

Progression Map: Art

	Knowledge and Understanding <i>Acquiring and applying knowledge to inform progress</i>	Generating Ideas <i>Skills of designing and developing ideas</i>	Making <i>Skills of making, art, craft and design</i>	Evaluating <i>Skills of judgement and evaluation</i>
Children will know:		Children will be able to:		
EYFS	- That art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. - How to explain what they are doing.	- Work purposefully responding to colours, shapes, materials etc. - Create simple representations of people and other things	- Work spontaneously and enjoy the act of making/creating - Sustain concentration and control when experimenting with tools and materials	Recognise and describe key features of their own and others' work
Y1	- How to recognise and describe some simple characteristics of different kinds of art, craft and design - The names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.	- Recognise that ideas can be expressed in art work - Experiment with an open mind (<i>for instance, they enthusiastically try out and use all materials that are presented to them</i>)	- Try out a range of materials and processes and recognise that they have different qualities - Use materials purposefully to achieve particular characteristics or qualities - Use a sketchbook to gather and collect artwork	Show interest in and describe what they think about the work of others
Y2	- That different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. - Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (<i>for instance, they know the names of the tools and colours they use</i>)	- Try out different activities and make sensible choices about what to do next - Use drawing to record ideas and experiences - Begin to demonstrate their ideas through photographs in their sketch books. - Set out their ideas through sketchbook annotations	- Deliberately choose to use particular techniques for a given purpose - Develop and exercise some care and control over the range of materials they use. (<i>for instance, they do not accept the first mark but seek to refine and improve</i>)	- When looking at creative work express clear preferences and give some reasons for these (<i>for instance, be able to say "I like that because..."</i>) - Keep notes in their sketch books as to how they have changed their work.
Y3	- About and describe the work of some artists, craftspeople, architects and designers - Be able to explain how to use some of the tools and techniques they have chosen to work with.	- Gather and review information, references and resources related to their ideas and intentions. - Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. - Use their sketchbooks to express feelings about a subject and to describe likes and dislikes. - Make notes in their sketchbooks about techniques used by artists.	- Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. - Select, and use appropriately, a variety of materials and techniques in order to create their own work.	- Take the time to reflect upon what they like and dislike about their work in order to improve it (<i>for instance they think carefully before explaining to their teacher what they like and what they will do next</i>) - Suggest improvements to their work by keeping notes in their sketchbooks.

Y4	- About and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. - About, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.	- Select and use relevant resources and references to develop their ideas. - Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. <i>(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i> - Use their sketchbooks to express feeling about various subjects and outline likes and dislikes.	- Investigate the nature and qualities of different materials and processes systematically. - Apply the technical skills they are learning to improve the quality of their work. <i>(for instance, in painting they select and use different brushes for different purposes)</i>	- Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. - Use their sketchbooks to adapt and improve their original ideas.
Y5	- Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. - How to describe the processes they are using and how they hope to achieve high quality outcomes	- Engage in open ended research and exploration in the process of initiating and developing their own personal ideas - Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. - Use their sketchbooks to compare and discuss ideas with others.	- Confidently investigate and exploit the potential of new and unfamiliar materials <i>(for instance, try out several different ways of using tools and materials that are new to them)</i> - Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.	- Regularly analyse and reflect on their progress taking account of what they hoped to achieve. - Keep notes in their sketchbooks as to how they will develop their work further.
Y6	- How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. - About the technical vocabulary and techniques for modifying the qualities of different materials and processes.	- Independently develop a range of ideas which show curiosity, imagination and originality - Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i> - Combine graphics and text to research	- Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques - Independently select and effectively use relevant processes in order to create successful and finished work - Compare their methods with those of other and keep notes in their sketchbooks. - Use sketchbooks to keep detailed notes and quotes, explaining about items.	- Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work - Adapt and refine work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks.

