

Art Progression Map – Year 1

	Spring 1	Spring 2	Summer 1
Topic	Lost and Found	Peter Rabbit	Bog Baby
Aspect of Art	Landscape using different media	Formal Elements of Art	Sculptures and Collages
Learning Objective (from DC Pro)	<p>I can ask questions about a piece of art.</p> <p>I can describe what I can see and give an opinion about the work of an artist.</p> <p>I can create moods in artwork.</p>	<p>I can use pencils to create lines of different thicknesses in drawings.</p> <p>I can name the primary and secondary colours.</p> <p>I can ask questions about a piece of art.</p> <p>I can describe what I can see and give an opinion about the work of an artist.</p>	<p>I can cut, roll and coil materials</p> <p>I can ask questions about a piece of art.</p> <p>I can describe what I can see and give an opinion about the work of an artist.</p>

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Skills	<p>Generating ideas</p> <p>Sketchbooks</p> <ul style="list-style-type: none"> • Teacher led idea modelling through discussion • Sketchbooks may be used voluntarily to record thoughts and ideas and experiment with materials <p>Inspiration from others</p> <ul style="list-style-type: none"> • Generating original ideas by looking at other artists' work <p>Creating Original Artwork</p> <ul style="list-style-type: none"> • Exploring ideas through practical activities • Creating original patterns and designs <p>Making</p> <p>Painting</p> <ul style="list-style-type: none"> • Developing skill and control with Painting <p>Materials</p> <ul style="list-style-type: none"> • Creating textured pieces <p>Evaluation</p> <ul style="list-style-type: none"> • Recognising and describing key features of their own and the work of others • Describing what they think about the work of others 	<p>Generating ideas</p> <p>Sketchbooks</p> <ul style="list-style-type: none"> • Teacher led idea modelling through discussion • Sketchbooks may be used voluntarily to record thoughts and ideas and experiment with materials <p>Inspiration from others</p> <ul style="list-style-type: none"> • Generating original ideas by looking at other artists' work <p>Creating Original Artwork</p> <ul style="list-style-type: none"> • Exploring ideas through practical activities • Creating original patterns and designs <p>Making</p> <p>Drawing</p> <ul style="list-style-type: none"> • Exploring mark making • Using 2D mathematical shapes to draw • Experimenting with line <p>Colour</p> <ul style="list-style-type: none"> • Mixing primary colours to create secondary colours <p>Painting</p> <ul style="list-style-type: none"> • Developing skill and control with painting <p>Evaluation</p> <ul style="list-style-type: none"> • Recognising and describing key features of their own and the work of others • Describing what they think about the work of others 	<p>Generating ideas</p> <p>Sketchbooks</p> <ul style="list-style-type: none"> • Teacher led idea modelling through discussion • Sketchbooks may be used voluntarily to record thoughts and ideas and experiment with materials <p>Inspiration from others</p> <ul style="list-style-type: none"> • Generating original ideas by looking at other artists' work <p>Creating Original Artwork</p> <ul style="list-style-type: none"> • Exploring ideas through practical activities • Creating original patterns and designs <p>Making</p> <p>Materials</p> <ul style="list-style-type: none"> • Clay etching <p>Evaluation</p> <ul style="list-style-type: none"> • Recognising and describing key features of their own and the work of others • Describing what they think about the work of others
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<p>Key Learning/ Technical Knowledge (Sticky knowledge)</p>	<p>Formal Elements</p> <p>Colour</p> <ul style="list-style-type: none"> • Creating and describing different shades of one colour using paint • Choosing and justifying appropriate colours to reflect a theme and purpose <p>Line</p> <ul style="list-style-type: none"> • Using and expressing line to represent a landscape and water <p>Texture</p> <ul style="list-style-type: none"> • Selecting, describing and using appropriate materials to create different textures <p>Tone</p> <ul style="list-style-type: none"> • Learning that tone refers to the lightness or darkness of something • Developing understanding of use of different tints and shades to create simple tone in their work <p>Knowledge of artists</p> <p>Exploring the stories behind seaside inspired pieces by Pierre Auguste Renoir, Joaquín Sorolla and Peder Severin Krøyer</p> <p>Vincent Van Gogh creating a textured collage for his painting <i>Fishing Boats on the Beach at Les Saintes-Maries-de-la-Mer</i></p>	<p>Formal Elements</p> <p>Colour</p> <ul style="list-style-type: none"> • Learning the names of the primary colours and that they can be mixed to make secondary colours • Choosing and justifying appropriate colours to reflect a theme and purpose <p>Line</p> <ul style="list-style-type: none"> • Learning the vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy • Experimenting with line <p>Shape</p> <ul style="list-style-type: none"> • Creating abstract compositions using various shapes <p>Knowledge of artists</p> <p>Beatriz Milhazes Understanding that abstract art uses shapes and colours and experimenting with composition</p> <p>Bridget Riley Experimenting with line drawing</p> <p>Exploring David Hockney and Vija Celmins' use of materials to represent water</p> <p>Exploring Jasper Johns' use of colour</p>	<p>Formal Elements</p> <p>Form and space</p> <ul style="list-style-type: none"> • Learning about form and space through 3D sculptures inspired by nature and animals • Developing language and understanding of form and space through whole class sculpture <p>Pattern</p> <ul style="list-style-type: none"> • Understanding patterns in nature from observation • Making patterns in a range of materials to develop their understanding • Designing and creating own patterns <p>Knowledge of artists</p> <p>Recreating Louise Bourgeois's giant spider sculpture, <i>Maman</i></p>
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Vocabulary	Figurative, horizon line, impressionism, landscape, post impressionism, representation, shading, tones	Abstract, composition, shape, photorealism, primary colours, secondary colours, optical illusions, op art, pop art, modern art, contemporary	Bronze, contemporary, etching, land art, metallic, pattern, sculpture, sketch, symmetrical, textile
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Drawing: Experimenting with media

Comparing **Wassily Kandinsky**, **Renata Bernal** and **Ilya Bolotowsky's** use of shapes within their works

Design: Lego Printing & Craft: Printing KS1

I can create a repeating pattern in print.

- Using a range of materials and printmaking techniques
- 2D Printing
- Making patterns in a range of materials to develop their understanding
- Designing and creating own patterns
- Identifying, making and describing their use of shape for print