

Art Unit Progression Document - Cycle 1 & 2

	Drawing	Painting	Collage	Sculpture
EYFS	T 1-2 All About Me/Celebrations <i>On going throughout provision</i>	T 1-2 All About Me/Celebrations <i>On going throughout provision</i>	T 3-4 People Who Help Us/New Life and Growing <i>On going throughout provision</i>	T 3-4 People Who Help Us/New Life and Growing <i>On going throughout provision</i>
Year 1	Cycle 2 - T1 Why does change happen? Cycle 1 -T6 Famous Faces	Cycle 2- T6 Do you need a castle to conquer? Cycle 1 -T3 The Great Fire of London	Cycle 2 -T2 What happens if my environment changes? Cycle 1 - T4 Meerkat Mail	Cycle 1 T6 Famous Faces
Year 2	Cycle 2 T1 Why does change happen? Cycle 1 T6 Famous Faces	Cycle 2 T6 Do you need a castle to conquer? Cycle 1 T3 The Great Fire of London	Cycle 2 T2 What happens if my environment changes? Cycle 1 - T4 Meerkat Mail	Cycle 1 T6 Famous Faces
Year 3	Cycle 2- T2 Why do we remember the Tudors? Cycle 1- T2 Where in the World Are We?	Cycle 2- T2 Why do we remember the Tudors? Cycle 1- T4 Amazonian Adventures	Cycle 2- T5 How do rivers change the land?	Cycle 2- T4 How did the Romans change Britain? Cycle 1- T5 Ancient Greece
Year 4	Cycle 2- T2 Why do we remember the Tudors? Cycle 1- T2 Where in the World Are We?	Cycle 2- T2 Why do we remember the Tudors? Cycle 1- T4 Amazonian Adventures	Cycle 2- T5 How do rivers change the land?	Cycle 2 -T4 How did the Romans change Britain? Cycle 1- T5 Ancient Greece
Year 5	Cycle 2 -T5 Parliament and Power Cycle 1- T2 Survival of the Fittest	Cycle 2- T3 Illustrators/character design Cycle 1- T4 Shang Dynasty	Cycle 2- T2 WWII Cycle 1 -T5 Victorians	Cycle 1- T4 Shang Dynasty
Year 6	Cycle 2- T5 Parliament and Power Cycle 1- T2 Survival of the Fittest	Cycle 2- T3 Illustrators/character design Cycle 1- T4 Shang Dynasty	Cycle 2- T2 WWII Cycle 1- T5 Victorians	Cycle 1- T4 Shang Dynasty

Year Group	Drawing
EYFS	<p><u>Rising 3's</u> To begin exploring different patterns such as spotty and stripey. To begin expressing my own ideas through the marks I mark such as drawing a squiggly line for a tadpole.</p> <p><u>Rising 5's</u>.</p>

	<p>To begin recognising and naming different patterns, including spotty, stripey and plain.</p> <p>To begin exploring repeating patterns through play.</p> <p>To begin drawing using more detail such as drawing a circle for a face, with two dots for the eyes inside.</p> <p>To express different emotions and feelings through mark-making.</p>
1	<ul style="list-style-type: none"> • Use artwork to record ideas, observations and experiences • Experiment with different materials to design and make creations in 2D and 3D. • Know the names of tools, techniques and elements that they use • Explore mark-making using a variety of tools • Explain what he/she likes about the work of others • Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines
2	<ul style="list-style-type: none"> • Experiment with tones using pencils, chalk or charcoal • Represent things observed, remembered or imagined using colour and tools • Give reasons for his/her preferences when looking at art/craft or design work • Select a particular technique to create a design
3	<ul style="list-style-type: none"> • Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas • Explore shading, using different media
4	<ul style="list-style-type: none"> • Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork • Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques • Draws familiar objects with correct proportions • Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied
5	<ul style="list-style-type: none"> • Develop different ideas which can be used and explain his/her choices for the materials and techniques used • Use line, tone and shading to represent things seen, remembered or imagined in three dimensions • Experiment with using layers and overlays to create new colours/textures • Mix colours to express mood, divide foreground from background or demonstrate tones
6	<ul style="list-style-type: none"> • Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices • Select ideas based on first hand observations, experience or imagination and develop these through open ended research • Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds • Begin to develop an awareness of composition, scale and proportion in their work • Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices

