center;">Collage</p>	<p>To show interest in and describing the texture of things; To experimenting with different textures. To safely using and exploring a variety of materials, tools and techniques; To experiment with colour, design, texture, form and function; To selecting tools and using techniques needed to shape, assemble and join materials they are using; To understand that different media can be combined to create new effects; To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p>	<p>To understand collage is the art of using elements of paper to make images. To understand we can create our own papers with which to collage. To understand that we can combine collage with other disciplines such as drawing, printmaking and making. To combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture</p>	<p>To understand that we can combine collage with other disciplines such as drawing, printmaking and making. To cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking to make a creative response to an original artwork. To explore positive and negative shapes, line, colour and composition.</p>	
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<p style="text-align: center;">Making</p>	<p>To use various construction materials;</p> <p>To begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces;</p> <p>To join construction pieces together to build and balance.</p> <p>To realise that tools can be used for a purpose;</p> <p>To use simple tools and techniques competently and appropriately;</p> <p>To safely use and explore a variety of materials, tools and techniques;</p> <p>To experiment with colour, design, texture, form and function;</p> <p>To select tools and using techniques needed to shape, assemble and join materials they are using;</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>To make use of props and materials when role playing characters in narratives and stories.</p>	<p>To understand the role of an architect.</p> <p>To understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>To understand when we make sculpture by adding materials it is called construction.</p> <p>To construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective.</p> <p>To use construction methods to build</p> <p>To use a combination of two or more materials to make sculpture.</p>	<p>To understand that when we make sculpture by moulding with our fingers it is called modelling</p> <p>To understand that clay and Modroc are soft materials which dry or set hard.</p> <p>To understand that artists can represent objects, in a particular context with a particular intention, to change the meaning of that object.</p> <p>To use Modroc or air-dry clay to model characters considering form, texture, character, structure.</p> <p>To explore how we can see the objects around us and represent them as sculptures.</p> <p>To construct sculptural self-portraits of ourselves on a plinth, using a variety of materials including fabric.</p> <p>To develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials.</p> <p>To use tools to help us construct and take creative risks by experimenting to see what happens.</p> <p>To combine modelling with construction using mixed media and painting to create sculpture.</p>	<p>To understand that set designers can design/make sets for theatres or for animations.</p> <p>To understand that designers often create scaled models to test and share ideas with others.</p> <p>To understand that architects and other artists have responsibilities towards society.</p> <p>To understand that artists can help shape the world for the better.</p> <p>To understand that artists use a variety of media including light and sound as well as physical media to create installations.</p> <p>To understand that installations are often immersive, enabling the viewer to enter the artwork.</p> <p>To understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear.</p> <p>To understand that artists and designers add colour, texture, meaning and richness to our life.</p> <p>To understand that artists reinvent.</p> <p>To construct with a variety of media, using tools; thinking about scale, foreground, background, lighting, texture, space, structure and intention.</p> <p>To combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials.</p> <p>To work collaboratively to perform a simple show sharing a narrative which has meaning.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Purpose/Visual Literacy/ Articulation</p>	<p>To share their creations, explaining the process they have used;</p>	<p>To look at the work of artists who draw, sculpt, and paint To listen to the artists' intention behind the work and the context in which it was made. To understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. To understand that artists take their inspiration from around them, collecting and transforming. To understand that in art we can experiment and discover things for ourselves. To look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work. To reflect upon the artists' work, and share your response verbally. To present your own artwork, reflect and share verbally To talk about intention. To share responses to classmates' work, appreciating similarities and differences.