Drawing Progression

EYFS		
Key Knowledge: Procedural and Declarative • Learning to observe an object and draw noticing shapes and sizes. • Create closed shapes with continuous lines (circles) and begin to use these shapes to represent objects. • Drawing simple portraits - representing a face with a circle and including details like hair/ eye/ skin colour. • Drawing portraits showing different emotions – happiness, sadness, fear etc. • <i>Observational drawing self portrait using mirror– focus on artist Brittany Anne https://beacons.ai/zolaartfactory/</i> • Observational drawings of natural objects or mini beasts • Practise drawing vehicles moving – how can you represent movement? (During the Spring or summer term there will be a multimedia exhibition of EYFS work for parents to attend. Children will be involved in planning the exhibition)		
Year 1	Year 2	Year 3
Artist: Leonardo Da Vinci / Natalie McIntyre Topic link: Darwin and Attenborough Outcome: Detailed drawing of mini beasts Key artwork: Monalisa / Blackberries Key Knowledge: Procedural and Declarative • Know and experiment with different tools for mark making inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Know that there are different grades of pencils and experiment drawing lines of different shapes and thickness using two different grades. • Begin to explore the use of line, shape and colour. • Observe an object or person and attempt to replicate when drawing. Learning and Showcasing Opportunities: Ensure different tools for mark making are available during self-directed play for children to experiment. Collect and observe mini beasts at Forest School, possibly visit Wollaton Hall to see mini beast exhibition. Introduce observational drawing and model this explicitly. Children to use specimen pots with magnified lids to observe and draw using various materials.	Artist: Affen Segun Topic link: Sierra Leone Outcome: Create self portrait Key Knowledge: Procedural and Declarative • Choose and use charcoal, pencil and pastels. • Create different tones using light and dark. • Use three different grades of pencil in their drawing (4B, 8B, HB). • Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Experiment with the visual elements; line, shape, pattern and colour. • Use a viewfinder to focus on a specific part of an artefact before drawing it. • Begin to draw for a sustained period of time. • Draw single and grouped objects from observation. Learning and Showcasing Opportunities: Practise portraits of self and others, teach proportions of the head and face, experiment representing different skin tones, hair texture (could link to work on identity and diversity) used mix media to create the portrait using printing / painting or collage to create the fabrics and drawing for the face and hair.	Artist: Cezanne Topic link: Stone Age/ Indus Valley Outcome: Still life Key Knowledge: Procedural and Declarative • Choose different grades of pencil shade and other implements to show different tones and texture. • Choose and use different media to achieve variations in line, texture, tone, colour, shape and pattern. • Draw for a sustained period of time. • Begin to demonstrate how people are feeling, including through facial expressions. • Plan, refine and alter their drawings as necessary. • Use their sketches to produce a final piece of work. • Write an explanation of their sketch in notes. Learning and Showcasing Opportunities: Study some of Cezanne’s still life paintings and drawings of fruit. Use Accessart resources to practise drawing 3D shapes (sphere, cube, cone) https://www.accessart.org.uk/drawing-shapes-to-create-form/ Link to topic – sorting fruit and vegetables Pakistan/ UK which grow naturally in which country? Why don’t mangos grow naturally in the UK? Maybe try eating some of the produce. Bring in real fruit for children to sketch. Create a still life set up using fruit and veg from the 2 different countries (possibly fabrics and other objects). Perhaps set up in the middle of the classroom with children in a circle around to draw what they see. Children can look critically at their own work and consider how they could improve and then move seats and draw from a different angle.

