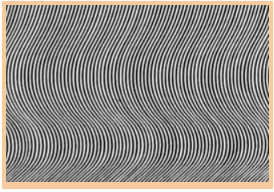
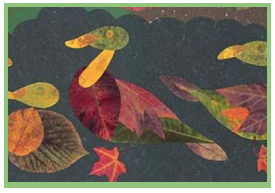
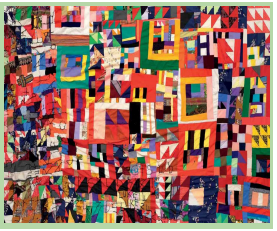
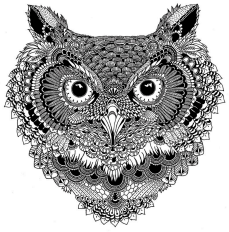
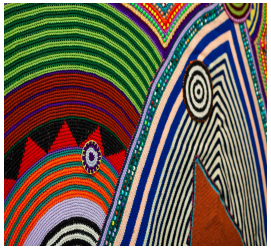
WHOLE SCHOOL PROGRESSION PLANNING: Art

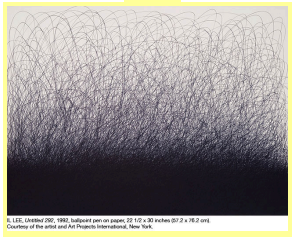
Art Skills Progression - pupils will use sketchbooks to record their knowledge, skills and understanding in this subject. They will often consider the skills and process of an art focus as well as working towards a final outcome.
The following document outlines the areas of Art to be covered across this school year and show the progression of each different technique.

Furness Art Curriculum	
Lesson 1	Explore an artist's work and life or theme.
Lesson 2	Explain style of art and teach skills or techniques that build on previous ones.
Lesson 3 and 4	Expand: design and create a piece of artwork in the style of or inspired by the artist being studied, using skills or techniques taught
Lesson 5	Evaluate the final piece (this can be verbal) and compare with a piece from the studied artist or created with a similar technique or skill.

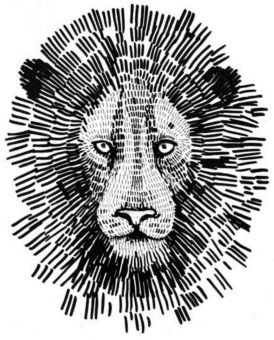
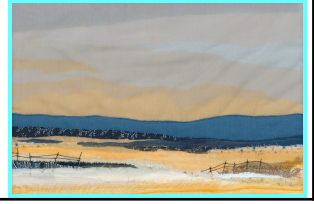
2026/2027	Autumn		Spring		Summer	
Elm	**Painting** EYFS: Safely use and explore a range of painting techniques, exploring and experimenting with colour. Year 1: Explore with a variety of sized brushes and tools. Explore lightening and darkening paint without the use of black and white. Paint on a range of surfaces. Start to predict the results of colour mixing to make a range of secondary colours. Jackson Pollock 	**Drawing:** EYFS: Share their (drawings) creations, explaining the process they have used. Year 1: Experiment with a range of drawing media. Draw on different surfaces. Develop tone by using hatching, scribbling, stippling and blending to create dark and light lines Bridget Riley 	**Collage:** EYFS: Safely use and explore a variety of materials, tools and techniques and experiment with colour, design and texture Year 1: Arrange and glue materials. Fold, crumple, tear and overlap papers Collect, sort, name match colours appropriate for an image Create and arrange shapes appropriately Create, select and use textured paper for an image Eric Carle 	**Printing:** EYFS:Use and explore techniques and texture, explaining the process they have used Year 1: Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponges. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Explore printing in relief: string & card. Begin to identify forms of prints: book, poster, picture, fabrics. William Morris 	**3D Sculptures:** EYFS: Make and use props and materials when role playing characters linked to nursery rhymes and books Explore and experiment with texture, form and function Year 1: Shape and mould for a purpose. Manipulate in a variety of ways including rolling, kneading and pinching. Impress and make simple decorations, impressed, painted and applied. Model over wire Use tools and equipment safely. Fiona Wallace 	**Textiles:** EYFS: Use tools safely when creating with materials Experiment with colour, design and texture Year 1: Identify different forms of textiles. Use fabric pens. Experience weaving. Use language to describe colours, media, equipment and textures. Thread a large plastic needle. Alexandra Keyhayoglou 

