

**Banister Primary School**  
**Art Progression**  
**EYFS**

**EYFS**

	<b>Autumn 1 All About Me</b>	<b>Autumn 2 Let's Celebrate</b>	<b>Spring 1 Super Heroes</b>	<b>Spring 2 Growing!</b>	<b>Summer 1 Amazing Animals</b>	<b>Summer 2 Fairy Tales</b>	<b>End point</b>
<b>Areas of exploration</b>	<b>How can we explore colour?</b> Developing early knowledge of colour and colour mixing, children can approach colour in an intuitive way, enjoying and exploring the way colour makes them feel.	<b>How can we explore materials and marks?</b> Children transform the surfaces around them by using line, colour and shape. How can children make the objects they decorate reflect their personality?	<b>How can we explore 3D materials?</b> Opportunity to explore materials through free exploration, ungoverned by our expectations of "outcome", is vital if we are to help build experience of what it is possible to create.	<b>What can we see?</b> Looking provides children with an opportunity for active exploration. Empowered by close looking, children can build confidence in their ability to make a creative response, developing dexterity skills along the way.	<b>How can we use our imaginations?</b> Encourage children to nurture their imaginations, building confidence in their instinct, intuition, sense of self and ability, to give an outward form to inner ideas.	<b>How can we build worlds?</b> Imagination is the stimulus for making. Through enabling children to build and expand the worlds around them, children are empowered to affect their own environments for the better.	Children will... develop a foundation in art around the areas of exploration to enable them to develop skills further in the Year 1 curriculum.
<b>Knowledge and skills developed</b>	Colour recognition, mark making, hand eye coordination dexterity, fine motor, nurture curiosity	Working with 3d objects, pattern and mark-making, familiarity of shapes, transformation of objects, naming colours and familiarity with natural objects such as acorns, conkers and seeds.	Modelling, dexterity, creating narratives. Facial features in an interactive and tactile way.	Observation, Familiarity with Shapes and Shape Names, Visual Literacy, Relationship of 2d to 3d, Recording, Sharing, Reflection	Visual literacy, dexterity (cutting, sticking, drawing, painting), mark making, colour mixing, oracy	Dexterity, hand-eye coordination, creating narratives, nurturing curiosity about the world around them.	

**Banister Primary School**  
**Art Progression**  
**Key Stage 1**

**Year 1**

	<b>Autumn 2 London's Burning</b>	<b>Spring 2 From Here To Eternity</b>	<b>Summer 2 Amazing Animals</b>	<b>End point</b>
<b>Vocabulary</b>	Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist, Elbow, Shoulder Graphite, Chalk, Pen Drawing Surface (Paper, Ground) Oil Pastel, Dark, Light, Blending Mark Making Colour, Pattern Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places", Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour Reflect, Discuss, Share, Think	Watercolour, Brush, Wash Wet on dry, Wet on wet Mark making Primary colours, secondary colours, Colour mixing Fluid Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop Scale Reflect, Share, Discuss	Lines, Shapes, Mark Making, Texture Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil Observation, Close study, Blending, Texture Explore, Discover, Transform, Fold, Tear, Crumple, Collage Sculpture, Structure, Balance, Texture, Personality, Character, Installation, Collaboration Present, Reflect, Share, Discuss	Children will... Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Some children may feel able to share their response about classmates work
<b>Artist(s)</b>	Molly Haslund	Paul Klee, Emma Burleigh	Andrea Butler	
<b>Substantive Knowledge</b>  <b>Implicit Knowledge &amp; Skills</b>	<b>DRAWING</b> Spirals Understand drawing is a physical activity. Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate explorations Use colour (pastels, chalks) intuitively to develop spiral drawings.	<b>SURFACE and COLOUR</b> Exploring Watercolour Landscapes Understand watercolour is a media which uses water and pigment. Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Develop experience of primary and secondary colours Explore mark making Explore watercolour in an intuitive way to build understanding of the properties of the medium. Paint without a fixed image of what you are painting in mind. Respond to your painting, and try to "imagine" an image within. Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.	<b>WORKING IN 3 DIMENSIONS</b> Making Birds Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Understand collage is the art of using elements of paper to make images. Understand we can create our own papers with which to collage. Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Understand the meaning of "Design through Making" Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Practice observational drawing Explore mark making Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Use a combination of two or more materials to make sculpture. Use construction methods to build.	

			Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.	
<b>Sketchbooks</b>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.</p> <p>Make a simple elastic band sketchbook. Personalise it.</p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> <li>• Test out printmaking ideas</li> <li>• Develop experience of primary and secondary colours</li> <li>• Practice observational drawing</li> </ul> <p>Explore mark making</p>			
<b>The Drawing Journey</b>	Minimum of 2x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.			

**Banister Primary School**  
**Art Progression**  
**Key Stage 1**

**Year 2**

	<b>Autumn 1 Stand Out Art</b>	<b>Spring 1 To Infinity and Beyond</b>	<b>Summer 1 Wonderland</b>	<b>End point</b>
<b>Vocabulary</b>	Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition Photograph, Focus, Light, Shade, Colour, Pattern Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page, Sense of Touch Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback	Close Looking, Pausing, Seeing & Understanding, Listening, Reacting, Thinking, Considering Mark Making, Pressure, Line, Speed, Fast, Slow, Experiment, Explore, Represent, Impression, Try, Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel Focus, Slow, Careful, Considered, Life size, Scale, Shape, Form, Light, Dark, Shadow, Ground, Crit, Share, Reflect, Feedback, Respond Mono Print, Mono Type, Carbon paper, Oil Pastel, Colour Mixing, Secondary Colours: Green, Orange, Purple Pattern, Sequence, Picture, Image Narrative, Story, Imagination, Invent, Discover Present, Reflect, Discuss, Share, Feedback	Architect, Architecture, Designer, Maker, Model, Scale, Response, Imagination, experience. Three Dimensional, Form, Structure, Wall, Floor, Window, Door, Roof, Relationship with Area, Community. Response, React, Colour, Form, Shape, Line, Pattern Model Making, Design through Making, Form, Structure, Balance, Experience, Construct, Construction, Tool, Element Present, Share, Reflect, Discuss, Feedback, Photograph, Film, Focus, Lighting, Composition, Angle, Perspective	Children will... Understand artists take their inspiration from around them, collecting and transforming. Understand that in art we can experiment and discover things for ourselves. Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. Reflect upon the artists' work, and share their response verbally ("I liked..."). Present their own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Talk about intention. Share responses to classmates' work, appreciating similarities and differences. Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective
<b>Artist(s)</b>	Rosie James, Alice Fox	Xgaoc'o X'are, Leonardo Di Vinci	Hundertwasser, Zaha Hadid, Heatherwick Studios	
<b>Substantive Knowledge</b>  <b>Implicit Knowledge &amp; Skills</b>	<b>DRAWING</b> Explore and draw Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Visit local environment, collect natural objects, explore composition and	<b>SURFACE and COLOUR</b> Explore through mono print Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line.	<b>WORKING IN 3 DIMENSIONS</b> Be an architect Understand the role of an architect. Understand when we make sculpture by adding materials it is called Construction. Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen	

	<p>qualities of objects through arranging, sorting &amp; representing. Photograph. Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Work with care and focus, enjoying making drawings which are unrushed. Create final collaged drawings which explore composition.</p>	<p>Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior.</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief.</p>		
<b>Sketchbooks</b>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <p>Work in sketchbooks to:</p> <ul style="list-style-type: none"> <li>• Explore the qualities of different media.</li> <li>• Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.</li> <li>• Explore colour and colour mixing.</li> <li>• Make visual notes about artists studied.</li> </ul> <p>Explore ideas</p>			
<b>The Drawing Journey</b>	<p>Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.</p>			

**Banister Primary School  
Art Progression  
Key Stage 2**

**Year 3**

	<b>Autumn 2 Festival of Light</b>	<b>Spring 2 Mountaineering for Beginners</b>	<b>Summer 2 Let's Stick to the Nuts and Bolts</b>	<b>End point</b>
<b>Vocabulary</b>	<p>Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body. Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint. Hands, Handprints, Tools, Positive &amp; Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting</p>	<p>"Show Me What You See", Response, Sketch, Note, Line, Shape, Capture, Share Cut, Direct, Try, Explore, Test, Colour, Shape, Elements, Composition, Arrange Negative, Positive, Shape Photograph, Composition, Lighting, Focus, Present, Share, Reflect, Respond, Feedback</p>	<p>Animate, Animation, Animator, Character, Movement, Pose, Action, Gesture, Intention Background, Foreground, Tools, Scissors, Paper Fastener, Tape, Stick, Presentation, Performance, Share, Reflect, Respond, Feedback, Film, Focus, Lighting, Stage, Arena,</p>	<p>Children will... Understand that visual artists look to other art forms for inspiration. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make</p>

