



		Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making Skills (Procedural)								
Drawing	Skill & control	<p>Pupils develop their control and confidence when drawing using a range of materials.</p> <p>Pupils investigate different lines and marks.</p> <p>Pupils draw complex forms using simple shapes such as circles, squares and triangles.</p> <p>Pupils learn to shade areas and shapes as neatly and carefully as they can.</p>	<p>Pupils develop control when drawing using simple 2D geometric shapes.</p> <p>Pupils explore the concept of light and dark, learning how to create both values and controlling them to make tones. They practice shading tones neatly & accurately.</p> <p>Pupils learn how to control the pressure of their drawing materials.</p>	<p>Greater skill & control is evident when drawing using simple geometric shapes to create forms.</p> <p>Pupils control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching.</p> <p>Pupils are increasingly able to shade areas neatly without spaces and gaps and are able to identify and draw detail, texture and pattern.</p>	<p>Pupils identify and draw the 2D & 3D geometric shapes in nature and the world around them.</p> <p>Pupils can more effectively control drawing media to create dark and light tones, using a selection of hard and soft pencils appropriately.</p> <p>They further practice shading tones with few gaps that are neat to the edges.</p> <p>They can more effectively blend shading and can rub out rough edges or refine them.</p> <p>Pupils develop their confidence making marks to describe a wide range of surfaces, textures & forms.</p>	<p>Pupils further develop their ability to accurately identify and render 2D and 3D geometric shapes when drawing things from observation or second-hand sources.</p> <p>They make progress in controlling shading with graphite, chalks and charcoal to describe form and light and shade. They practice drawing quick, light lines (sketching) & more deliberate, measured lines, with increased control of pressure and direction.</p> <p>Pupils learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions).</p>	<p>Pupils can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects.</p> <p>They can draw and shade basic 2D and 3D shapes and forms neatly and evenly, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks.</p> <p>They demonstrate an awareness of various mark making techniques for purpose & intention.</p>	<p>Pupils draw with increasing confidence in own personal style. They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes.</p> <p>They learn how to describe form from several different light sources.</p> <p>They know and apply very basic one-point perspective.</p>
	Techniques	<p>Pupils learn to draw in different ways to create different effects.</p>	<p>Pupils are shown a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils.</p> <p>They learn the differences and similarities between.</p> <p>Pupils try out new ways of making lines/marks to describe a range of surfaces, textures and forms, including smudging, dotting and shading.</p>	<p>They learn to use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings.</p> <p>They experiment with drawing on a variety of surfaces. They look at shadows and the use of tone.</p>	<p>Pupils work in a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels. They know the differences and similarities between these materials and select which one is most suitable for the task they need.</p> <p>They draw positive and negative shapes (objects & background) to create a sense of balance. They use magnifiers and different viewpoints for observational work.</p>	<p>Pupils make drawings with pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape. Pupils learn to use aerial perspective in drawings.</p>	<p>Pupils independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control; such as pieces of card, straws, sticks, and perishable items to create more expression with drawing. They look at the effect of light on objects from different directions and interpret texture in drawings.</p>	<p>Pupils work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape for example). They have greater choice over what materials they should use, working to own strengths and personal tastes. They explore extremes of scale: very large to miniature.</p>