Year 4	Year 5	Year 6
Artist: Henry Moore / Bayeux Tapestry Topic link: Viking Britain Outcome: Recreation of Bayeux Tapestry – collaborative piece Key piece of work: Shelter Drawings Key Knowledge: Procedural and Declarative - Organise line, tone, shape and colour to represent figures and forms in movement. - Explain why they have chosen specific materials and media to draw with. - Identify and draw simple objects and use marks and lines to produce texture. - Use research to inspire drawings from memory and imagination. - Show mood through facial expressions and begin to show body language in their sketches. - Alter and refine drawings and describe changes using art vocabulary. Learning and Showcasing Opportunities: Study artwork from the sculptor/ artist Henry Moore using Accessart resources https://www.accessart.org.uk/henry-moores-shelter-drawings/ Discuss how he uses lines to suggest shape. Recap last years work on drawing 3D shapes and try to use pencils and black wax crayons to draw a sphere. How are they different? Which effect do they like? Why? Look at the Bayeux Tapestry. Are the images realistic? What can they see happening? Link to literacy/ comprehension – what is happening, can they retell the story? Experiment using black wax crayons and Brusho wash to create their own more realistic drawing of a person or horse from the Bayeux tapestry. Focus on using lines to create the illusion of 3D shape. Could use photos of real people or horses for children to observe. Use a long roll of wall paper to recreate the tapestry – cutting out the children’s figures and horses to create one large piece of work.	Artist: Michelangelo Topic link: Victorians Outcome: Create Sistine Chapel ceiling image to project on ceiling of classroom Key piece of work: Sistine Chapel ceiling Key Knowledge: Procedural and Declarative - Identify and draw simple objects and use marks and lines to produce texture. - Organise line, tone, shape and colour to represent figures and forms in movement? - Successfully use shading to create mood and feeling. - Work in a sustained and independent way from observation, experience and imagination - Use a variety of source material for their work. - Explain why they have chosen specific materials to draw with Learning and Showcasing Opportunities: Introduce children to the idea of The Grand Tour where wealthy Victorians would travel Europe to see classic works of art. Link this to Italy and the work of Michelangelo. Could role play being wealthy Victorians and show 360 video of Sistine Chapel for children to experience https://www.youtube.com/watch?v=7jHygRhvHss How would Victorian’s have felt seeing this spectacle? Especially remembering they had no video or photos of this kind of impressive artwork. Look closely at how Michelangelo uses tone and lines to create realistic body shapes. Try some of the hand and feet drawing activities https://www.accessart.org.uk/life-drawing-drawing-hands-and-feet-with-hester-berry/ Review and practise and complete a final drawing. Could practise using charcoal and smudging to create tone and texture. Could you try taping paper to the underside of a table and drawing to imagine what painting a ceiling would be like. Photograph each child’s best work and create a slide show to project onto the ceiling (with wireless projector) Could exhibit the work by allowing children to lie on the floor and look up as work is projected onto ceiling (perhaps playing classical music).	Artist: Salvador Dali / Micheal Vincent Manilo Topic link: WW2 Outcome: Key piece of work: The Persistence of Memory Key Knowledge: Procedural and Declarative Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape - Demonstrate a wide variety of ways to make different marks with dry and wet media. - Communicate emotions and a sense of self with accuracy and imagination. - Explain why they have chosen specific drawing techniques and tools to create their drawings. Learning and Showcasing Opportunities: During WW2 Surrealism was a popular form of art. Explore the word Surreal and consider the painting The Persistence of Memory. Explore its possible meaning and how it makes them feel. Look also at modern artist Vincent Manilo: the Irregularities of Discernment. What are the similarities/ differences? Possibly begin with a collage project – printing out a landscape and cutting out objects from magazines and newspapers which may be significant and adding to their picture in a surreal way. This could then be replicated through drawing using all the skills they have learnt through school (observation, tone, shape) They could also have a range of drawing materials available to choose and mix – charcoal, pastels, pencils, wax crayons, brusho, Perhaps the exhibition of this work could be curated by the class. Consider the values of surrealism – how could they subvert the norm in the way they present the work? https://www.theguardian.com/artanddesign/2016/jun/01/dali-exhibition-surreal-encounters-edinburgh Research how Dali curated exhibitions himself.

