

## Berger Art Whole School Progression Map

### Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

This document ensures that all arts media are covered every year and that progression in each area can be evaluated. It is important to discuss the art form and explore and develop ideas so that children's creativity can be promoted. One aspect that is often missed is evaluating and developing the artwork, so please try and incorporate this into the session so that the learning and development is under review as this will enhance critical thinking skills. While developing their skills in using materials is important, there is huge value in thought, process and discussion around the work that they create. Emphasis should not be on a perfect outcome.

Every effort has been made to bear diversity in mind, and artists for each half term has been stipulated so there is a breadth and range covered from traditional artists to contemporary ones as well as women and black and ethnic minority artists. Additionally it ensures that the same artists are not repeated regularly.

Finally, don't forget links with maths. Cross curricular links can be made to a range of maths inspired artwork such as symmetry, angles, abstract art using shape, pattern making etc. and other subjects such as science and RE.

**Advised CURRICULUM COVERAGE:** High quality hourly art lessons every week to be planned by the teacher ensuring all media is covered throughout the year. Some media will be covered in Arts week in the summer term, for example there will be photography and making animations during Arts week. Trip to an Art Gallery at least once a year.

	EYFS		KS1	LKS2	UKS2			
Curriculum objectives	Early Learning Goal To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about 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>			<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>			
Subject content	<p><b>Reception:</b>  <b>Autumn 1- Peter Blake</b>  <b>Autumn 2- Giacomo</b>  <b>Spring 1- Dapo Adeola</b>  <b>Spring 2 Jimmy Pike</b>  <b>Summer 1- J.M.W Turner</b>  <b>Summer 2- Georgia O'Keefe</b></p>							
Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Exploring and Developing Ideas	Explore and create repeating patterns Explore symmetry	Record and explore ideas from first hand observations Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities	Develop their ideas – try things out, change their minds Ask and answer questions about the starting points for their work Record and explore ideas from first hand observations Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.				
Evaluating and Developing Work	Review what they and others have done and say how they think and feel about it	Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work	Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook journal.				
Drawing	Use graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a	<p><b>Autumn 1 - Henri Matisse</b>  <b>Summer 2 Pablo Picasso</b>  <b>Experiment with a variety of media; pencils, rubbers,</b></p>	<p><b>Summer 1 -Guiseppe Arcimboldo</b>  <b>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</b></p>	<p><b>Autumn 2 Lynette Yiadom-Boakye/Frida Kahlo</b></p>	<p><b>Spring 2 - William Grill</b>  <b>Experiment with ways in which surface detail can be added to drawings.</b></p>	<p><b>Autumn 2 - Celtic patterns and designs-varied artists</b>  <b>Work from a variety of sources including</b></p>	<p><b>Autumn 2 - Artists discussed as a class</b>  <b>Spring 2- Varied graffiti artists</b></p>	

<p>Pencil, ink, charcoal, chalks, pastels, crayon</p>	<p>range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p><b>crayons, pastels, felt tips, charcoal, ballpoints, chalk</b> <b>Control the types of marks made with the range of media</b></p> <p><b>Lines and Marks</b> Name, match and draw lines/marks from observations Invent new lines <b>Shape</b> Observe and draw shapes from observations <b>Tone</b> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes</p>	<p><b>Control the types of marks made with the range of media</b></p> <p><b>Lines and Marks</b> Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media <b>Shape</b> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes <b>Tone</b> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes</p> <p><b>Texture</b> Investigate textures by describing, naming, rubbing, copying</p>	<p><b>Experiment with ways in which surface detail can be added to drawings.</b> <b>Use sketchbook journals to collect and record visual information from different sources.</b> Draw for a sustained period of time at an appropriate level.</p> <p><b>Lines and Marks</b> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. <b>Form and Shape</b> Experiment with different grades of pencil and other implements to draw different forms and shapes.</p>	<p><b>Use sketchbook journals to collect and record visual information from different sources.</b> Begin to show an awareness of objects having a third dimension. <b>Tone</b> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. <b>Texture</b> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p>	<p><b>observation, photographs and digital images.</b> <b>Work in a sustained and independent way to create a detailed drawing.</b></p> <p><b>Lines, Marks, Tone, Form &amp; Texture</b> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.</p>	<p><b>Develop close observation skills using a variety of viewfinders.</b> <b>Use a sketchbook journal to collect and develop ideas.</b> <b>Identify artists who have worked in a similar way to their own work.</b></p> <p><b>Perspective and Composition</b> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. Composition.</p>
<p><b>Painting</b></p> <p>Painting Inks Dye Pencils Crayon Pastels</p>	<p>Use a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p>	<p><b>Autumn 2 - Lubaina Himid</b> <b>Colour- Frank Bowling</b></p> <p>Use a variety of tools and techniques including different brush sizes and types</p> <p>Mix and match colours to artefacts and objects</p>	<p><b>Autumn 2 - Wassily Kandinsky</b></p> <p>Use a variety of tools and techniques including different brush sizes and types</p> <p>Mix and match colours to artefacts and objects</p> <p>Work on different scales</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scraping through</p> <p>Name different types of paint and their properties</p>	<p><b>Spring 2 - Jackson Pollock</b></p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p>	<p><b>Autumn 1- Robert Delaunay</b> <b>Summer 1 -Spanish surrealist artists linked wil topic</b> <b>Colour</b></p> <p>Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language</p> <p>Mix and use tints and shades</p>	<p><b>Summer 1- Laura Knight</b></p> <p>Develop a painting from a drawing</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p>	<p><b>Autumn 1-Paul Nash and others</b></p> <p>Develop a painting from a drawing</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p>Colour Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify and work with complementary and contrasting colours</p>