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	Purpose							
Painting	<p>Pupils draw things they like and learn to draw for pleasure and relaxation. Pupils draw from imagination and observation they record ideas, thoughts, feelings and draw for narrative reasons. They learn the link between drawing shapes and writing.</p>	<p>Pupils draw for pleasure, developing an interest in things in the world around them. Draw from imagination and observation.</p>	<p>Pupils have developed a sense of what they like drawing and have the opportunity to draw these, learning to improve their style from a range of sources including observation and secondary sources.</p>	<p>Pupils record experiences such as trips and experiences or describe sequences of events. They collect visual information and develop ideas. They describe, copy and imagine how things might have looked in the past or in another place or culture. They draw things they can see (from nature, their environment, portraits, still life or from photos they have taken)</p>	<p>Pupils visualise their thoughts, feelings & memories or to express experiences they have had. They describe, copy and imagine other places, cultures and peoples past and present. They draw things they can see and (from nature, their environment, still life or from photos they have taken) alter the viewpoint of objects.</p>	<p>Pupils draw for a range of purposes; thinking, designing, creating, realising, imagining. They learn that we all draw differently, and that realism is only one form of drawing. They find and know artists' drawings they like, appreciate and admire to influence their own drawing style.</p>	<p>Pupils learn more styles of drawing and learn how drawing is used in art; 1. graphic (<i>cartoon, graffiti, fashion design etc.</i>) 2. realistic (<i>portrait, still life etc.</i>) 3. technical (<i>architecture, product design, plans, diagrams, instructions</i>) 4. Illustration (<i>books, magazines</i>) 5. Abstract (<i>fine art</i>) 6. Sculptural (<i>3D, wire, card, architectural models</i>) 7. Digital (<i>using computers, tablets, film</i>) other materials.</p>	
	Skill & control	<p>They learn how to hold and control a paintbrush. They concentrate hard to paint shapes, lines and edges neatly. They learn to blend colours in a palette or on the painting surface. They learn how to look after brushes and equipment.</p>	<p>They know different types of paint and the properties of each such as poster paint, powdered paint, block paint and use paint with developing control to represent familiar items. Pupils Experiment and develop their skills with mixing primary and secondary colours. They blend colours in palettes and on the paper and they develop ability in applying paint skilfully. They paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish.</p>	<p>Pupils develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes and painting equipment. Pupils learn to paint neatly and carefully, without leaving gaps or messy edges. They apply colour carefully to produce a range of marks: dots, dashes, stripes etc. They learn to measure & mix the paint needed (primary and secondary colours) & apply paint sensitively with control.</p>	<p>Pupils are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes. They know and have used different types of paint and painting surfaces. They can identify different paintbrushes and painting equipment, understand the various purposes they have. Pupils study how other artists' paint, applying elements of this to their work.</p>	<p>Pupils use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. They use different types of paint such as poster paint, powder, watercolour or acrylic for example. They know when to use these paints & name some of their properties</p>	<p>Pupil's know and care for painting equipment. They develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve under-drawings or finer details. They apply paint carefully to 3D object.</p>	<p>Pupils should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. Pupil's painting should show a more confident ability to create 3D form, depth and distance using colour and tone. They should know different types of paint media and when to use them, they should be familiar with different papers and surfaces to paint on and be able to name them.</p>
	Techniques	<p>Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc. They experiment using fingers, hands, toes and feet to paint. They experiment with adding things to paint to make textures such as sand, grit, salt.</p>	<p>They know and have used different types of painting surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces and say which is suitable for a give task. They create texture by adding glue, sawdust, sand for a particular effect. They apply colour using a range of tools.</p>	<p>Pupils experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces. They learn to use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively.</p>	<p>Pupils learn how to paint with expression by combining traditional painting methods with unorthodox materials and techniques (such as rags, sticks, fabrics, sponges etc.)</p>	<p>Pupils experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting.</p>	<p>They know different types of paint and when to use them, such as what paint to use for painting models and which to use for landscapes. They experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc.</p>	<p>Pupils paint from observation, describing different surfaces and textures forms using tone, line, texture and colour to express mood and feeling. Pupils should be introduced to a range of different artists' work and painting styles. They are more confident at articulating which styles they prefer and why they like them.</p>



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	Colour	They learn fundamental colour mixing using primary colours. They play with colours, experimenting to 'discover' new colours. They try to mix colours to match images from paintings or books etc	Pupil's continue mixing primary colours and use colours imaginatively learning that colour can be used to show their thoughts and feelings.	Pupils develop colour mixing to make finer variations in secondary colours.	Pupil's mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas. They produce colour wheels (6 segments) and develop darker shades of colours without using black. They mix a range of tints using a colour + white.	Pupils learn how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists.	Pupils develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Pupils know colour relationships such as complimentary colours, harmonious colours (colours next to each other on the 12 segmented colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose.	Colours should be mixed with care and sensitivity to show feeling and ideas. At this stage they should confidently mix secondary and tertiary colours, being able to control these to suit their own purpose. They should ideally also understand colour relationships such as complimentary and harmonious colours.
	Form	Pupils learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment	Pupils further develop their ability to make colours darker and lighter, using black and white paint, and understand how this affects form.	Pupils learn why light colours look closer to us and dark objects look further away, then explore this in their art.	Pupils learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting.	Pupils paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect. They investigate the properties of colours to advance and recede.	Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white.	They can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape. When painting 3D models and forms, they should be aware of the need to prepare the surface for paint, paint undercoats and apply the paint carefully, thinking about effects and detail.
Design	Pupils should make something they have imagined or invented, such as a toy or a creature. This might be drawn initially then modelled in plasticine for example	Pupils should design & make something they have imagined or invented. This might be realising a drawing then modelling it in three dimensions.	Pupils design & make complex forms from imagination & invention in two or three dimensions, such as inventing for problem solving or creating imaginary worlds.	Pupils design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc.	They design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc.	They have opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion and interior design.	Pupils increasingly challenging opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion and interior design for example. They solve design problems, to invent, create or imagine.	



