



Park View Primary School

Art Long Term Plan and Skill Progression



Nursery		Reception	
Mark making Colour mixing Naming colours Junk modelling Play-doh		Range of drawing opportunities – people, faces, flowers, objects Art resources available for free exploration Exploring colour and texture Chalk on pavement Printing with objects Sculpture and junk modelling Play-doh	
Year 1			
DRAWING and PAINTING Self portraits/ Using different media Focus artist: Picasso, Van Gogh and Andy Warhol Skills focus: holding of pencils/paint brushes for effect Mixing of colour	Drawing and COLLAGE Animal art Focus artist: Paul Cummings Skills focus: creating shapes, identification of colour and texture	Drawing and SCULPTURE Creating sculptures from found natural materials Focus artist: Andy Goldsworthy Skills focus: organising, creating forms and shapes with natural objects	
Year 2			
DRAWING and PAINTING London landmarks Focus artist: Ilona Drew Skills focus: use of bold lines, straight and curved lines, creating blocks of colour	Drawing and PRINTING Curtains for 1 st class on the Titanic Focus artist: William Morris Skills focus: creating block for printing, techniques for printing including adding paint/ink to the block, applying pressure and block removal.	Drawing and COLLAGE Children make their own paper for collage – including petals from flowers Focus artist: Eileen Downes Skills focus: Use of different paper for texture, use of different materials to form the collage, creating clear imagery with collage	
Year 3			
Drawing and SCULPTURE Basingstoke statue Focus artist: Henry Moore	DRAWING and PAINTING Human body Focus artist: Leonardo Da Vinci and Alberto Giacometti	Drawing and COLLAGE Image of an Ancient Rome scene Focus artist: David Hockey	



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Skills focus: Using a wire skeleton, use if clay and the different tools,	Skills focus: the drawing of different lines for effect. Shading, different pressure of pencils for shade	Skills focus: Using exciting images to create collage. Using photographs in collage. Cutting accurate shapes and precision in overlapping pieces.
Year 4		
DRAWING and PAINTING Water colour sea creatures Focus artist: Johnathan Woodward Skills focus: Using watercolours inc control of the paint and mixing colours. Drawing from reference pictures.	Drawing and SCULPTURE Little Prince Sculpture Focus artist: Anthony Gormley Skills focus: using different mediums for sculpture, layering materials to create forma and structure,	Drawing and PRINTING Focus artist: Swoon (Caledonia Curry) Skills focus: Using subtractive and additive methods to create printing blocks, using a roller for consistent ink application.
Year 5		
Drawing and SCULPTURE Making Canopic jars Focus artist: Picasso Skills focus: Using pinch method to form a pot, use of scoring and slip to join clay parts	DRAWING and PAINTING Making tiles. Focus artist: Jorge Selaron Skills focus: Creating bold outlines and using block colours for effect. Painting on a variety of different surfaces.	Drawing and COLLAGE Space collage Focus artist: Fred Tomaselli Skills focus: Using a wide range of martials to create collage, including fabric and incorporating other art medium such as paint and sewing to make a cohesive piece of art.
Year 6		
Drawing and SCULPTURE Memorial for natural disasters (soap carving) Focus artist: Barabara Hepworth Skills focus: Creating sculpture by carving from a complete form	DRAWING and PAINTING Self portraits Focus artist: Frida Kahlo Skills focus: Using a grid method to create drawing with precision and proportion, using shading and line techniques to create texture and depth.	



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Drawing Progression

Children draw, almost every day, in almost every classroom across the curriculum. It is through the engagement of drawing that children look, respond and analyse the co-ordination of mind, hand and eye. From the marks that they make, in the early years of childhood onwards, they build a graphic vocabulary, a personal language which they use to communicate a range of ideas and feelings.

Foundation Stages Nursery & Reception	Key Stage 1 Years 1 & 2	Lower Key Stage 2 Years 3 & 4	Upper Key Stage 2 Year 5 & 6
Children are taught to control a variety of drawing media in order to use lines to create shapes, patterns and textures on a range of surfaces	Children develop their control of an increasing variety of media. They make drawings to show increasing detail, context and use of the visual elements. They draw from observation, experience and imagination and for a range of purposes.	Children use specialist media to explore effects and identify visual elements in their work. They produce detailed drawings and recognise the proportions of the human body. They adapt their styles for different purposes.	Children plan the effective use of drawing space and develop techniques that enable them to create key elements, including proportion and simple perspective. They select media and style suited to the purpose.

