St Helen's Art Progression Map

Substantive Knowledge- The established facts that we want children to know and remember.

In order to create art with increasing proficiency, pupils will develop practical knowledge in the following areas:

- Methods and techniques
- Media and materials
- Formal elements: Line, tone, shape, colour, form, pattern, texture.

Children gain knowledge of the history of art through knowledge of artists. They consider the meanings and interpretations behind works of art that they study and explore artists' materials and processes

Disciplinary Knowledge- The methods that we want the children to use to find out the facts- thinking and acting like an artist.
Our art units are Drawing, Painting and mixed media, craft and design and sculpture and 3D

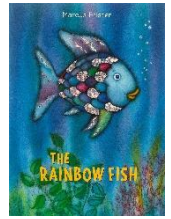
Five strands run through each unit of work
-Generating ideas
-Using Sketchbooks
-Creating skills
-Knowledge of artists
-Evaluating and analysing

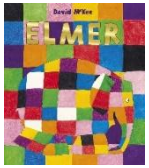
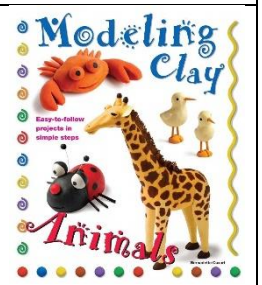
Key Stage 1- Years 1 and 2

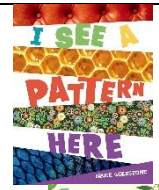
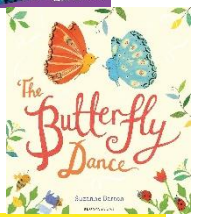
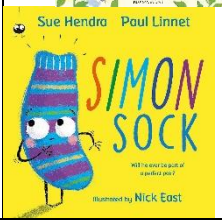
- To use a range of materials creatively to design and make product.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*
- To find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

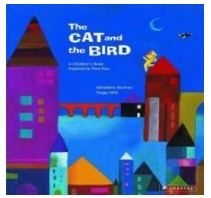
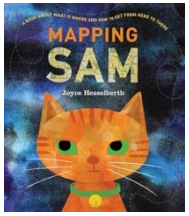
Key Stage 2-

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

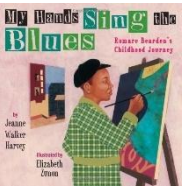
Reception				
Units taught	**Core Knowledge- what do we want the children to know and remember?**	**Core Skills- What do we want the children to be able to do?**	**Core Vocabulary- Words we want the children to be able to use**	**Key linked texts/ hook book**
Drawing- Marvellous marks (Autumn 1)	To name mediums that can be used to create art - pencils, crayons, chalk, felt pens, wax crayons, oil pastels and paint. To know that texture is how something feels or looks on the surface. To know that wax crayons can be used to make a rubbing of something to show its texture. To know that a portrait is a painting, drawing, photograph, or engraving of a person and it is usually of the head and shoulders. To know that a self- portrait is a picture of yourself. To know that to do an observational drawing means you have to look closely and draw what you see.	• Create thick and think lines using a range of art mediums. • Use wax crayons to make rubbings of objects in the environment. • Create closed shapes and continuous lines • Draw with increased complexity and detail by representing a face with a circle and including details. • Create observational drawings by looking carefully and drawing what they see. • Create a self- portrait by observing themselves in a mirror. • Show different emotions in drawings like happiness, sadness, fear etc • Compare artist's self- portraits expressing likes and dislikes. • To try pointalism • Make observational drawings of flowers./ fruit and veg	pencil, chalk, drawing, felt tips, marks, wax crayons, oil pastel artist, colours texture, hard, long, rough, short, smooth, soft, straight, thick, thin, wavy circle, curved, line, long, short, squiggly, straight, zig zag observational, portrait, self portrait	
Painting and mixed media **Paint my world and summer craft**	To know that a painting is abstract if it doesn't look like something real that we recognise. Abstract artists use colours, lines and shapes. To know that figurative art looks like something real. To be able to describe how a painting makes them feel.	• To create abstract art • To create figurative art. • To create collages by cutting, ripping and tearing materials • To create a landscape • To experiment with paint techniques, colours and colour- mixing	texture, feelings, colours, abstract, shapes, lines dab, dot, shiny, silky, slimy, slippery, smooth, squelchy, sticky, wet, flick, glide, splat, splatter, stroke, swish, wipe paintbrush- thick, thin, natural materials- feathers, flower	