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<p>Craft</p>	<p>Pupils develop sensory experiences handling and manipulating a variety of papers, fabrics and other materials. They learn how to hold and use scissors correctly, cutting strips and simple shapes. They explore cutting with different types of scissors. Art is made by cutting, threading, gluing and forming fabrics. Textiles are decorated with simple appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials. Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.</p>	<p>Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes. Pupils experiment with paper collage using plain colours and textures from magazines or printed papers and create particular effects: tearing, cutting, arranging, folding. Pupils decorate their images with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials are used. Materials are selected according to specific qualities and are used appropriately. Pupils select the joining material/tool: stapler, tape, glue appropriate to the task.</p>	<p>Art is made in a range of experimental craft forms such as weaving, etchings, painting onto fabrics, jewellery etc Pupils experiment with weaving contrasting colours, textures and textiles. Images are decorated with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found materials are used. Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes. Pupils explore creating collages with overlapping elements for a particular effect.</p>	<p>Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, felt, weaving, jewellery, batik, modelling etc. Pupils are introduced to sgraffito: oil pastel under black ink , scratched through to reveal colour. Pupils experiment with using tissue in collage – overlapping colours to create new shades.</p>	<p>Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc. They use mosaics to create shape and areas of colour.</p>	<p>Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc. They extend use of collage by creating their own decorative papers which can be used with other materials : marbling, bubble painting, cling film technique etc.</p>	<p>Pupils could gain experience in using collage as an art form; they might explore crafts such as embroidery, sewing, appliqué knitting, felt, weaving, jewellery, batik, pattern, modelling etc.</p>
<p>Sculpture & Printmaking</p>	<p>Printing & pattern Pupils explore making rubbings from a variety of surfaces indoors and outside. They experiment printing with hands, feet, junk, sponges, leaves and simple shapes etc. Pupils make simple printing blocks from soft materials they have cut, shaped or moulded. They identify symmetry : folded paper and paint</p>	<p>Pupils print using a range of simple materials and shapes: card, string, textured materials, cotton buds, mashers to create a specific picture or pattern. They learn different methods of printing with a focus on block printing with string and making a simple stencil. They investigate creating a resist pattern / picture and combine this with exploring rubbings. They explore different elements of patterns in nature and the environment: stripes, checks, spots.</p>	<p>Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple stencils to experiment with overlapping images, leading to repeat pattern. They use polystyrene print blocks to experiment with printing onto different colours.</p>	<p>Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision. They experiment with combining a variety of found objects to print with to create a picture / pattern.</p>	<p>Pupils use printing (mono printing, block printing, relief printing etc.) to create both individual images and repeat patterns. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision. They create a simple relief print - experimenting with sticking shapes onto the block rather than indenting the design and a painted mono print – painting quickly onto a water resistant surface before placing paper on top.</p>	<p>Pupils develop mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with mathematical and visual precision. They identify extent of repeat pattern in commercial prints and design a repeat pattern for a border, experimenting with tessellation.</p>	<p>Pupils develop more complex mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns .They print designs using more than one colour-press printing. They use more complex printing blocks with mathematical and visual precision.</p>



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Computer	Pupils take photographs, learning to focus & position what they see	Pupils learn to take photos taking care to frame the shot to capture the detail they want. They use simple software to edit and manipulate photos.	Pupils learn how to frame the shot to suit their purpose and can edit them using simple software for cropping. They learn painting software to edit and manipulate photos to create more complex images	Pupils have opportunities to make art using digital means: drawing & painting programmes, vector drawing, photo manipulation. Pupils use computers to experiment with repeated motifs.	Pupils have opportunities to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation.	Pupils produce digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example.	Pupils produce more complex digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example.
Sculpture	Pupils use construction toys to become familiar with different forms and the process of building. Sculptures are made by cutting, forming and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects. Simple shapes and forms are made from pliable materials such as modelling clay or dough, plastic bags etc	Pupils cut, form, tear, join and shape a range of materials (such as modelling clay, card, paper, boxes) to make things they have designed, invented or seen. They experiment creating textures in paper clay and dough.	Pupils cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to make things they have designed, invented or seen & can modify & correct things with greater skill. They make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice. They create a clay model of a natural form (animals or fruits)	Pupils should design and make in 3 dimensions, using papier-mâché, understanding how to finish and present their work to a good standard. They produce an outdoor 3D sculpture using found objects.	Pupils design and make in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging. Pupils create a paper sculpture or combination of origami and paper manipulation to create a 3D or raised form. Pupils create a clay vessel using the coil technique.	Pupils design and make more complex forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard. They explore wire to make sculptures, and use papier-mâché/mod roc and wire to create a natural form.	Pupils design and make more complex forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. They make 3D portraits in clay and card sculptures with interlocking 2D shapes.