Painting Progression

EYFS		
Key Knowledge: Procedural and Declarative Learn to mix primary colours to make secondary colours – know which primary colours are needed to make each secondary colour. Experiment with mixing different colours and shades. • Explores painting with different textures - brushes, fingers, printing • Recognising patterns and represent patterns in drawing and painting (stripes/ spots) and printing • Talk about different colours – respond to music using different colours to represent feelings. • Mixing colours for a purpose to paint objects related to topic eg insects <i>Observational drawing/ painting self portrait using mirror– focus on artist Brittany Anne https://beacons.ai/zolaartfactory/</i> (During the Spring or summer term there will be a multimedia exhibition of EYFS work for parents to attend. Children will be involved in planning the exhibition)		
Year 1	Year 2	Year 3
Artist: Van Gogh / Julia Langley Topic Link: Weather and Seasons Outcome: Observation paintings of spring flowers Key Knowledge: Procedural and Declarative • Choose to use thick and thin brushes as appropriate. • Revise the primary colours • Know that by mixing primary colours, you can make secondary colours. • Mix and match colours to colours they observe. • Experiment with different types of paint e.g poster, water colour, powder etc. • Begin to create textures e.g. sawdust • Paint a picture of something they can see. Learning and Showcasing Opportunities: Find and observe flowers in the environment and bring an assortment of flowers into the classroom for children to observe and paint, consider having paint mixing activities during self-directed play (both indoor and out) for children to experiment with. Consider photographing the children's art and projecting it onto the classroom walls (https://vangoghexpo.com/) see link for Van Gogh exhibit and inspiration.	Artist: Mark Rothko / Norman Lewis Topic Link: Hot and Cold Outcome: Create own large colour canvases for hot and cold moods Key Knowledge: Procedural and Declarative • Know that by mixing secondary colours, you can get a range of shades and tones. • Mix and match colours and predict outcomes. • Mix their own brown. • Know that tints can be made by adding white. • Know that tones can be made by adding black. • Experiment making tints and tones in colours they mix. • Revise knowledge of different types of paint and understand their properties. • Know tools and techniques for painting and begin to experiment with them e.g. layering, mixing media, scraping through etc. Learning and Showcasing Opportunities: Explore how different colours make you feel (possibly using music as a stimulus) Experiment adding white and black to colours to see how it changes the tone and maybe the mood. Possibly create large pieces of art to exhibit. Could you use huge sheets of board or paper to create the illusion of a large canvas. Experiment using large wall brushes to create big art. https://www.accessart.org.uk/painting-savannah-chloe-williams/ ideas for making large art	Artist: Frida Kahlo Topic Link: Rainforests Outcome: Own self portrait with forest border using her paintings as a stimulus Key Knowledge: Procedural and Declarative • Use a developed colour vocabulary. • Predict with accuracy the colours that they mix. • Know where each of the primary and secondary colours sits on the colour wheel. • Create a background using a colour wash. • Know different types of brushes will have a range of effects and experiment with this. • Experiment with different effects and textures inc. blocking in colour, washes, thickening paint etc. • Work confidently on a range of scales, e.g. thin brush on a small picture. Learning and Showcasing Opportunities: Show Kahlo self portraits without explanation and see what ideas or understanding the children can find in them (link to comprehension and oracy). Recap portraits (dimensions of the face.) Experiment using acrylics and note how it is different from other paint they have encountered. Link to geography/ culture of Mexico – look at Kahlo murals. Possibly experiment using Brusho as a wash. https://www.accessart.org.uk/back-painted-portraits/ see other ideas for making self portraits.

Year 4	Year 5	Year 6
Artist: David Hockney / Maggi Hambling Topic Link: Egyptians Outcome: Large Water Collaborative Piece Key Knowledge: Procedural and Declarative • Confidently mix paint to create the colours they need. • Confidently create shades and tints using black and white. • Use colour to create mood in their paintings. • Begin to use shading to create mood and feeling • Use specific colour language e.g. tint, tone, shade, hue. • Choose paints and tools appropriately. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process. Learning and Showcasing Opportunities: Take time to observe water carefully – possible opportunity for outdoor learning – use paddling pool or water tray? (collect adjectives for the water when it is still or moving in different ways) Watch videos of water moving in rivers or the ocean (link to Egyptians and the importance of the Nile) Experiment using different shades of blue with white or black added and different ways of applying paint (fingers, sponges, scrubbing brushes) Review which techniques created the most water like effect. Possible final piece – everyone creates a panel which, put together, creates a large piece of collaborative art.	Artist: Ebony G. Patterson Topic Link: Caribbean Outcome: Mixed media painting Key Knowledge: Procedural and Declarative • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Work on preliminary studies to test media and materials. • Create imaginative work from a range of sources. • Create a range of moods in their paintings. • Express emotions accurately through their painting and sketches. Learning and Showcasing Opportunities: Research artist and see if children can recognise which media and materials have been used. Explore how the artist is creating different moods in her pieces. Children could take photographic portraits of themselves and print in black and white as the subject of their piece. They could then use painting and collage to create a mood that they choose themselves (which colours will they use to create that mood?) Encourage the children to explore new techniques for example balling up tissue paper and painting over it, layering collage with painting, using textiles and painting over the top of it) Possibly exhibit as part of a larger celebration of the Caribbean topic.	Artist : Banksy Topic Link: Seven Worlds One Planet Outcome: Graffiti art wall Key Knowledge: Procedural and Declarative • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test out media and materials and mix appropriate colours. • Work from a variety of sources, inc. those researched independently. • Explain what their own style is. • Use a wide range of techniques in their work. • Explain why they have chosen specific painting techniques. Learning and Showcasing Opportunities: Research the history of Banksy and links with Nottingham. This could link to oracy and writing – who is Banksy? Exploring some of the issues related to his work and controversies like the sale of the Nottingham piece to a private collector. Link to a local graffiti artist to allow the class to experiment with spray paints and stencils. Design and plan their own Banksy inspired piece. These could be sprayed onto pieces on MDF. Possibly a wall could be assigned to this year 6 project for children to spray their pieces on to each year.