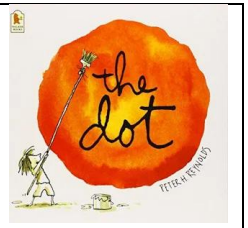
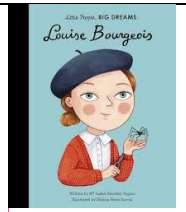
	To know that collage is a piece of art made by sticking various different materials onto a background. To know that permanent means lasting forever and temporary means lasting for a short while. To know that landscape art shows a scene or a place. To know the colours red, blue, yellow, green, orange, purple, black, white, brown, pink and grey. To experiment with colour mixing and talk about new colours they see.	• To create natural paintbrushes • To choose a thin or thick paintbrush for the job needed • To describe what they see in a painting/ piece of art and how it makes them feel • To use lose parts to make a temporary collage • To create a salt painting • To create a splatter painting • To create firework art using drawings to represent movement and loud noises	buds, grass, leaves, mix, pine cones, pattern, texture, twigs happy, sad, excited, worried, sleepy, fast, slow, loud, quiet, collage, fixed, not fixed, permanent, temporary, stick, cut, tear, rip	
Sculpture and 3D: Creation station and Christmas crafts	To know that clay is a natural material made of tiny pieces of rock which can be made into different shapes when mixed with water and by bending, twisting, squashing, stretching etc To know that playdough is a man- made material To know that a sculpture is 3D art (not flat)	• To use different forces and movements to manipulate clay and playdough. • To design and make a clay animal sculpture then decorate it. • To use tools to create a desired effect- cut, roll, print • To use salt dough to create a lasting decoration	clay, playdough, salt dough, properties, texture pinch, roll, slimy, slippery, smooth, squash, sticky, stretch, squelchy, twist, push, pull, bend, chop, tools, knife, rolling pin, cut, slice, natural and man- made material, knead, cutter sculptor, sculpture, design, 3D, plan, problem solve	
Craft and design: Let's get crafty and spring/	To know different ways of joining materials- glues, tape, split pins, string, paper clips and suggest the best to use in a situation. To know that a pattern is a repeated design.	• To be able to hold and use scissors effectively • To be able to use fine motor skills to thread objects of different sizes accurately. • To choose the best way to join two materials	scissors, blade, handle, scissors, snip, straight, wave, zig zag threading, down, over, pattern, pinch, pull, push, through, under, up,	

autumn crafts	To know that symmetrical means the same on both sides.	• To fold, curl and cut paper to create a desired effect • To draw round a template to make a copy • To scrunch tissue paper to make balls • To create a suncatcher • To notice and create symmetrical designs • To create an autumn wreath • To thread Easter eggs using wool and a hole punch • Share their creations explaining processes they have used.	sticky back plastic, scissors, join, materials, paper, card, glues, tape, split pins, hole punch, ribbon, string, paper clips, flange, slot, tie, wobbly, tight, sturdy, fold, bend, crease, roll, wrap, strip, curl, cut, tissue paper, scrunch, symmetrical	  

