

# Visual Arts Progression Overview

## Knowledge, Skills and Conceptual Understanding in the Arts: Visual Arts

Through the IB PYP curriculum, Girton Glebe develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through an education that builds intercultural understanding and respect.

Through our 6 core values, we aim to develop children at Girton Glebe who are:

**Curious:** inquisitive and inquiring

**Empathetic:** welcoming of others' opinions and valuing the feelings of others

**Aspirational:** striving to achieve

**Persevering:** appreciative of the learning journey

**Responsible:** understanding of their involvement in their education and the wider world

**Respectful:** inclusive, local and global citizens

EYFS				
	ELG	3 & 4-year-olds will be learning to	General Skills & Knowledge	Conceptual Understanding
<b>EYFS Expressive Art and Design</b>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>When <b>responding</b> to art, all learners will:</p> <ul style="list-style-type: none"> <li>show curiosity and ask questions about artworks.</li> <li>describe what they notice about an artwork.</li> <li>identify the materials and processes used in the creation of an artwork</li> <li>communicate initial responses to an artwork in visual, oral or physical modes.</li> <li>make personal connections to artworks.</li> <li>express opinions about an artwork.</li> </ul> <p>When <b>creating</b> art, all learners will:</p> <ul style="list-style-type: none"> <li>select tools, materials and processes for specific purposes</li> <li>combine different formal elements to create a specific effect</li> </ul>	<p>Art is a means of communication and expression.</p> <p>People make meaning through the use of symbols.</p> <p>People share art with others.</p> <p>We express our responses to artwork in a variety of ways.</p> <p>We reflect on our artwork and the work of others.</p> <p>We can enjoy and learn from creating art.</p> <p>The creative process involves joining in, exploring and taking risks.</p>

		<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc</p>	<ul style="list-style-type: none"> <li>• use their imagination and experiences to inform their art making</li> <li>• create artwork in response to a range of stimuli</li> <li>• take responsibility for the care of tools and materials</li> <li>• take responsibility for their own and others' safety in the working environment</li> <li>• participate in individual and collaborative creative experiences.</li> </ul>	<p>In creating art, people make choices to construct meaning about the world around them.</p>
<b>Understanding the world</b>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>			
<b>Physical Development</b>	<p>Hold a pencil effectively</p> <p>Use a range of small tools</p> <p>Begin to show accuracy and care when drawing</p>			
		<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>		

KS1		
	Year 1	Year 2
<b>Specific Skills &amp; Knowledge</b>	<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Explore marks that can be made with a pencil</li> <li>• Make observational drawings</li> <li>• Look for and make different lines and shapes when doing simple observational drawings</li> <li>• Shade using both a pencil and pastels</li> </ul> <p><b>Painting/printing:</b></p> <ul style="list-style-type: none"> <li>• Print using a range of materials such as: corks, strings, leaves, fruit and vegetables experimenting with creating repeat pattern</li> <li>• Mix primary and secondary colours knowing the difference between warm and cool colours</li> <li>• Use a range of tools such as pipettes, string, sticks, sponges, rollers, fingers etc to apply paint and create different effects</li> </ul> <p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>• Match and sort fabrics and threads for colour, texture, length, size and shape</li> <li>• Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</li> </ul> <p><b>3D/Sculpture:</b></p> <ul style="list-style-type: none"> <li>• Use a mouldable material to roll, pinch, coil and smooth</li> <li>• Experiment with patterns using carving techniques</li> </ul> <p><b>Collage:</b></p> <ul style="list-style-type: none"> <li>• Begin to identify different forms of textiles</li> <li>• Use a combination of materials that are cut, trimmed, torn, crumpled and glued</li> </ul>	<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Use HB, B and 2B pencils to experiment with tonal representation</li> <li>• Use charcoal and rubbers to experiment with tonal representation</li> <li>• Use different lines and strokes when creating simple observational drawings</li> </ul> <p><b>Painting/printing:</b></p> <ul style="list-style-type: none"> <li>• Create relief rubbings with a variety of tools and surfaces and evaluate the effect and patterns.</li> <li>• Experiment with paint and the tonal value of colour (e.g. adding one colour gradually to white)</li> <li>• Mix and match colours and predict outcomes</li> </ul> <p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>• Develop skills and stitching, cutting and joining</li> <li>• Match the tool to the material</li> <li>• Colour fabric using natural dyes such as beetroot, tea, onion skins, berries, etc.</li> </ul> <p><b>3D/Sculpture:</b></p> <ul style="list-style-type: none"> <li>• Use clay and other mouldable materials using coiling method</li> <li>• Create a range of sculptures by: bending wire/pipe cleaners, and using plasticine</li> </ul> <p><b>Collage:</b></p> <ul style="list-style-type: none"> <li>• Use different kinds of materials in their collage and explain why they have chosen them</li> <li>• Use repeated patterns in their collage</li> </ul> <p><b>Digital Art:</b></p> <ul style="list-style-type: none"> <li>• Learn about animation by using flick books</li> <li>• Make their own strips and books</li> <li>• Use the internet to research artists and artists' work</li> </ul>