Printing Progression

EYFS		
Key Knowledge: Procedural and Declarative - Using natural resources to create a picture through printing and painting - Children learn about simple printing with sponges and fruit/ vegetables. Explore printing with different shapes to create a vehicle picture. - Recognising patterns and represent patterns in drawing and painting (stripes/ spots) - Explore collage using different textures and materials– practise skills of cutting and sticking. Use new equipment like holepunch and stapler - Outdoor art – printing and painting. (During the Spring or summer term there will be a multimedia exhibition of EYFS work for parents to attend. Children will be involved in planning the exhibition)		
Year 1	Year 2	Year 3
Artist: Eloise Renouf / Oliver Jeffers ‘tree prints circles and squares’ Topic link: Forests Outcome: Create giant forest landscape printed piece Key Knowledge: Procedural and Declarative - Make marks in print with a variety of objects, including natural and made objects e.g. fruit and veg, sponges etc. - Know and experiment with different printing techniques e.g. monoprint, block, relief and resist printing. - Make rubbings. - Print onto paper and textile. - Design their own printing block. - Create a repeating pattern and recognise pattern in the environment. Learning and Showcasing Opportunities: Consider the way these two artists create tree images. Renouf is a local artist so possibility to see if she will visit. Let the children experiment printing with a variety of objects as mentioned below. Children could use leaf rubbings (Forest School) to make trees or print with an object. For final piece each child to produce a square of the forest and put all the pieces together to make a giant forest picture. So many ideas to be found here to get you inspired https://www.accessart.org.uk/visual-arts-planning-trees-forests-and-landscape/	Artist: Minjukim Fashion Designer Topic link: Votes for Women Outcome: Printing on clothing – paper or material Key Knowledge: Procedural and Declarative - Know and use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. - Design patterns of increasing complexity and repetition. - Print using a variety of materials, objects and techniques. Learning and Showcasing Opportunities: Look at prints on clothes (perhaps have a dress up day where children can wear clashing patterns and prints) History link – look at clothes from the Victorian era – how are they different or similar? Research Minjukim – there are lots of videos and images online as she was on the Netflix show Next in Fashion. Notice prints and colours. Use sponge or chopped potatoes to make basic shape prints and plan which colours and how they will create a repeating pattern. Use t-shirts or fabric to print on. Exhibit as part of a fashion show (children could find out about fashion shows and plan the music, lighting etc) Families could come and watch.	Artist: Edvard Munch ‘The Scream’ Topic link: The Romans Outcome: Create a Roman Bust Carbon copy paper mono printing Key Knowledge: Procedural and Declarative - Print using a variety of materials, objects and techniques including layering. - Make a 2 colour print. - Explore pattern and shape, creating designs for printing. - Talk about the processes used to produce a simple print. Learning and Showcasing Opportunities: Recap printing and remember types of printing they have tried in school. Introduce Carbon paper. Look at ‘The Scream’ (Printed lithograph version) Use black pens/ pastels/ charcoals to try and replicate it. What types of lines can they see (recap line from drawing topic) Introduce carbon copy paper. Give children a chance to experiment to see which effects they can get as well as modelling some techniques like colouring pastel on one side to produce colours - https://www.accessart.org.uk/monoprinting-with-carbon-paper/ Link to history – romans reproducing images of their emperors. Final piece to make a carbon copy mono print of a Roman emperor.