		<p>Understand the safety and basic care of materials and tools</p> <p><b>Colour</b> Identify primary and secondary colours by name Mix primary shades and tones</p>	<p>Understand the safety and basic care of materials and tools</p> <p><b>Colour</b> Identify primary and secondary colours by name Mix secondary colours</p> <p><b>Texture</b> Create textured paint by adding sand, plaster</p>				
<p><b>Sculpture/3D</b></p> <p>Clay Dough Boxes Wire Paper Sculpture Mod roc</p>	<p>Use a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p><b>Spring 1 - Yann Arthus-Bertrand - The Earth From Above</b> <b>Andre Heller - Flying Sculptures</b></p> <p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Understand the safety and basic care of materials and tools</p> <p><b>Form</b> Experiment with constructing and joining recycled, natural and manmade materials</p>	<p><b>Spring 1 - Barbara Hepworth</b></p> <p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Explore sculpture with a range of malleable media</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p>Understand the safety and basic care of materials and tools</p> <p><b>Form</b> Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Use simple 2-D shapes to create a 3-D form</p> <p><b>Texture</b> Change the surface of a malleable material e.g. build a textured tile</p>	<p><b>Summer 1 - Rachel Whitehead and Henry Moore</b></p> <p>Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material</p>	<p><b>Spring 1 - Yinka Shonibare</b></p> <p>Plan, design and make models from observation or imagination</p> <p>Use papier mache to create a simple 3D object</p>	<p><b>Autumn 1- Sculpture- Varied artists</b></p> <p>Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work</p>	<p><b>Summer 2- Cindy Sherman</b></p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay including slabs, coils, slips, etc</p> <p>Produce intricate patterns and textures in a malleable media</p>
<p><b>Printing</b></p> <p>Fruit/veg printing Wood blocks Lino String Press printing Styrofoam</p>	<p>Takes rubbings: leaf, brick, coin. Simple pictures by printing from objects. Develop simple patterns by using objects. Uses stencils to create a picture.</p>	<p><b>Summer 1 - Zarah Hussain</b></p> <p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Make simple marks on rollers and printing palettes</p>	<p><b>Autumn 1- Katsushika Hokusai</b></p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Build repeating patterns and recognise pattern in the environment</p>	<p><b>Spring 2 - Beatriz Milhazes</b></p> <p>Create printing blocks using a relief or impressed method</p> <p>Create repeating patterns</p>	<p><b>Autumn 2 - Romare Bearden</b></p> <p>Create printing blocks using a relief or impressed method</p> <p>Print with two colour overlays</p>	<p><b>Spring 1- Medu Art Ensemble</b></p> <p>Create printing blocks by simplifying an initial journal idea</p> <p>Use relief or impressed method</p>	<p><b>Summer 1- Katsushika Hokusai (the Wave) and other artists whose work encourages ocean conservation</b></p> <p>Screen printing</p>