	Present, Share, Reflect, Respond, Feedback			visual notes to nurture their own creative response to the work.
<b>Artist(s)</b>	Heather Hansen, Laura McKendry, Edgar Degas	Henri Matisse, Claire Willberg	Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake	Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid
<b>Substantive Knowledge</b>  <b>Implicit Knowledge &amp; Skills</b>	<p><b>DRAWING</b></p> <p>Gestural Drawing with charcoal. Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Understand charcoal and earth pigment were our first drawing tools as humans. Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Option to explore making gestural drawings with charcoal using the whole body (link to dance). Explore the qualities of charcoal. Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. Develop mark making skills.</p>	<p><b>SURFACE and COLOUR</b></p> <p>Working with Shape and Colour Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. Develop mark making skills. Brainstorm animation ideas. Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition.</p>	<p><b>WORKING IN 3 DIMENSIONS</b></p> <p>Making Animated Drawings Understand that animators make drawings that move. Understand that articulated drawings can be animated. Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. Develop mark making skills. Brainstorm animation ideas. Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations.</p>	<p>Reflect upon the artists’ work, and share their response verbally (“I liked... I didn’t understand... it reminded me of...”). Present their own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates’ work, appreciating similarities and differences. Listen to feedback about their own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</p>
<b>Sketchbooks</b>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons’ sketchbook looks is unique to them. Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <p>Work in sketchbooks to:</p> <ul style="list-style-type: none"> <li>Explore the qualities of charcoal.</li> <li>Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own.</li> <li>Develop mark making skills.</li> </ul> <p>Brainstorm animation ideas.</p>			
<b>The Drawing Journey</b>	Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.			

**Banister Primary School**  
**Art Progression**  
**Key Stage 2**

**Year 4**

	<b>Autumn 1 A Midsummer Night's Dream</b>	<b>Spring 1 Journey To The River Amazon</b>	<b>Summer 1 Natural Disasters</b>	<b>End point</b>
<b>Vocabulary</b>	Illustration, Inspiration, Interpretation, Original Source, Respond, Response Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble, Composition, Sequencing, Visual Literacy, Narrative Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Personality Traits Exploration, Inventive, Challenge, Character, Personality, Explore, Discover Construct, Experiment, Imagine, Rethink, Stand Back, Reflect, Understand, Analyse, Tools, Pliers, Scissors, Glue Guns, Construction Materials, Fastening Materials, Structure, Sculpture, Balance, Creative Risk, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition	Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Children will... Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid Reflect upon the artists' work, and share their response verbally ("I liked... I didn't understand... it reminded me of... It links to...").
<b>Artist(s)</b>	Laura Carlin, Shaun Tan	Marcus Coates	Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato	Present their own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.... I was inspired by....). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates' work, appreciating similarities and differences. Listen to feedback about their own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some
<b>Substantive Knowledge</b>  <b>Implicit Knowledge &amp; Skills</b>	<b>DRAWING</b> Storytelling Through Drawing Understand that artists and illustrators interpret narrative texts and create sequenced drawings Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and	<b>WORKING IN 3 DIMENSIONS</b> Sculpture, Structure, Inventiveness & Determination To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. To combine modelling with construction	<b>SURFACE AND COLOUR</b> Exploring still life Understand that still life name given to the genre of painting (or making) a collection of objects/elements. That still life is a genre which artists have enjoyed for hundreds of years., and which contemporary artists still explore today. To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). Options to work in clay, making reliefs inspired by fruit still lives, or make 3d	

	experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling.	using mixed media and painting to create sculpture.	graphic still lives using ink and foam board.	children may make films thinking about viewpoint, lighting & perspective.
<b>Sketchbooks</b>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> <li>• Practise drawing skills.</li> <li>• Make visual notes to record ideas and processes discovered through looking at other artists.</li> <li>• Test and experiment with materials.</li> <li>• Brainstorm pattern, colour, line and shape.</li> <li>• Brainstorm and explore ideas relating to performance art.</li> <li>• Reflect.</li> </ul>			
<b>The Drawing Journey</b>	Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.			