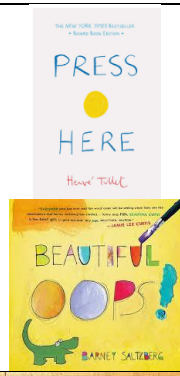
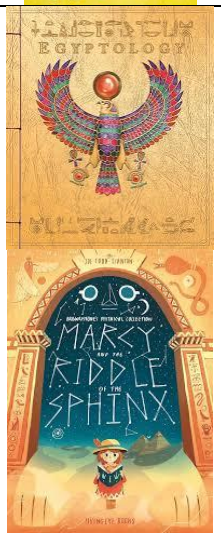
Key stage 1 Cycle A				
Units taught	**Core Knowledge- what do we want the children to know and remember?**	**Core Skills- What do we want the children to be able to do?**	**Core Vocabulary- Words we want the children to be able to use**	**Key linked texts**
Drawing- Exploring Line and Shape **Artist- Paul Klee (Expressionism, cubism, and surrealism Artist)**	To know that shapes can be created by connecting lines and can be used to form portraits. To know that changing pressure when drawing can create different tones and effects in colour and shading. To know that Paul Klee used lines, shapes, and colour to express ideas, feelings, and music in his artwork.	Draw different lines by varying the control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker, etc (Line, Pattern). Notice 2D shapes within objects and how they can be used to form the 'bones' of a drawing (Shape). Draw and combine geometric shapes (Line, Shape). Identify known shapes (in different sizes and orientations) in objects, scenes or images they wish to draw (Shape, Line). Apply more pressure when drawing or colouring to create a darker tone (Tone). Create an area with a single, consistent tone when colouring/shading (Tone). Demonstrate a growing spatial awareness to represent the position and size of objects, e.g. grounded trees (Space).	artist, control, line, pressure, shape	 
Craft and design- Map it out	To know that composition is how something is arranged on a page. To know that abstract art doesn't necessarily look like it does in real life. It uses shapes, colours and different marks.	Draw a map to illustrate a journey. Choose which parts of their drawn map to represent in their 'stained glass'. Overlap cellophane/tissue to create new colours.	abstract, composition, curator, design, design brief, evaluate, felt, fibre, gallery, imaginary, inspired,	

Artist- Emma Johnson (British)	To know that Emma Johnston is a British artist who reconstructs maps into artwork.	Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. Apply paint or ink using a printing roller. Smooth a printing tile evenly to transfer an image. Try out a variety of ideas for adapting prints into 2D or 3D artworks.	landmarks, mosaic, overlap, pattern, shape, stained glass, texture, viewfinder	
Sculpture and 3D- Clay houses **Artist- Rachel Whiteread (Contemporary)**	To know an artist who works with clay is called a ceramic artist. To know that to join pieces of clay, the surface needs to be scratched. To know that a slip is watery clay that acts like glue. To know that Rachel Whiteread is an artist who is known for creating sculptures.	Smooth and flatten clay. Roll clay into a cylinder or ball. Make different surface marks in clay. Make a clay pinch pot. Mix clay slip using clay and water. Join two clay pieces using slip. Make a relief clay sculpture. Use hands in different ways as a tool to manipulate clay. Use clay tools to score clay.	casting, ceramic, cut, detail, flatten, glaze, impressing, in relief, join, negative space, pinch pot, plaster, roll, score, sculptor, sculpture, shape, slip, smooth, surface, three dimensional, thumb pot	

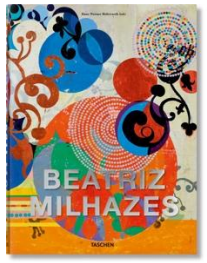
Key stage 1 Cycle B				
Units taught	**Core Knowledge- what do we want the children to know and remember?**	**Core Skills- What do we want the children to be able to do?**	**Core Vocabulary- Words we want the children to be able to use**	**Key linked texts**
Painting and mixed media- Life in colour **Artist- Romare Bearden (African American, Modern, Contemporary Artist)**	To know the three primary colours: red, blue, and yellow and that primary colours cannot be made by mixing other colours. To know that secondary colours are made by mixing two primary colours and identify the three secondary colours: **Green:** Made by mixing blue and yellow. **Orange:** Made by mixing red and yellow. **Purple:** Made by mixing red and blue. To know that Romare Bearden created his own painted papers to use in collages.	Mix a variety of shades of a secondary colour. Make choices about amounts of paint to use when mixing a particular colour. Match colours seen around them. Create texture using different painting tools. Make textured paper to use in a collage. Choose and shape collage materials eg cutting, tearing. Compose a collage, arranging and overlapping pieces for contrast and effect. Add painted detail to a collage to enhance/improve it.	collage, detail, mixing, overlap, primary colour, secondary colour, surface, texture	
Drawing- Understanding Tone and Texture **Artist- Andrew Goldsworthy (Local Artist)**	To know that different marks and techniques, such as shading, hatching, and rubbings, can represent texture in drawings. To know that changing pressure and control when drawing can create different tones and effects. To know that Andrew Goldsworthy is a local artist who creates nature inspired art.	Use and describe more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure (Line, Texture). Recognise that shapes and marks can be refined rather than accepting the first attempt (Line, Shape). Compose more complex drawings by combining shapes (Shape, Space). Shading Spatial awareness Describe when colouring is lighter or darker (Tone).	grip, mark making, materials, refine, shading, sketch, texture, tone	