Year 4	Year 5	Year 6
Artist: Andy Warhol Topic link: Extreme Earth 'Vesuvius Print' Outcome: Create their own pop art style volcanoes Key Knowledge: Procedural and Declarative • Research, create and refine print using a variety of techniques. • Experiment with resist printing including marbling, silkscreen and coldwater paste. • Make a printing block • Create an accurate print design. • Print onto different materials. Learning and Showcasing Opportunities: Spend some time researching Andy Warhol and looking at some of his key pieces. What similarities do they notice in pop art pieces? Bright colours, bold lines etc. Experiment using silk screen and bold ink to create simple shapes. How can they layer different colours. Try cutting out the silhouette of a mountain (could be drawn from a photo) and use it to relief print over it. https://www.accessart.org.uk/screen-printing-in-the-classroom/ Check these videos for techniques. Could do their final piece on black paper using bright inks and screen printing using silk on embroidery hoops. They could plan ahead and choose a mountain or volcano they would like to represent – which colours would represent the mood of their chosen landscape?	Artist: William Morris Topic link: Victorians Outcome: Create a botanical print Key Knowledge: Procedural and Declarative • Know and explain print techniques inc the use of poly-blocks, relief, mono and resist printing. • Choose a printing method appropriate to the task. • Build up layers and colours/textures. • Print using a number of colours. • Choose inks and overlay colours. • Organise their work in terms of pattern, repetition, symmetry or random printing styles. • Create an accurate print design from given criteria. Print onto different materials. Learning and Showcasing Opportunities: Consider and compare modern day printed fabrics like curtains and wallpaper with William Morris prints. What differences/ similarities do they notice. A fun game might be to show a Morris print and get them to write down every single separate image they can see (different birds and flowers) in 30 seconds. Practise using the poly blocks to print. Make time to experiment so the children can see the potential and also limitations of this technique. Make sure children have a fine implement to scraped their design so it can be detailed. If you're unsure of this technique check https://www.accessart.org.uk/wp-content/uploads/2017/03/printmaking.pdf Perhaps final prints could be used to create bags or wrapping paper or something practical they can keep.	Artist: Dizzy Ink (Sneinton printing) Topic link: Seven Worlds One Planet Outcome: Screen/digital/ risograph printed bag Key Knowledge: Procedural and Declarative • Describe varied techniques. • Be familiar with layering prints. • Overprint using different colours. • Be confident at printing on paper and fabric. • Alter and modify their work. • Print independently and with confidence. Learning and Showcasing Opportunities: Explore how printed images are used on products like tote bags and t-shirts by charities to share a message and also raise money. Look at key examples and consider how effective they are. Design their own logo or image. One day workshop at Dizzy Ink will show children how risograph printing is done professionally and allow children to try this printing technique.

3D Sculpture Progression

EYFS		
Key Knowledge: Procedural and Declarative - Begin to use playdough to represent facial features. Learn to roll spheres for eyes using the palm of a hand - Use clay to make a worm. Learn to roll sausage shape using palm of the hand and experiment with clay tools to make worms markings. - Use clay tools to create Christmas decorations – learn about the clay drying process and note how clay changes when it is dry - Use a mixture of clay and natural objects to create a mini beast they are familiar with. https://www.accessart.org.uk/how-to-clay-play/ Playing with clay opportunities (During the Spring or summer term there will be a multimedia exhibition of EYFS work for parents to attend. Children will be involved in planning the exhibition)		
Year 1	Year 2	Year 3
Artist: Andy Goldsworthy – Natural sculptures (fossil style) Katie Smith Ceramics (carving into pots) Adam Frew Topic link: Dinosaurs Outcome: Create dinosaur eggs Key Knowledge: Procedural and Declarative - Manipulate clay in a variety of ways, e.g. cutting, rolling, kneading and shaping. - Explore sculpture with a range of malleable media, especially clay. - Add texture by using tools. - Make different kinds of shapes. - Experiment with, construct and join recycled, natural and man-made materials. Learning and Showcasing Opportunities: Recap what children already know about clay (ie how does it change when it's dry, what tools can you use?) Experiment using different textured objects (wood, bubble wrap, plastic bag) pushed onto a rolled out piece of clay, what effects do you get? Model making a pinch pot. Create two pinch pots and join together to make egg shapes. Add textures and carve into them. Fire and paint. https://www.accessart.org.uk/how-to-clay-play/ see this document for ideas on techniques. Create dinosaur bones using skills. Present them in a sand tray mimicking a dig.	Artist: Greyson Perry Topic link: Victorians Outcome: Create a coil pot, carve or add textures. Link to injustice of child labour. Key Knowledge: Procedural and Declarative - Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. - Build a textured relief tile. - Understand the safety and basic care of materials and tools. - Experiment with construct and join recycled, natural and man-made materials more confidently. Learning and Showcasing Opportunities: Research who Perry is and look at his ceramic pots. How does he use the decoration to tell stories or share a message? Link to Victorian topic of child labour/ or suffrage (protesting and raising awareness). How could we try to share the message through images and simple text? Model ideas. Children could have a basic vase outline to try drawing ideas on. https://www.tate.org.uk/art/artists/grayson-perry-4657/how-make-pot-grayson-perry This video is not really appropriate for children but will give you ideas – you may wish to share some of it but check the clip first. This clip shows how to make a coil pot https://www.youtube.com/watch?v=PgYJvbQgb40 Leave pots to dry and consider which images they would like to decorate it with. Practise painting on paper with fine brushes before adding to the vase.	Artist: Peggy Bjerkan,, Holland Ottik, Sally Macdonell, Midori Takaki Topic link: The Romans Outcome: Make a Roman Mask using a paper former/simple mould. Key Knowledge: Procedural and Declarative - Join clay adequately and work reasonably independently. - Construct a simple clay base for extending and modelling other shapes. - Explore rolling and coiling to create 3d shapes - Practice rolling and applique methods (cutting and sticking clay) - Add onto their work to create texture and shape. - Plan, design and make models. Learning and Showcasing Opportunities: Research Roman masks and what they were used for https://www.penn.museum/sites/expedition/recreating-roman-wax-masks/ Choose a modern artist from the list above and compare the style, purpose, material of the masks. Give plenty of time for experimenting using a basic flat shape for the face and considering how to build up the facial features. https://www.youtube.com/watch?v=D7UFeQP_BOA this is a basic idea but would need to be the full face mask Some other mask planning activities and resources https://www.tate.org.uk/art/student-resource/exam-help/masks Could they add objects to the mask to express something of their personality if it were to become an artifact for future generations to find. Plan how they will create and position the objects onto the mask. Exhibition could take the form of a fashion show with children wearing togas to exhibit their masks.

