

Fairfield First School Art Progression



**Aim High, Work Hard, Have Fun
and Care for Others**

	Ambition	Resilience	Curiosity	Compassion
	Autumn - Drawing		Spring - Painting and mixed media	Summer - Sculpture and 3D
Year 1	How can we make our mark to show airborne travel?		How can we use colour to recreate the works of <i>Yayoi Kusama</i> ?	How can structures be made to help an explorer?
National Curriculum Objectives				
	To use drawing to develop and share their ideas, experiences and imagination.		To use painting to develop and share their ideas, experiences and imagination. Learn about great artists, architects and designers in history.	To use sculpture to develop and share their ideas experiences and imagination.
What the children will know...				
	Exploring with different tools will make different marks Texture can be used to describe drawings A drawing has lighter and darker areas		The names of the primary colours (red, yellow, blue) Mixing primary colours make secondary colours That patterns are repeated	Paper can be moulded to 3D shapes Sculpture is 3D art There are different ways to create a structure to fit a purpose
Vocabulary				
	line draw mark texture lighter darker		primary secondary patterns repeated mixing	sculpture three dimensional (3D) moulded structure purpose
Connections				
	History question 'How has flight changed over time and how has Amelia Earhart impacted this?'		Studying a diverse range of artists to show our school value of curiosity and compassion.	History question 'What makes a great explorer?'

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Year 2	How can we recreate the London Skyline in the style of Stephen Wiltshire ?		How can paintings be created to show our rights and beliefs?	Which techniques are best to use when making a 3D rocket?
	National Curriculum Objectives			
	To develop a wide range of art and design techniques in using colour; pattern; texture; line, shape, form and space. Learn about great artists, architects and designers in history.	To develop a wide range of art and design techniques in using colour; pattern; texture; line, shape, form and space.		To develop a wide range of art and design techniques in using colour; pattern; texture; line, shape, form and space.
	What the children will know...			
	There are different types of lines to create texture Shading is used to add depth to a drawing Using different mediums builds layers to a drawing	Paintings give different messages We can learn about history through paintings Paintings show our beliefs and values		Paper can be moulded to 3D shapes using twisting, scrunching and layering Sculpture is 3D art
	Vocabulary			
	line texture lighter darker shade layers	primary secondary beliefs message rights		sculpture three dimensional (3D) techniques twisting scrunching
	Connections			
	History question 'How do we know what happened in the Great Fire of London?' and studying a diverse range of artists to show our school value of curiosity and compassion.	History question 'What have the Suffragettes and Martin Luther King, Jr. taught us about standing up for our rights?'		History question 'Who won the race to space and why?'

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Year 3	How can we draw realistic flowers in bloom?	How were pigments used to create Egyptian paintings?	What materials did Andy Goldsworthy use to create shape and space in nature?
National Curriculum Objectives			
	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	Learn about great artists, architects and designers in history.
What the children will know...			
	Tone can be used to create spaces of light and dark Blending will create smooth textures Adding detail makes a drawing look realistic	Scale was used to make sure that sizes were accurate That natural objects create pigments to recreate paints Charcoal creates contrast against natural pigments	Natural resources can be used to create art work using shape and space Sculpture is 3D art
Vocabulary			
	realistic pattern tone texture blend three dimensional (3D)	scale pigment proportion natural charcoal	sculpture three dimensional (3D) techniques arranging shape space
Connections			
	Science question 'What are the properties of flowers?'	History question 'What are similarities and differences with farming in Ancient Egypt compared to now?'	Studying a diverse range of artists to show our school value of curiosity and compassion.

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Year 4	How can we draw an Anglo-Saxon landscape using different lines?	How might Wassily Kandinsky have represented the rainforest through his art?	How can you use recyclable materials to create a model of a water cycle?	
National Curriculum Objectives				
	To create sketch books to record their observations and use them to review and revisit ideas	Learn about great artists, architects and designers in history.	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	
What the children will know...				
	Composition of a drawing is made up from different lines The thickness and darkness of the line changes the texture and shade of a shape Adding texture to a shape can recreate a natural surface	Art can be interpreted and replicated in many ways Adding black to a colour makes shade and adding white makes tint Shape and tone can be used to create art work that looks 3D	Paper can be moulded to 3D shapes using twisting, scrunching and layering Sculpture is 3D art Recyclable materials are multipurpose	
Vocabulary				
	thick thin light dark composition texture perspective	layer tone shade tint three dimensional (3D)	sculpture three dimensional (3D) recyclable	
Connections				
	History question 'What was Anglo-Saxon and Scot life like compared to Britain?'	Geography question 'What makes Madagascar so diverse?' Studying a diverse range of artists to show our school value of curiosity and compassion.	Geography question 'What is the river's journey from source to mouth?'	