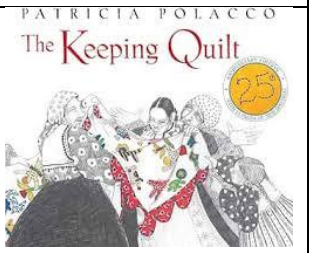
		Make lines and marks on paper, staying within the boundaries of the page (Space). Apply more pressure when drawing or colouring to create a darker tone (Tone). Create an area with a single, consistent tone when colouring/shading (Tone). Demonstrate a growing spatial awareness to represent the position and size of objects, e.g. grounded trees (Space). Use shading to show light and dark areas (Tone). Use the same tool to colour/shade different tones by adjusting pressure (Tone). Develop spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people (Shape, Space).		
Sculpture and 3D- Paper play Artist- Louise Bourgeois (Contemporary Artist)	To know that three-dimensional art is called sculpture. To know paper can change from 2D to 3D by folding, rolling and scrunching it. To know that Louise Bourgeois is famous for making giant spider sculptures.	• Roll and fold paper. • Cut shapes from paper and card. • Cut and glue paper to make 3D structures. • Decide the best way to glue something. • Create a variety of shapes in paper, eg spiral, zig-zag. • Make larger structures using newspaper rolls.	artist, carving, concertina, curve, cylinder, imagine, loop, mosaic, overlap, sculpture, spiral, three dimensional (3D), tube, zig-zag	 

Lower Key Stage 2 Cycle A				
Units taught	**Core Knowledge- what do we want the children to know and remember?**	**Core Skills- What do we want the children to be able to do?**	**Core Vocabulary- Words we want the children to be able to use**	**Key linked texts**
Drawing- Developing drawing skills Yellena James (Digital Artist)	To know that shading and blending tones can make shapes look three-dimensional and add depth. To know that careful observation and experimentation with line, shape, and tone help develop creative and digital drawings. To know that Yellena James uses bright colours, shapes, and patterns to create imaginative and detailed artwork.	Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin (Line, Texture, Tone, Pattern). Recognise more organic shapes within objects (shape). Attempt to draw 3D forms using line and shape (Line,Form, Shape).	blend, even tones, observation, organic	
Painting and mixed media- Light and dark Artist- Georges Seurat (Post-	To know adding black to a colour creates a shade. To know adding white to a colour creates a tint.	Mix a tint and a shade by adding black or white. Use tints and shades of a colour to create a 3D effect when painting. Apply paint using different	Abstract, composition, contrasting dabbing paint, detailed, figurative, formal, grid, landscape, mark-making, muted, paint wash, patterned. pointillism, portrait, shade, shadow,	

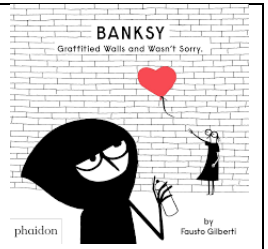
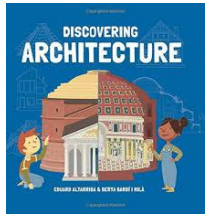
Impressionist Artist)	To know that the 'stippling effect' is dabbing paint using the top of the brush bristles. To know that Georges Seurat was an artist famous for pointlism.	techniques eg. stippling, dabbing, washing. Choose suitable painting tools. Arrange objects to create a still life composition. Plan a painting by drawing first. Organise painting equipment independently, making choices about tools and materials.	stippling paint, technique, texture, three dimensional (3D), tint, vivid	
Craft and design- Ancient Egyptian scrolls (Historical Art)	To know that a feature of Egyptian art is that people were always painted from the side. To know that ancient Egyptians used papyrus to make paper. To know that the way you put a painting together to make it visually appealing is called composition.	Use a sketchbook to research a subject using different techniques and materials to present ideas. Construct a new paper material using paper, water and glue Use symbols to reflect both literal and figurative ideas. Produce and select an effective final design. Make a scroll. Make a zine. Use a zine to present information.	ancient, audience, civilisation, colour, composition, convey, design, Egyptian, fold, imagery, inform, layout, material, painting, papyrus, pattern, process, scale, scroll, sculpture, shape, technique, zine	