</p>	<p>To look at the work of illustrators and graphic artists, painters and sculptors. To understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. To understand artists often collaborate on projects, bringing different skills together. To deconstruct and discuss original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. To understand we may all have different responses in terms of our thoughts and the things we make. To understand all responses are valid. To understand that visual artists look to other artforms for inspiration. To look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. To reflect upon the artists' work, and share response verbally (To present artwork, reflect and share verbally and talk about intention. To work collaboratively to present outcomes to others where appropriate. To share responses to classmate's work, appreciating similarities and differences. To listen to feedback about their own work and respond.</p>	<p>To look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. To understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. To understand we may all have different responses in terms of our thoughts and the things we make. To understand all responses are valid. To reflect upon the artists' work, and share your response verbally To present your own artwork (journey and any final outcome), reflect and share verbally To work collaboratively to present outcomes to others where appropriate. To share responses to classmate's work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p>
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<p style="text-align: center;">Key vocabulary</p>	<p>Artist, Artwork, Brush, Chalk, Colour, Create, Dark, Detail, Light, Line, Mark, Mixing, Model, Object, Pattern, Pen, Photograph, Picture, Scissors, Tear, Texture, Wax crayon</p>	<p>Abstract, Angle, Architect, Architecture, Arrange, Balance, Blending, Carbon paper, Close study, Collage, Combine, Composition, Construct, Continuous Line, Crumple, Curious, Design, Designer, Develop, Discover, Edit, Element, Explore, Express, Fasten, Film, Fluid, Focus, Form, Gesture, Graphite, Ground, Hues, Image, Imagination, Impasto, Impression, Installation, Invent, Life size, Materials, Media, Medium, Mono Print, Mono Type, Motion, Movement, Negative shapes, Observation, Observational Drawing, Oil Pastel, Palette, Palette Knife, Personality, Perspective, Positive shapes, Present, Pressure, Primary colours, Print, Printmaker, Reflect, Relief Print, Represent, Rubbing, Scale, Sculptor, Sculpture, Secondary Colours, Sequence, Shade, Shadow, Soft Pastel, Spiral, Still Life, Structure, Surface, Three Dimensional, Tints, Tone, Transform, Wash, Watercolour</p>	<p>Acrylic Paint, Action, Aesthetic, Analyse, Animate, Animation, Animator, Anthotype, Appearance, Arena, Armature, Arrangements, Articulate, Artwork, Atmosphere, Background, Brainstorm, Calico, Capture, Challenge, Character, Charcoal, Chiaroscuro, Clay, Cloth, Collect, Contemporary, Context, Contribute, Cover, Creative Risk, Curating/Curator, Curves, Cyanotype, Dash, Decorative, Dilute, Direct, Dot, Drama, Dye, Echo, Energetic, Environment, Exaggerate, Exhibition, Experiment, Exploration, Exploratory, Fabric, Figurative, Fold, Foreground, Gallery, Generate, Genre, Gentle, Glue Guns, Graphic Novel, Graphics, Illustration, Illustrator, Impasto, Ink, Inspiration, Intention, Interpretation, Juxtaposition, Knot, Layer, Line Weight, Midtone, Mindful, Mixed Media, Modroc, Natural Pigments, Needle, Origami, Original Source, Paper Fastener, Performance, Pleasing, Pliers, Plinth, Point, Pose, Presentation, Quality of line, Quill, Repeated, Repeating, Sequencing, Silhouette, Sketch, Squint, Stage, Stitches, Sweeping, Tension, Tessellated, Thread, Tight, Time, Tonal Values, Trace, Traditional, Viewfinder, Viewpoint, Visual Literacy, Water-soluble</p>	<p>Activism, Aspirational, Body, Cityscape, Community, Constructed, Craftsperson, Cut Outs, Design Brief, Digital Art, Domestic Architecture, Energy, Environmental, Exterior, Fashion Design, Fit for Purpose, Format, Function, Graphic Design, Grid method, Identity, Interior, Landscape, Location, Maker, Maquette, Message, Model, Mood, Multi Media, Narrative, Net, Packaging, Pattern Cutting, Physical, Pictorial Maps, Portraiture, Poster, Scaling up, Screenprinting, Sense, Set Design, Shadow puppets, Spirit, Stimulus, Symbols, Theatre, Translate, Typography, Vision, Visual Impact, Voice, Wearable, Working from Life</p>
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