		<p>Take simple prints i.e. mono-printing</p> <p>Understand the safety and basic care of materials and tools</p> <p><b>Texture</b> Make rubbings to collect textures and patterns</p>	<p>Create simple printing blocks with press print</p> <p>Design more repetitive patterns</p> <p>Understand the safety and basic care of materials and tools</p> <p><b>Colour</b> Experiment with overprinting motifs and colour</p> <p><b>Texture</b> Make rubbings to collect textures and patterns</p>				<p>Create prints with three overlays</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints.</p>
<p><b>Collage</b></p> <p>Felt Fabric Newspaper Magazines Quilling</p>	<p>Play with and use a variety of paper mediums</p> <p>Decorate a piece of paper.</p> <p>Show experience in simple layering of papers and fabrics</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p>	<p><b>Autumn 1 - Eileen Agar</b></p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour texture</p> <p>Fold, crumple, tear and overlap papers</p> <p><b>Colour</b> Collect, sort, name match colours appropriate for an image</p> <p><b>Shape</b> Create and arrange shapes appropriately</p> <p><b>Texture</b> Create, select and use textured paper for an image</p>	<p><b>Autumn 1- Katsushika Hokusai</b></p> <p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc</p> <p>Sort and group materials for different purposes e.g. colour texture</p> <p>Fold, crumple, tear and overlap papers</p> <p>Work on different scales</p> <p><b>Colour</b> Collect, sort, name match colours appropriate for an image</p> <p><b>Shape</b> Create and arrange shapes appropriately</p> <p><b>Texture</b> Create, select and use textured paper for an image</p>	<p><b>Autumn 1- Henri Matisse/Chris Ofilli</b></p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p>	<p><b>Autumn 2 - Romare Bearden</b></p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>	<p><b>Summer 2 - Tony Cragg (Sikh art)</b></p> <p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p>	<p><b>Autumn 1-Paul Nash and others</b></p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p>
<p><b>Textiles</b></p> <p>Fabric Thread/string Dyeing Wax resist</p>	<p>Play with and use a variety of textiles and fabric.</p> <p>Decorate a piece of fabric. Show experience in simple threading</p>	<p><b>Spring 2 - Faith Ringgold - Story Quilts</b></p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape</p>	<p><b>Summer 2- Anni Albers</b></p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape</p>	<p><b>Summer 2 - Artist linked to open topic</b></p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p>	<p><b>Summer 2- William Morris</b></p> <p>Develop skills in stitching, cutting and joining</p>	<p><b>Spring 2 - Louise Bourgeois</b></p> <p>Use fabrics to create 3D structures</p> <p>Use different grades of threads and needles</p>	<p><b>Spring 1- Grayson Perry</b></p> <p>Experiment with batik techniques</p>

	<p>Experiment in simple weaving: paper, twigs.</p> <p>Attempt in fabric collage: layering fabric. Use appropriate language to describe colours, media, equipment and textures.</p>	<p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p>Apply decoration using beads, buttons, feathers etc</p>	<p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p>Apply decoration using beads, buttons, feathers etc</p> <p>Create cords and plaits for decoration</p> <p><b>Colour</b> Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee</p> <p><b>Texture</b> Create fabrics by weaving materials i.e. grass through twigs</p>	<p>Create and use dyes i.e. onion skins, tea, coffee</p> <p>Match the tool to the material</p>	<p>Experiment with paste resist.</p>	<p>Join fabrics in different ways</p>	<p>Experiment with tie dyeing techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>
Art through Technology	<p>Use an iPad or computer to make marks.</p>	<p>Explore ideas using digital sources i.e. internet</p> <p>Use a simple graphics package (such as <b>Paint</b>) to create images and effects with</p> <p>Lines by changing the size of brushes in response to ideas</p> <p>Shapes using eraser, shape and fill tools</p> <p>Colours and Texture using simple filters to manipulate and create images</p> <p>Use basic selection and cropping tools</p>	<p><b>Spring 2- Hito Steyerl</b> Explore ideas using digital sources i.e. internet</p> <p>Record visual information using digital cameras, iPad, video recorders</p>	<p><b>Spring 2 Abbas Zahedi</b></p> <p>Record and collect visual information using digital cameras, iPad and video recorders</p> <p>Present recorded visual images using software</p> <p>Use a graphics package to create images and effects with; <u>Lines</u> by controlling the brush tool with increased precision</p>	<p>Record and collect visual information using digital cameras, iPad and video recorders</p> <p>Present recorded visual images using software</p> <p>Change the type of brush to an appropriate style</p> <p>Create <u>shapes</u> by making selections to cut, duplicate and repeat</p> <p>Experiment with <u>colours and textures</u> by using effects and simple filters to manipulate and create images for a purpose</p>	<p><b>Spring 1- Medu Art Ensemble</b></p> <p>Record, collect and store visual information using digital cameras etc</p> <p>Present recorded visual images using software e.g. Photo-story, PowerPoint</p> <p>Use a graphics package to create and manipulate new images</p>	<p><b>Summer 2- Cindy Sherman</b></p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p> <p>Create layered images from original ideas</p>
Responding to Art	<p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p><b>Ongoing</b> Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</p>	<p><b>Ongoing</b> Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</p>	<p><b>Ongoing</b> Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p>	<p><b>Ongoing</b> Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between</p>	<p><b>Ongoing</b> Recognise the art of key artists and begin to place them in key movements or historical events.</p>	<p><b>Ongoing</b> Explore a range of great artists, architects and designers in history.</p>

		<p>Express thoughts and feelings about a piece of art.</p> <p>Identify changes they might make or how their work could be developed further.</p>	<p>Explore 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.</p> <p>Reflect and explain the successes and challenges in a piece of art created.</p> <p>Explain how a piece of art makes them feel, and why – link to emotions.</p> <p>Identify changes they might make or how their work could be developed further.</p>	<p>Continue to identify changes they might make or how their work could be developed further.</p> <p>Respond to art from other cultures and other periods of time.</p>	<p>different practices and disciplines, and making links to their own work</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</p>	<p>Compare the style of different styles and approaches.</p> <p>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p>
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All KS2 classes should also be using <https://www.theartstory.org/section-movements-timeline.htm> to ensure children know and understand key art movements.