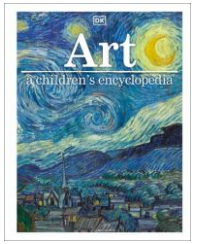
Lower Key stage 2 Cycle B

Units taught	Core Knowledge- what do we want the children to know and remember?	Core Skills- What do we want the children to be able to do?	Core Vocabulary- Words we want the children to be able to use	Key linked texts
Drawing- Exploring Tone, Texture and Proportion Artist – Beatriz Milhazes (Modernism)	To know that using tone, shading, and highlights can create a sense of three-dimensional form in drawings. To know that combining texture, proportion, and composition helps make drawings visually balanced and expressive. To know that Beatriz Milhazes uses bright colours, patterns, and shapes to create vibrant and visually complex artwork.	Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass (Line). Represent geometric 3D shapes more accurately and begin to include organic forms (Line, Shape, Form). Use a more diverse range of marks to convey a subject's form (Line, Tone, Form). Combine lines and marks to create light and dark areas of a drawing (Tone).	collage, composition, form, highlight, proportion, shadow, three-dimensional	
Sculpture and 3D- Abstract shape and space Artist- Sir Anthony Caro (Contemporary, British Sculptor)	To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know the space around objects is called negative or background space. To know that the abstract British Sculptor: Sir Anthony Caro helped to design the London Millenium footbridge.	Join 2D shapes to make a 3D form. Join larger pieces of materials, exploring what gives 3D shapes stability. Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. Identify and draw negative spaces. Plan a sculpture by drawing. Choose materials to scale up an idea. Create different joins in card eg. slot, tabs, wrapping.	abstract, found objects, negative space, positive space, sculptor, sculpture, structure, three-dimensional	

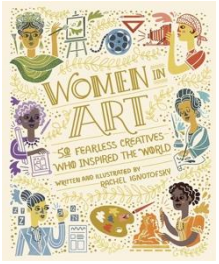
		Add surface detail to a sculpture using colour or texture.		
Craft and design- Fabric of nature Artist- William Morris (Victorian, British Artist)	To know that Batik is a technique that uses hot wax to draw patterns on fabric. To know a person who designs fabric is called a textile designer. To know that nature inspired the Victorian artist and designer William Morris.	Use their arm to draw 3D objects on a large scale. Sculpt soap from a drawn design. Smooth the surface of soap using water when carving. Join wire to make shapes by twisting and looping pieces together. Create a neat line in wire by cutting and twisting the end onto the main piece. Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. Try out different ways to display a 3D piece and choose the most effective.	Batik, colour palette, craft, craftsperson, design, develop, designer, imagery, industry, inspiration, mood board, organic, pattern, repeat, repeating, rainforest, symmetrical, texture, theme	

Upper Key Stage 2 Cycle A				
Units taught	**Core Knowledge- what do we want the children to know and remember?**	**Core Skills- What do we want the children to be able to do?**	**Core Vocabulary- Words we want the children to be able to use**	**Key linked texts**
Drawing- Expressing ideas	To know that street art can be used to convey messages, provoke thought, or express opinions.	Further develop shading techniques by creatively		

Artist- Banksy (British, Contemporary Artist)	To know that one-point perspective, scale, and proportion can make drawings appear more realistic and impactful. To know that Banksy is a British graffiti artist whose work is often about war, politics and other issues that they think are important.	selecting and combining tools and techniques to align with their artistic intentions (Tone, Form, Texture, Pattern). Find a point in the distance to draw from (one-point perspective) (Space, Line). Scale drawings up or down while aiming to keep proportion (Space).	depth, graffiti, horizon, mural, one-point perspective, proportion, realism, scale, street art, vanishing point	
Craft and design- architecture Artist- Friedensreich Hundertwasser (Modern Artist)	To know steps to make a monoprint when a roller is sufficiently inked. To know that the artist Friedensreich Hundertwasser did not use straight lines in his work.	Make an observational drawing of a house. Use shapes and measuring as methods to draw accurate proportions. Select a small section of a drawing to use as a print design. Develop drawings further to use as a design for print. Design a building that fits a specific brief. Draw an idea in the style of an architect that is annotated to explain key features. Draw from different views, such as a front or side elevation. Use sketchbooks to research and present information about an artist. Interpret an idea in into a design for a structure.	abstract, annotate, architect, architectural, architecture, birds eye view, built environment, commemorate, composition, crop, design, design brief, design intention, elevation, evaluate, external, form, futuristic, individuality, interpret, legacy, literal, monoprint, monument, observational drawing, organic, perspective, pressure, proportion, style, symbolism, viewfinder	