Year Group	Painting
EYFS	<p><u>Rising 3's</u> To begin exploring different patterns such as spotty and stripey. To begin exploring different patterns such as spotty and stripey.</p> <p><u>Rising 5's</u> To explore paint using different tools, including chunky brushes and rollers. To begin recognising and naming different patterns, including spotty, stripey and plain. To begin exploring repeating patterns through play. To express different emotions and feelings through mark-making.</p>
1	<ul style="list-style-type: none"> • Use artwork to record ideas, observations and experiences • Experiment with different materials to design and make creations in 2D and 3D. • Know the names of tools, techniques and elements that they use • Explore mark-making using a variety of tools • Explain what he/she likes about the work of others • Cut, glue and trim materials to create images from a variety of media
2	<ul style="list-style-type: none"> • Select a particular technique to create a design • Know that different artistic works are made by craftspeople from different cultures and times

	<ul style="list-style-type: none"> Give reasons for his/her preferences when looking at art/craft or design work
3	<ul style="list-style-type: none"> Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas Explore shading, using different media
4	<ul style="list-style-type: none"> Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques Draws familiar objects with correct proportions Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied
5	<ul style="list-style-type: none"> Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures Develop different ideas which can be used and explain his/her choices for the materials and techniques used Experiment with using layers and overlays to create new colours/textures Mix colours to express mood, divide foreground from background or demonstrate tones
6	<ul style="list-style-type: none"> Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices Begin to develop an awareness of composition, scale and proportion in their work Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices Select ideas based on first hand observations, experience or imagination and develop these through open ended research

Year Group	Collage
EYFS	<p><u>Rising 3's</u> To explore and manipulate different materials, using hands.</p> <p><u>Rising 5's</u> To explore and manipulate different materials, using different tools such as rolling pins, wooden knives, cutters. To express different emotions and feelings through mark-making.</p>
1	<ul style="list-style-type: none"> Use artwork to record ideas, observations and experiences Experiment with different materials to design and make creations in 2D and 3D. Know the names of tools, techniques and elements that they use Explore mark-making using a variety of tools Explain what he/she likes about the work of others Cut, glue and trim materials to create images from a variety of media
2	<ul style="list-style-type: none"> Experiment with basic tools on rigid and flexible materials Select a particular technique to create a design Give reasons for his/her preferences when looking at art/craft or design work
3	<ul style="list-style-type: none"> He/she is able to create a collage using overlapping and layering Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas Explore shading, using different media
4	<ul style="list-style-type: none"> Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied Use a variety of techniques e.g. marbling, silkscreen and cold water paste
5	<ul style="list-style-type: none"> Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures Develop different ideas which can be used and explain his/her choices for the materials and techniques used Experiment with using layers and overlays to create new colours/textures Mix colours to express mood, divide foreground from background or demonstrate tones
6	<ul style="list-style-type: none"> Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices Begin to develop an awareness of composition, scale and proportion in their work Select ideas based on first hand observations, experience or imagination and develop these through open ended research

Year Group	Sculpture
EYFS	<p><u>Rising 3's</u> To explore and manipulate different materials, using hands.</p> <p><u>Rising 5's</u> To explore and manipulate different materials, using different tools such as rolling pins, wooden knives, cutters. To express different emotions and feelings through mark-making.</p>
1	<ul style="list-style-type: none"> • Experiment with different materials to design and make creations in 2D and 3D. • Explore mark-making using a variety of tools • Explain what he/she likes about the work of others • Experiment with basic tools on rigid and flexible materials
2	<ul style="list-style-type: none"> • Know the names of tools, techniques and elements that they use • Know that different artistic works are made by craftspeople from different cultures and times • Give reasons for his/her preferences when looking at art/craft or design work • Represent things observed, remembered or imagined using colour and tools
3	<ul style="list-style-type: none"> • Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas • Explore shading, using different media
4	<ul style="list-style-type: none"> • Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork • Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques • Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied
5	<ul style="list-style-type: none"> • Develop different ideas which can be used and explain his/her choices for the materials and techniques used • Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds
6	<ul style="list-style-type: none"> • Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices • Begin to develop an awareness of composition, scale and proportion in their work