# Banister Primary School

## Art Progression

### Key Stage 2

#### Year 5

	<b>Autumn 2 It's All Greek to Me!</b>	<b>Spring 2 Earth and Beyond</b>	<b>Summer 2 Mayan Adventures</b>	<b>End point</b>
<b>Vocabulary</b>	Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative Lighting, Composition, Foreground, Background, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences	Children will... Look at the work of designers, artists, animators, architects. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.
<b>Artist(s)</b>	Louise Fili, Grayson Perry, Paula Scher, Chris Kenny	Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones	Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson	Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present their own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.... I was inspired by...."). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates' work, appreciating similarities and differences. Listen to feedback about their own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?
<b>Substantive Knowledge</b>  <b>Implicit Knowledge &amp; Skills</b>	<b>DRAWING</b> Typography and maps Understand that designers create fonts and work with Typography. Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Draw over maps/existing marks to explore how you can make mark making more visually powerful. Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper.	<b>SURFACE AND COLOUR</b> Mixed media land and city scape Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy.	<b>WORKING IN 3 DIMENSIONS</b> Set Design Understand that set designers can design/make sets for theatres or for animations. Understand that designers often create scaled models to test and share ideas with others. Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation. Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design (see column 6 "making").	
<b>Sketchbooks</b>	Use sketchbooks to: <ul style="list-style-type: none"> <li>Explore mark making.</li> </ul>			

	<ul style="list-style-type: none"> <li>Brainstorm ideas generated when reading poetry or prose.</li> <li>Make visual notes to capture, consolidate and reflect upon the artists studied.</li> <li>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc.</li> <li>Experiment with different media and different marks to capture the energy of a landscape.</li> </ul> <p>Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved.</p>
<b>The Drawing Journey</b>	Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.

**Banister Primary School  
Art Progression  
Key Stage 2**

**Year 6**

	<b>Autumn 1 The Tempest</b>	<b>Spring 1 WW 2</b>	<b>Summer 1 London</b>	<b>End point</b>
<b>Vocabulary</b>	2D Drawing, 3D Object Packaging Negative space Grid method Scaling up Net, Typography, Graphic Design Collage Structure Balance Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences	Identity, Layer, Constructed, Portraiture Layering Digital Art, Physical Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Visual notes Colour Installation Art, Immersive, Participate, Context, Environment, Viewer, Light, Colour, Form, Structure, Sound, Senses, Sculptural installation Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Children will... Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.
<b>Artist(s)</b>	Lubaina Himid, Claire Harrup	Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett	Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West	Reflect upon the artists' work, and share their response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present their own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might... I was inspired by....). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team.
<b>Substantive Knowledge</b>  <b>Implicit Knowledge &amp; Skills</b>	<b>DRAWING</b> 2D Drawing to 3D Making Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. Understand that there are technical processes we can use to help us see, draw and scale up our work. Explore using negative and positive space to "see" and draw a simple element/object.	<b>SURFACE &amp; COLOUR</b> Exploring identity Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function. Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. Make independent decisions as to which materials are best to use, which kinds of	<b>WORKING IN 3 DIMENSIONS</b> Brave colour Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. Understand that artists and designers add colour, texture, meaning and richness to our life. Use the device of scaled model to imagine what your installation might be, working in respond to a brief or	

	<p>Use the grid system to scale up the image above, transferring the image onto card.</p> <p>Use collage to add tonal marks to the “flat image”.</p>	<p>marks, which methods will best help you explore.</p>	<p>“challenge” to enable a viewer to “have a physical experience of colour.”</p> <p>Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel.</p>	<p>Share responses to classmates’ work, appreciating similarities and differences. Listen to feedback about their own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</p>
<b>Sketchbooks</b>	<p>Use sketchbooks to:</p> <ul style="list-style-type: none"> <li>• Practise seeing negative and positive shapes.</li> <li>• Using the grid method to scale up an image.</li> <li>• Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head?</li> <li>• Explore colour: make colours, collect colours, experiment with how colours work together.</li> <li>• Explore combinations and layering of media.</li> <li>• Develop Mark Making</li> </ul> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p>			
<b>The Drawing Journey</b>	<p>Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.</p>			