Painting and mixed media- portraits Artist- Chila Kumari Singh Burman (British, Contemporary Artist)	To know that mixed media is artwork that has been made using more than one material. To know that colour choices represent how the artist is feeling in a self-portrait. To know that the artist Chila Kumari Singh Burman's artwork is made from 28 small portraits of herself.	Develop a drawing into a painting. Create a drawing using text as lines and tone. Experiment with materials and create different backgrounds to draw onto. Use a photograph as a starting point for a mixed-media artwork. Take an interesting portrait photograph, exploring different angles. Adapt an image to create a new one. Combine materials to create an effect. Choose colours to represent an idea or atmosphere. Develop a final composition from sketchbook ideas.	art medium, atmosphere, background, carbon paper, collage, composition, continuous line drawing, evaluate, justify, mixed media, monoprint, multi media, paint wash, portrait, printmaking, represent, research, self-portrait, texture, transfer	

Upper Key stage 2 Cycle B				
Units taught	**Core Knowledge- what do we want the children to know and remember?**	**Core Skills- What do we want the children to be able to do?**	**Core Vocabulary- Words we want the children to be able to use**	**Key linked texts**
Craft and design- Photo opportunities	To know that photomontage means cutting out images and rearranging them into a new composition.	Create a photomontage. Create artwork for a design		

Artist- Hannah Hoch (Modern Artist)	To know that the technical term for extreme close-up photography is macro. To know that a pioneer for photomontage art was Hannah Hoch.	brief. Use a camera or tablet for photography. Identify the parts of a camera. Take a macro photo, choosing an interesting composition. Manipulate a photograph using photo editing tools. Use drama and props to recreate imagery. Take a portrait photograph. Use a grid method to copy a photograph into a drawing.	album, arrangement, cityscape, composition, Dada, digital, editing, emulate, focus, frame, grid, image, layout, macro, monochromatic, monochrome, photography, photomontage, photorealism, photorealistic, portrait, pose, prop, proportion, recreate, replacement, saturation, software	
Drawing: Depth, emotion and movement **Artist-** Elizabeth Catlett Modern, African-American/Mexican Sculptor & Printmaker)	To know that artists can create depth and proportion in a composition by using foreground, middle ground, and background. To know that artists make choices about materials and techniques to communicate ideas about identity, culture, and society. To know that Elizabeth Catlett uses expressive lines and mark-making to show movement and emotion in her prints and sculptures.	Refine tonal shading to show greater graduations in tone (Tone, Form). Blend to smooth transitions in tone (Tone). Use shading techniques such as cross hatching, to create texture as well as depth (Tone, Texture, Form). Use sketching to experiment with ideas, layout and shading. (Space) Consider balance and symmetry / asymmetry in compositions (Space). Start using size to develop a	background, composition, depth, focal point, foreground, main subject, middle ground, printing plate, printmaking, proportion	

		foreground, midground and background in compositions (Space).		
Sculpture and 3D- Making memories Artist- Joseph Cornell (Surrealist Artist)	To know that assemblage art is a three-dimensional collage of collected or made items. To know that the name of 3D art that projects from a base is relief. To know that Joseph Cornell's work is described as assemblage.	Translate a 2D image into a 3D form. Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). Manipulate cardboard to create different textures. Make a cardboard relief sculpture. Make visual notes to generate ideas for a final piece. Translate ideas into sculptural forms.	assemblage, attribute, collection, composition, embedded, expression, identity, juxtaposition, literal, manipulate, originality, pitfall, relief, representation, sculpture, self, symbolic, tradition	