Painting Progression

In the process of painting, children learn about technical skills and how paint works. They also learn about the visual and tactile elements of art. Through helping children to develop knowledge, skills and understanding of the processes involved in painting, teachers can empower them to use paint as a medium for learning to illustrate, for personal expression or for decorative purposes as appropriate. Paintings also inform and promote thinking, in particular when comparing how artists worked at different times. A sense of colour can become more developed through using paint by manipulating pigments to control and investigate po

Foundation Stages Nursery & Reception	Key Stage 1 Years 1 & 2	Lower Key Stage 2 Years 3 & 4	Upper Key Stage 2 Year 5 & 6
Children name and use primary colours, black and white, to make and repeat various marks and lines. They hold and start to develop control over a variety of media and paint from observation and experience.	Children name primary and secondary colours and begin to qualify their tonal value. They mix and match colours. They are developing their control over the media and can colour in accurately.	Children begin to adapt and apply colours to achieve tonal effects. They work on a range of scales and surfaces appropriate to the work.	Children work with a range of specialist media to achieve desired effects. They mix a full range of hues and tones and plan the effective use of available space. They include simple proportion and perspective in their work.

Printing Progression

The tension between the calculated and the unpredictable is one of the delights of printmaking at all levels, from the initial tactile experiments with hands and fingers to professional use of versatile, challenging and creative medium. The textural surface of a block, the quality of the colour medium and the surface and absorbency of the paper all affect the quality of the print.

Foundation Stages Nursery & Reception	Key Stage 1 Years 1 & 2	Lower Key Stage 2 Years 3 & 4
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Children should experience various types of printing. They should be taught to experiment with a range of methods and work on a range of surfaces and scales.	Children load a range of different objects with paint to print. They make simple polystyrene printing blocks. Mono prints are made. They experiment with printing techniques.	Children make more complex printing blocks using string, card, etc. They ink up a block and print regular and offset patterns. They experiment with prints on fabric using ink
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Collage progression

Collage can be created by using anything and can be 2-D or 3-D. The skills of gluing and cutting can be explored and reinforced alongside focusing on the particular elements of texture and composition.

Foundation Stages Nursery & Reception	Key Stage 1 Years 1 & 2	Lower Key Stage 2 Years 3 & 4	Upper Key Stage 2 Year 5 & 6
Children use scissors to cut a range of materials in straight lines. They tear paper and apply adhesive sparingly to glue surfaces together accurately. They classify materials into textures and colours and can work on group and individual collages	Children cut straight and curved lines from a range of materials with some accuracy. They tear paper and apply adhesive sparingly to a range of materials and stick them down accurately. They classify materials into colours and surface textures and make their own simple collages.	Children cut complex shapes from a range of materials with some accuracy. They tear paper into predetermined shapes and change the surface of materials. They apply adhesive sparingly and stick shapes down accurately to produce their own collages.	Children accurately cut complex shapes from a range of materials. They alter and amend a range of surfaces to create new textures, and plan and produce their own collages

Sculpture Progression

Sculpture and modelling of all types involves the consideration of a piece of work in the round – children need to see, feel and experience 3-D art and artefacts. Sculpture can be created by either building and joining to create a new form or through a process of cutting away or carving. Working in 3-D enables children to explore and access new possibilities and learning styles. For some it may interface with other curriculum areas.

Foundation Stages Nursery & Reception	Key Stage 1 Years 1 & 2	Lower Key Stage 2 Years 3 & 4	Upper Key Stage 2 Year 5 & 6
Children mould and create simple shapes with malleable materials. They combine found materials to make junk models. They use simple tools to cut, shape and impress patterns and textures into surfaces.	Children build junk models and prepare them for painting and decorating by covering them with layers of paper. They use a wider range of tools to manipulate materials, including clay. They combine natural materials.	Children create objects and people from clay, using simple techniques to build and join. They create papier mâché and use it to model three-dimensional (3-D) shapes. They work on a range of scales and sizes and explore the properties of a range of materials.	Children design and create planned sculptures from single and combined media. They use a range of techniques for building, joining and decorating clay. They carve soft materials and use plaster. They select appropriate materials for their work based on their knowledge of properties.