



WINDHILL PRIMARY SCHOOL

Core themes & concepts progression map: Art

| Cycle A | EYFS | Years 1 & 2 | Years 3 & 4 | Years 5 & 6 |
|----------------|---|---|---|--|
| Autumn Term | <i>All About Me</i> Drawing Painting <i>Celebrations</i> Sculpture – salt dough | <i>If you go down to the woods today, what will you find?</i> Drawing Artist Study - Andy Goldsworthy <i>How is the UK different from the artic regions?</i> Painting | <i>What did the Romans do for Doncaster?</i> Drawing | <i>What makes the earth angry?</i> Painting Artist Study - Hokusai |
| Spring Term | <i>People who help us</i> Sculpture - modelling Painting <i>Growing</i> Artist Study – Van Gogh Textiles | <i>Which wonder would you visit?</i> Sculpture - clay | <i>Would you rather live in the UK or Italy?</i> Painting Artist Study – Michelangelo | <i>Tudors</i> Drawing |
| Summer Term | <i>On the Farm</i> Textiles – collage <i>Under the Sea</i> Drawing | <i>Why do people love to be besides the seaside?</i> Printing | <i>What is a rainforest?</i> Textiles - sewing Artist Study – Mola artwork | <i>Rivers and Coasts</i> Textiles – sewing |

| <u>Cycle B</u> | <u>EYFS</u> | <u>Years 1 & 2</u> | <u>Years 3 & 4</u> | <u>Years 5 & 6</u> |
|----------------|--|---|---|--|
| Autumn Term | <p><i>All About Me</i> Drawing Painting</p> <p><i>Changing Seasons</i> Printing</p> | <p><i>Where did all the castles come from?</i> Drawing Artist Study – Paul Klee</p> <p><i>How do we stay healthy?</i> Painting Artist Study – Giuseppe Arcimboldo</p> | <p><i>Lost Lands</i> Sculpture - clay</p> | <p><i>North America/ Mayans</i> Drawing – Oil pastel Artist Study – Georgia O’Keeffe</p> |
| Spring Term | <p><i>Dinosaurs</i> Printing Sculpture – salt dough</p> <p><i>In the Garden</i> Painting Drawing</p> | <p><i>How has Mexborough changed and what will it look like in the future?</i> Sculpture – Clay Artist study – Dan Jones</p> | <p><i>How did Early Man survive?</i> Printing</p> | <p><i>Why were Vikings successful invaders?</i> Sculpture - Clay</p> |
| Summer Term | <p><i>On Safari</i> Artist study – Kandinsky</p> | <p><i>Why do people visit London?</i> Textiles - Sewing</p> | <p><i>Extreme Planet</i> Textiles - Weaving</p> | <p><i>What happened to all the coal mines?</i> Drawing – Charcoal</p> |

| <u>Concept/ theme</u> | <u>EYFS</u> | <u>Years 1 & 2</u> | <u>Year 3 & 4</u> | <u>Years 5 & 6</u> |
|-----------------------|--|---|--|---|
| Drawing | Pencil work – self-portraits, observational art work | If you go down to the woods today, what will you find? Where did all the castles come from? | What did the Romans do for Doncaster? | Tudors What happened to all the coal mines? North America/ Mayans |
| Painting | Colour mixing – primary colours Painting tools | How is the UK different from the arctic regions? How do we stay healthy? | Would you rather live in the UK or Italy? | What makes the earth angry? |
| Sculpture | Salt dough models Box modelling | Which wonder would you visit? How has Mexborough changed and what will it look like in the future? | Lost Lands | Why were Vikings successful invaders? |
| Printing | Natural materials Hand printing | Why do people love to be besides the seaside? | How did Early Man survive? | |
| Textiles | Transient art from the wildlife garden Collage | Why do people visit London? | What is a rainforest? | Rivers and Coasts |
| Artist Study | Van Gogh Kandinsky | If you go down to the woods today, what will you find? Where did all the castles come from? How do we stay healthy? | Would you rather live in the UK or Italy? What is a rainforest? | What makes the earth angry? North America/ Mayans |