Generating Ideas (conceptual) Explore ideas, record feelings and experiences

Sketchbooks	N/A	Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.	Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.	Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.	Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.	Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. They record observations & research of artists and themes. They use a sketchbook for pleasure, recording, ideas & expression.	Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. They record observations and research of artists and themes. They use a sketchbook for a range of purposes; pleasure, thoughts, ideas & expression.
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Abbey Road Primary School - Whole School Art Progression

Develop and share ideas	Pupils learn how ideas change, grow and develop as work is produced.	This may be coming up with an idea linked to a theme or topic they are studying.	Work should be continued over longer periods of time. Pupils should have opportunities to express their ideas & thoughts about the type of art they want to make.	They make art for expression, imagination, and pleasure. They work from memory or imagination to reimagine what they know.	They make art for expression, imagination, and pleasure. They develop initial ideas into final work adapting work as it progresses.	They produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.	Pupils make art from nature, their environment, still life or from photos they have taken. They make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in.
Experiences Imagination	Pupils create art from experiences and imagination.	Drawing events and things that have happened to them, things they know and love or imagining far away, imagined places.	Pupils study the work of artists and cultures and use elements of it to influence their own work. They have opportunities to work from imagination, such as inventing or creating fictitious things and places.	They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.	They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.	They take risks when trying out materials, investigate and explore the properties of materials.	Pupils use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media to use.
Knowledge (Factual) Learn great artists, Craft & design, Learn how artists use formal elements							
Artists, Craftspeople, Designers, Architects	Look at famous works of art and try to explain how the artwork makes them feel, highlighting areas that interest them	Pupils study famous works of a c & d, learning how and when they were made. They describe the content and the feelings & emotions conveyed by the work.	Pupils study famous works of a c & d, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level.	Study famous works of art, craft, design or architecture and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artists work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).	Pupils study famous works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make art, including the work of other peoples and cultures, past and present. They look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).	Pupils study famous works of art using the following method: <u>Content</u> – Describe the art. Social, historical factors affect the work. <u>Process</u> – When & how made? What materials & techniques are used? <u>Formal elements</u> – line, tone, colour, shape, form, comp, pattern, texture. <u>Mood</u> – what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work.	Pupils study famous works of art using the following method: <u>Content</u> – Describe the art. What social, historical factors affect the work? <u>Process</u> – When & how was the work made? What materials & techniques are used? <u>Formal elements</u> – line, tone, colour, shape, form, composition, pattern, texture. <u>Mood</u> – what emotions does the work convey? Applying: They make studies of artist's work to learn the techniques & processes used. They use some of what they have learned from their artist's studies to produce original work.



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Formal Elements	Pupils should orally describe their work & learn the meaning of the words colour, line, tone, shape, texture and pattern	Pupils learn the meaning of the words colour, line, tone, shapes, textures and patterns and begin using them in their art. They recognise when they are using formal elements and describe how they are using them.	Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. They recognise when they are using these qualities and describe their intentions.	N/A	N/A	N/A	N/A
Evaluation (Metacognition) Evaluate and analyse own and others work							
KS1 - Identify similarities and differences to others work OR KS2 – Increasing understanding of purpose & intention for art	Pupils compare their art to famous works of art recognising what is the same and what is different.	Pupils use evaluation to understand what they need to do to improve and that all artists do this. Pupils should orally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.	Pupils should orally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions	Pupils should orally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.	Pupils orally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They orally describe their thoughts, ideas and intentions.	Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.	Pupils should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy.
Make choices & Decisions	Pupils have opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Develop skills in orally describing their thoughts, ideas and intentions about their work.	Pupils have opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Develop skills in orally describing their thoughts, ideas and intentions about their work. They form opinions about the process of their work saying what went well & how they might improve it.	Pupils Develop skills in orally describing their thoughts, ideas and intentions about their work. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer critical advice to others	Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to do to improve and that all artists do this.	Pupils use evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.	Pupils make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.	Pupils understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.



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Artists and Cultures	Mondrian (Primary colours and geometric shapes) Jackson Pollock (Abstract Expressionism) Kandinsky (Abstract geometric shapes) Tony Craggs (sculpture)	Henri Matisse (Collage cut outs) Georgia O'Keeffe (Plants) William Morris (pattern) Watson Fothergill (Architect- history) Artists of plants Murakami (cartoons – mixing colours/feelings)	George Seurat (Pointillism) Henri Rousseau (Jungle paintings) Elizabeth Frink – (Animal Sculpture) Paul Cezanne (fruit still life)	Early Cave Art Paul Klee (sgraffito) Andy Goldsworthy (Outdoor Art) Lichtenstein (Cartoon Art) Van Gogh (skies)	Roman Art (Mosaics) Mark Rothko (abstract colour) Leonardo da Vinci (drawing – body) Monet & Constable (landscapes)	Alan Bean – (Astronaut Artist) Illuminated Letters Book of Kells etc. Voysey and Mackintosh (Repeat Pattern) Giacometti – (figure sculpture) Frida Kahlo (portraits)	Paul Nash & Henry Moore (WW2) David Hockney (Landscape art)
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