	<ul style="list-style-type: none"> <li>• Use language appropriate to skill and technique</li> </ul> <p>Digital Art:</p> <ul style="list-style-type: none"> <li>• Use a simple painting program to create a picture</li> <li>• Use tools like fill and brushes in a painting package</li> <li>• Be able to go back and change their picture</li> </ul>	<ul style="list-style-type: none"> <li>• Take photos displaying different moods</li> </ul>
<p><b>General Skills &amp; Knowledge</b></p>	<p>When <b>responding</b> to art, all learners will:</p> <ul style="list-style-type: none"> <li>• investigate the purposes of artwork from different times, places and a range of cultures including their own</li> <li>• sharpen their powers of observation</li> <li>• identify the formal elements of an artwork</li> <li>• use appropriate terminology to discuss artwork</li> <li>• describe similarities and differences between artworks</li> <li>• identify the stages of their own and others' creative processes</li> <li>• analyse the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p>When <b>creating</b> art, all learners will:</p> <ul style="list-style-type: none"> <li>• identify, plan and make specific choices of materials, tools and processes</li> <li>• demonstrate control of tools, materials and processes</li> <li>• make predictions, experiment, and anticipate possible outcomes</li> <li>• combine a variety of formal elements to communicate ideas, feelings and/or experiences</li> <li>• identify the stages of their own and others' creative processes</li> <li>• consider their audience when creating artwork.</li> <li>• use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• Set out their ideas using 'annotation' in their sketchbooks</li> </ul>	
<p><b>Conceptual Understanding</b></p>	<p>Art is a means of communication and expression.</p> <p>People make meaning through the use of symbols.</p> <p>People share art with others.</p> <p>We express our responses to artwork in a variety of ways.</p> <p>We reflect on our artwork and the work of others.</p> <p>We can enjoy and learn from creating art.</p> <p>The creative process involves joining in, exploring and taking risks.</p> <p>In creating art, people make choices to construct meaning about the world around them</p>	

