

Art progression



	Unit 1	Unit 2
Year 1	<ul style="list-style-type: none"> • Understand the historical context of an artist (time, cultural influences, movement, and use of media/medium and techniques) (History of Art) • Express an opinion (Appreciation) • Make marks with control over curved and straight lines (Proficiency) • Recognise and name primary colours (red, yellow & blue) (Proficiency) • Recognise patterns in my surroundings (Creativity) • Use the skills developed to create pictures in the style of Hundertwasser (Lollipop trees) (Creativity) • Review own outcomes and offer an opinion on others (Appreciation) 	<ul style="list-style-type: none"> • Understand the historical context of an artist (time, cultural influences, movement, and use of media/medium and techniques) (History of Art) • Express an opinion (Appreciation) • Recognise and name primary colours (red, yellow & blue) (Proficiency) • Identify a colour wheel (primary and secondary colours only) (Proficiency) • Recognise and name primary and secondary colours (purple, green & orange) (Proficiency) • Mix colours. (Proficiency/ Creativity) • Make a simple repeating pattern (cut) (Creativity) • Create a collage in the style of Matisse. (Creativity) • Review own outcomes and offer an opinion on others (Appreciation)
Year 2	<ul style="list-style-type: none"> • Understand the historical context of an artist (time, cultural influences, movement, and use of media/medium and techniques) (History of Art) • Express an opinion (Appreciation) • Identify colours on a colour wheel (primary & secondary) (Proficiency) • Colour mix (Creativity) • Experiment with adding black and white to a colour and comment on the outcome (Creativity) • Use the skills developed to create pictures in the style of Van Gogh (Creativity) • Review own outcomes and offer an opinion on others (Appreciation) 	<ul style="list-style-type: none"> • Understand the historical context of an artist (time, cultural influences, movement, and use of media/medium and techniques) (History of Art) • Express an opinion (Appreciation) • Experiment with making light and dark tones (Creativity) • Produce lines in a range of different tones using the same pencil. (Proficiency) • Create a picture in the style of Picasso (Creativity) • Review my picture and offer an opinion on others (Appreciation)
Year 3	<ul style="list-style-type: none"> • Understand the historical context of an artist (time, cultural influences, movement, and use of media/medium and techniques) (History of Art) • Express an opinion (Appreciation) • Predict colour mixing results with increased accuracy (Proficiency) • Create textures and effects using pencils and black ink (Creativity) • Use the skills developed to create pictures in the style of Quentin Blake (Creativity) • Review own outcomes and offer an opinion on others (Appreciation) 	<ul style="list-style-type: none"> • Understand the historical context of an artist (time, cultural influences, movement, and use of media/medium and techniques) (History of Art) • Express an opinion (Appreciation) • Shade and blend correctly showing light and dark in appropriate areas. (Proficiency) • Select colours to develop mood and express ideas and feelings (Creativity/Proficiency) • Create a picture in the style of Monet (Creativity) • Review own outcomes and offer an opinion on others (Appreciation)

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Year 4	<ul style="list-style-type: none"> • Understand the historical context of an artist (time, cultural influences, movement, and use of media/medium and techniques) (History of Art) • Express an opinion (Appreciation) • Select colours to develop mood and express ideas and feelings (Creativity/Proficiency) • Be aware of and use proportion when drawing faces and figures (Proficiency) • Use the skills developed to create pictures in the style of Frida Khalo (Creativity) • Review own outcomes and offer an opinion on others (Appreciation) 	<ul style="list-style-type: none"> • Understand the historical context of an artist (time, cultural influences, movement, and use of media/medium and techniques) (History of Art) • Express an opinion (Appreciation) • Experiment with colour matching using watercolours (Creativity) • Create a landscape in the style of Carr using watercolours. (Creativity/Proficiency) • Edit/revise/redraft • Review own outcomes and offer an opinion on others (Appreciation)
Year 5	<ul style="list-style-type: none"> • Understand the historical context of an artist (time, cultural influences, movement, and use of media/medium and techniques) (History of Art) • Express an opinion (Appreciation) • Use the language of colour when discussing my work and the work of others (Appreciation) • Explore colour combinations (Creativity) • Develop use of line to lead the viewer's eye (Proficiency) • Use tonal contrast to enhance composition (Creativity/Proficiency) • Use technology to create art in the style of David Hockney (Creativity) • Review own outcomes and offer an opinion on others (Appreciation) 	<ul style="list-style-type: none"> • Understand the historical context of an artist (time, cultural influences, movement, and use of media/medium and techniques) (History of Art) • Express an opinion (Appreciation) • Use the language of sculpture when discussing my work and the work of others (Appreciation) • Experiment with using wire to create different shapes (Creativity) • Create a sculpture using wire in the style of Anish Kapoor (Creativity/Proficiency) • Review own outcomes and offer an opinion on others (Appreciation)
Year 6	<ul style="list-style-type: none"> • Understand the historical context of an artist (time, cultural influences, movement, and use of media/medium and techniques) (History of Art) • Express an opinion (Appreciation) • Use language of colour when discussing my work and the work of others. (Appreciation) • Discuss and identify negative shapes. (Proficiency) • Apply knowledge of colour for effect (Creativity/Proficiency) • Use tone to create mood. (Creativity/Proficiency) • Use the technique and style of Kandinsky (Creativity/Proficiency) • Review own outcomes and offer an opinion on others (Appreciation) 	<ul style="list-style-type: none"> • Understand the historical context of an artist (time, cultural influences, movement, and use of media/medium and techniques) (History of Art) • Express an opinion (Appreciation) • Use the terms concord and discord relating to colour (Proficiency) • Apply knowledge of colour for effect (Creativity/Proficiency) • Use the technique and style of Andy Warhol (Creativity/Proficiency) • Review own outcomes and offer an opinion on others (Appreciation)