Year 4	Year 5	Year 6
Artist: Barbara Hepworth Topic link: Extreme Earth Outcome: Create a Hepworth style sculpture from ceramics and exhibit them in a natural environment for an experiential exhibition Key Knowledge: Procedural and Declarative • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Experiment with surface patterns and textures • Experiment with and combine materials and processes to design and make 3D form. • Develop confidence in sculpting clay and other mouldable materials. • Talk about their work, understanding that it has been sculpted, modelled or constructed. Learning and Showcasing Opportunities: Research Barbra Hepworth (they might be interested in her death and how her studio has been preserved) and look at examples of her work. Hepworth liked to make sculptures with holes in – explore why https://www.tate.org.uk/art/artists/dame-barbara-hepworth-1274/introduction-barbara-hepworth Children could use a piece of card and cut a shape and a hole of their design. Perhaps they could take this to a natural environment and hold up the card and draw what they see through the hole? They could use this 2D design (perhaps using real photos of natural objects (cliffs, caves, eroded wood) to plan their sculpture. Make a sculpture – it could also use wire, string or natural objects if they have been inspired by Hepworth pieces.	Artist: Ancient Greek Ceramic artists Topic link: Ancient Greece Outcome: Ceramic box with carved and painted decorations Key Knowledge: Procedural and Declarative • Plan a sculpture through drawing and other preparatory work. • Shape, form, model and construct using different clay techniques, considering aesthetics • Use recycled, natural and made materials to create a sculpture. Learning and Showcasing Opportunities: Research Ancient Greek ceramics. Note common themes. Discuss why ceramics were important. https://www.britishmuseum.org/collection/search?keyword=Greek&keyword=vase https://www.thecollector.com/greek-vase-paintings-from-ancient-greece/ Use the myth of Pandora’s box as inspiration to plan and create their own box. See planning for this project here https://www.accessart.org.uk/an-exploration-of-pandoras-box/ Finished boxes could be exhibited to parents/ carers with other work at end of topic.	Artist: Antony Gormley / Mayan statues Topic link: Mayans Outcome: To create Mayan style statues and exhibit collaboratively Key Knowledge: Procedural and Declarative • Develop skills in using clay, inc. slabs, coils, slips etc. • Make a mould and use plaster safely. • Use materials with confidence, creativity and imagination to produce a 3d object. • Create sculpture and constructions with increasing confidence. Learning and Showcasing Opportunities: Research why and how Mayans used statues and compare this to Gormley’s modern art. See video of Field For the British Isle https://www.youtube.com/watch?v=wToMzcJ98w0 How does it make the children feel? What do they notice? Watch other children’s reactions https://www.youtube.com/watch?v=hYf5HX_Ywao Experiment with making figures see https://www.accessart.org.uk/quick-clay-figurative-sketches/ for activities. Children to plan and discuss together how they would like to exhibit their figures. They could now take photos of their exhibition from different angles.