LKS2		
	Year 3	Year 4
<b>Specific Skills &amp; Knowledge</b>	<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Represent tonal scale through light and shadows (link to Science)</li> <li>• Experiment with representing texture in manmade and natural patterns (link to rocks)</li> <li>• Show facial expressions in their drawings</li> <li>• Use oil pastels as a drawing material</li> <li>• Use a range of pencils to show different tone/texture</li> </ul> <p><b>Painting/printing:</b></p> <ul style="list-style-type: none"> <li>• Select materials to create a desired textual effect using different colours (e.g. bark rubbing from a tree, sponge painting for clouds) creating mixed media collages exploring natural and manmade patterns</li> <li>• Colour mix to create their own colour wheels</li> <li>• Use different types of brushes and know why to use that particular brush</li> </ul> <p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of different techniques e.g. printing, weaving and stitching</li> <li>• Decorate fabric with tie dye</li> <li>• Use patterns from different times, places and cultures as a starting point for design</li> </ul> <p><b>3D/Sculpture:</b></p> <ul style="list-style-type: none"> <li>• Construct a simple clay base for extending and modelling other shapes</li> <li>• Discuss and evaluate their own work and work of other sculptures</li> </ul> <p><b>Collage:</b></p> <ul style="list-style-type: none"> <li>• Cut accurately and overlap materials</li> <li>• Experiment with different colours</li> <li>• Use (paper) mosaic</li> <li>• Use montage</li> </ul> <p><b>Digital Art:</b></p> <ul style="list-style-type: none"> <li>• Use printed images they take using a digital camera and combine them with other media to produce artwork</li> </ul>	<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Represent scale and proportion in observational drawings</li> <li>• Observe and record symmetry in manmade and natural environments</li> <li>• Use ink as a drawing material</li> </ul> <p><b>Painting/printing:</b></p> <ul style="list-style-type: none"> <li>• Mix colours by colour matching and learn the difference between hue, saturation and tonal value of colour</li> <li>• Print onto different materials</li> </ul> <p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>• Develop skills in stitching, cutting and joining and show these skills in a project</li> </ul> <p><b>3D/Sculpture:</b></p> <ul style="list-style-type: none"> <li>• Design and make 3D jewellery (Anglo-Saxon link)</li> <li>• Plan, design, make and adapt models</li> <li>• Use a variety of materials</li> </ul> <p><b>Collage:</b></p> <ul style="list-style-type: none"> <li>• Use a range of media to create collages</li> <li>• Begin to combine visual and tactile qualities</li> </ul> <p><b>Digital Art:</b></p> <ul style="list-style-type: none"> <li>• Present a collection of their work on slide shows (PowerPoint)</li> <li>• Create a piece of artwork which includes the integration of digital images they have taken</li> <li>• Combine graphics and text based on their research</li> </ul>

<p><b>General Skills &amp; Knowledge</b></p>	<p>When <b>responding</b> to art, all learners will:</p> <ul style="list-style-type: none"> <li>• compare, contrast and categorize artworks from a range of cultures, places and times, including the works of great artists, architects and designers in history.</li> <li>• identify and consider the contexts in which artworks were made</li> <li>• use their knowledge and experiences to make informed interpretations of artworks</li> <li>• reflect on their own and others' creative processes to inform their thinking</li> <li>• use relevant and insightful questions to extend their understanding</li> <li>• recognize that different audiences respond in different ways to artworks</li> <li>• provide constructive criticism when responding to artwork.</li> </ul> <p>When <b>creating</b> art, all learners will:</p> <ul style="list-style-type: none"> <li>• show awareness of the affective power of visual arts</li> <li>• make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures</li> <li>• create artwork for a specific audience</li> <li>• use a personal interest, belief or value as the starting point to create a piece of artwork</li> <li>• experiment with styles used by other artists</li> <li>• use a range of strategies to solve problems during the creative process.</li> <li>• suggest improvement to their work by keeping notes in their sketchbooks</li> <li>• use their sketchbooks to adapt and improve their original ideas</li> <li>• discuss and evaluate own work</li> </ul>
<p><b>Conceptual Understanding</b></p>	<p>When experiencing arts, we make connections between different cultures, places and times.</p> <p>People explore issues, beliefs and values through arts.</p> <p>There are different kinds of audiences responding to different arts.</p> <p>We use what we know to interpret arts and deepen our understanding of ours.</p> <p>Arts have the power to influence thinking and behaviour.</p> <p>We make connections between our artwork and that of others to extend our thinking.</p> <p>We can explore our personal interests, beliefs and values through arts</p>