Progression of skills & knowledge for key themes/ concepts – to support assessment

| Drawing | |
|-----------------------|--|
| Year 1 | <ul style="list-style-type: none"> • To choose between 2 different pencil grades (HB, 2B). • To create texture using pencils (scumbling and hatching). • To use lines to represent a shape or outline. |
| Year 2 | <ul style="list-style-type: none"> • To choose between 3 different pencil grades (2H, HB, 2B) • To appropriately vary line thickness. • To appropriately vary pressure of pencil. • To use line to draw shape pattern and texture (scumbling, hatching and cross hatching). |
| Year 3 | <ul style="list-style-type: none"> • To appropriately vary tone. • To appropriately use shape and size for proportions. • To choose between 5 grades of pencil (4H, 2H, HB, 2B, 4B). |
| Year 4 | <ul style="list-style-type: none"> • To capture fine details. • To use marks and lines to produce texture • To show reflections |
| Year 5 & 6 | <ul style="list-style-type: none"> • To use simple rules of perspective. • To blend oil pastels • To draw figures to represent emotion through posture. • To use a range of drawing medias to represent light, shade and form. |
| Paint | |
| Year 1 & 2 | <ul style="list-style-type: none"> • To use white to create colour tints. • To name primary colours. • To collate colours into groups of similar shades. • To select colours when painting and discuss how colours make them feel. • To mix paint colours to suit a task. |

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| Year 3 & 4 | <ul style="list-style-type: none"> To use watercolours to create a backwash. To create and use a natural colour palette. To add textural materials to paint to create a desired effect. |
| Year 5 & 6 | <ul style="list-style-type: none"> To use sgraffito painting technique. To use lines to create movement. To use complimentary and contrasting colours. To use colours to add mood and atmosphere. |
| Sculpture | |
| Year 1 & 2 | <ul style="list-style-type: none"> To handle and manipulate malleable materials. To use modelling materials to create a form. |
| Year 3 & 4 | <ul style="list-style-type: none"> To use a range of modelling tools, choosing the most appropriate one for a given task. To use tools to create texture and pattern. To mould clay using hands. To smooth clay using hands. |
| Year 5 & 6 | <ul style="list-style-type: none"> To use score and slip technique to join pieces of clay together. To carve and sculpt materials using a range of tools and finishing techniques (eg etching and smoothing). |
| Textiles | |
| Year 1 & 2 | <ul style="list-style-type: none"> To sew using running stitch. |
| Year 3 & 4 | <ul style="list-style-type: none"> To sew using backstitch. To sew using cross stitch. To weave materials together. |
| Year 5 & 6 | <ul style="list-style-type: none"> To use hemming stitch. |

| Artist Study | |
|--|---|
| Year 1 & 2 | <ul style="list-style-type: none"> • To describe what they can see and like in the work of other artists/ crafts. • To say how other artists'/ craft makers/ designers have used colour, pattern & shape. • To create a piece of work in response to another artist's work |
| Year 3 & 4 | <ul style="list-style-type: none"> • To compare the work of significant artists and architects and their influences. • To discuss different media used by influential artists. • To experiment with different styles which artists have used |
| Year 5 & 6 | <ul style="list-style-type: none"> • To know that artists take influences from a variety of external factors and discuss these. • To discuss how artists use colour and technique to portray mood and atmosphere. • To discuss what their work is influenced by. |
| Evaluation, analysis and comparison | |
| Year 1 & 2 | <ul style="list-style-type: none"> • To share opinions about colour, shape and size of work. • To explain the main successes and challenges encountered when completing a piece of artwork. • To compare their artwork to that of a significant artist. |
| Year 3 & 4 | <ul style="list-style-type: none"> • To make suggestions for ways to improve and adapt their own artwork. • To comment on similarities and differences between own and others work, describing what they feel about both. • To use a range of artistic vocabulary to analyse artwork. |
| Year 5 & 6 | <ul style="list-style-type: none"> • To compare and comment on ideas, methods and approaches in own and others work. • To explain how studying artist work can influence and develop their own ideas. • To analyse and select appropriate techniques for a given task. • To explain how a piece of artwork makes them feel. |