		UKS2	
		Year 5	Year 6
<b>Specific Skills &amp; Knowledge</b>		<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Show perspective through observational drawings and observe through drawings, photographs and paintings</li> <li>• Apply perspective to their own work</li> <li>• Start to select the materials suitable for a task</li> <li>• Use a full range of B pencils</li> <li>• Create their own abstract imagery using techniques to reflect personal expression</li> </ul> <p><b>Painting/printing:</b></p> <ul style="list-style-type: none"> <li>• Block print using polystyrene tiles or lino printing to create repeat patterns</li> <li>• Combine prints and make connections, discussing and evaluating their own work and others</li> <li>• Use colour for purpose and paint application including brush techniques to create textures, mood and expression</li> </ul> <p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>• Use different grades of threads and needles</li> <li>• Experiment with a range of dyeing techniques</li> <li>• Work back into work and mix media</li> </ul> <p><b>3D/Sculpture:</b></p> <ul style="list-style-type: none"> <li>• Describe the different qualities involved in modelling, sculpture and construction</li> <li>• Develop skills in using clay inc. slabs, coils, slips, etc.</li> <li>• Plan a sculpture through drawing and other preparatory work</li> </ul> <p><b>Collage:</b></p> <ul style="list-style-type: none"> <li>• Use a range of media to create collages</li> <li>• Make their own, inspired by the work of known artists, focusing on colour, patterns and shape.</li> </ul> <p><b>Digital Art:</b></p> <ul style="list-style-type: none"> <li>• Present recorded visual images using software e.g. PowerPoint</li> <li>• Import an image that they have taken</li> <li>• Understand that a digital image is created by layering.</li> </ul>	<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Draw using a range of different techniques (tone, texture, form, structure, proportion and scale) and create accurate drawings from observation</li> <li>• Self select materials which are suitable for a task</li> <li>• Develop techniques for representing perspective in drawings</li> <li>• Create abstract imagery to reflect symbolism, personal expression and experience</li> </ul> <p><b>Painting/printing:</b></p> <ul style="list-style-type: none"> <li>• Explore printing techniques used by various artists</li> <li>• Design a specific print for purpose using an artist for inspiration</li> <li>• Use colour in abstract imagery to reflect symbolism, personal experience, moods and feelings justifying and explaining their choices.</li> </ul> <p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>• Develop a range of stitches Use the computer to create designs and print onto fabric using transfer paper.</li> </ul> <p><b>3D/Sculpture:</b></p> <ul style="list-style-type: none"> <li>• Select the materials and techniques which are suitable for a task</li> <li>• Use recycled, natural and manmade materials to create sculpture</li> <li>• Create sculpture and constructions with increasing independence</li> <li>• Create models on a range of scales</li> </ul> <p><b>Collage:</b></p> <ul style="list-style-type: none"> <li>• Justify the materials they have chosen</li> <li>• Combine pattern, tone and shape</li> <li>• Make a collaborative collage</li> </ul> <p><b>Digital Art:</b></p> <ul style="list-style-type: none"> <li>• Independently present visual images using software e.g. PowerPoint</li> <li>• Use software packages to create pieces of digital art to design</li> <li>• Create a piece of art that can be used as part of a wider presentation</li> </ul>

<p><b>General Skills &amp; Knowledge</b></p>	<p>When <b>responding</b> to art, all learners will:</p> <ul style="list-style-type: none"> <li>• explain the cultural and historical perspectives of an artwork</li> <li>• understand the role and relevance of visual arts in society</li> <li>• reflect on the factors that influence personal reactions to artwork</li> <li>• reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities</li> <li>• critique and make informed judgments about artworks.</li> </ul> <p>When <b>creating</b> art, all learners will:</p> <ul style="list-style-type: none"> <li>• become increasingly independent in the realization of the creative process</li> <li>• adjust and refine their creative process in response to constructive criticism</li> <li>• identify factors to be considered when displaying an artwork</li> <li>• utilise a broad range of ways to make meaning</li> <li>• select, research and develop an idea or theme for an artwork</li> <li>• develop an awareness of their personal preferences</li> <li>• research the work of an artist and use their work to replicate a style</li> <li>• use their sketch books to compare and discuss ideas with others</li> <li>• evaluate and compare their work to others</li> <li>• combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketchbooks</li> </ul>
<p><b>Conceptual Understanding</b></p>	<p>Through exploring arts across cultures, places and times we can appreciate that people innovate.</p> <p>People communicate across cultures, places and times through arts.</p> <p>The arts provide us with multiple perspectives. We reflect and act on the responses to our creative work</p> <p>We act on the responses to our artwork to inform and challenge our artistic development.</p> <p>We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.</p> <p>Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.</p>