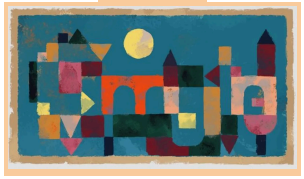
Ash	**Painting:** Year 1: Explore with a variety of sized brushes and tools. Explore lightening and darkening paint without the use of black and white. Paint on a range of surfaces. Start to predict the results of colour mixing to make a range of secondary colours. Year 2: Begin to experiment with a range of painting techniques - layering and adding texture. Continue to experiment with lightening and darkening paint without the use of black and white. Begin to mix colour shades and tones. Explore the colour wheel and colour spectrum. Picasso 	**Collage:** Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers Work on different scales Collect, sort, name match colours suitable for an image. Create, select and use textured paper for an image. Lois Elhert 	**Drawing:** Develop tone by using hatching, scribbling, stippling and blending to create dark and light lines. Begin to control marks made with a range of media. Draw on a range of different surfaces.d blending to create dark and light lines. James Rizzi 	**3D Sculptures:** Shape, form and mould from observations and imagination. Demonstrate experience in surface patterns/textures. Explore carving as a form of 3D art? Animal art  Sarah Cox (Local Artist) 	**Printing:** Continue to explore printing simple pictures, with a range of hard and soft materials e.g. cork, pen barrels, sponge. Use equipment and media correctly to be able to produce a clean printed image. Make simple marks on rollers and printing palettes to make simple prints i.e. mono -printing. Experiment with overprinting motifs and different colours. Explore printing in relief: string & card. Begin to identify forms of prints: book, poster, picture, fabrics. Range of print artists William Morris Cath Kidston 	**Textiles:** Year 1: Identify different forms of textiles. Use fabric pens. Experience weaving. Use language to describe colours, media, equipment and textures. Thread a large plastic needle. Year 2: Match and sort textiles. Gain further experience in weaving. Change and modify fabrics knotting and twisting. Gain experience in stitching two pieces of fabric together. Gain experience in applying colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee. Rosie Lee Thompkins 

						
Oak	**Collage:** Year 3: Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Year 4: Use collage as a means of collecting ideas and information and building a visual vocabulary. Henri Mattisse 	**Painting:** Year 3: Use light and dark. Year 4: Develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within paintings. Show a growing understanding of complementary colours. Mix colours, shades and tones with confidence. Start to look at working in the style of a selected artist (NOT copying) Cecily Brown 	**Drawing:** Year 3: Develop intricate patterns/marks using different grades of pencils. Year 4: Draw for a sustained amount of time. Develop dimension and perspective in their drawings. Link to a drawing in Geography Rosalind Monks 	**Textiles:** Year 3: Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Year 4: Apply decoration using beads, buttons, feathers etc. Link to making a healthy eating plate out of felt materials? Xenobia Bailey 	**3D Sculpture:** Year 3: Make a slip to join pieces of clay. Use recycled, natural and man made materials to make sculptures. Year 4: Show an awareness of time on sculptures. Adapt work as necessary. Choi Jeung Hwa 	**Printing:** Year 3: Increase awareness of mono and relief printing. Explore the work of a range of artists, craft makers and designers. Year 4: Expand experience in 3D colour printing. Continue experiences in combining prints taken from different objects to produce an end piece. Eric Durant 

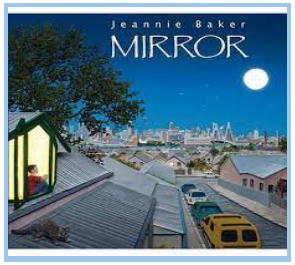
Beech	**Drawing:** Year 4: Develop intricate patterns/marks using different pencil grades Draw for a sustained amount of time. Develop dimension and perspective in drawings. Year 5: Develop line, tone, pattern and texture in their work. Use different drawing techniques for different purposes. Begin to develop scale & proportion in their work. Continue work on perspective from Yr 4. Develop close observation skills - using viewfinders. Il Lee 	**Painting:** Year 4: Develop a painting from a drawing. Begin to choose appropriate media to work with. Use light & dark within painting Show a growing understanding of complementary colours. Mix colours, shades & tones with more confidence. Start to look at working in the style of a certain artist (NOT copying) Year 5: Mix & match colours to create atmosphere and light effects. Mix colours, shades and tones with confidence. Start to develop their own sty Recognise the art of key artists & begin to place them on a timeline.	**Textiles** Year 4: Use a technique as a basis for stitch embroidery. Apply decoration using needle and thread: buttons, sequins. Become confident in applying colour when using dye. Create and use dyes. Use resist paste and batik. Adapt work as and when necessary & explain why. Change & modify threads and fabrics, Use knotting, fraying, fringing, twisting,, plaiting. Demonstrate experience in looking at fabrics from other countries. Year 5: Use various techniques - e.g. printing, dyeing, & stitching to create effects Produce two colour tie dye. Continue to an experience in batik- use more than one colour.	**Sculpture** Year 4: Make a slip to join pieces of clay. Use recycled, natural and man made materials to create sculptures. Show an awareness of time on sculptures. Adapt work as necessary. Year 5: Develop an understanding of different ways of finishing work: glaze, paint, varnish Use recycled, natural and man made materials to create sculptures, joining parts confidently and successfully. Adapt work as necessary and explain why. Compare different styles and approaches James De Rosso	**Printing** Year 4: Increase awareness of mono and relief printing. Demonstrate experience in fabric printing. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, & making links to their own work. Expand experience in 3 colour printing. Continue experiences in combining prints taken from different objects to produce an end piece. **Year 5:** Continue to gain experience in over-laying colours. Start to overlay prints with other media. Use print as a starting	**Collage** **Year 4:** Use collage as a means of collecting ideas and information and building a visual vocabulary Year 5: Add collage to a painted, printed or drawn background Use a range of media to create collages Kurt Schwitters 

		Caroline Ashwood 	Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye. Show awareness of the skills involved in knitting or lace making. Change and modify threads and fabrics. Tony Stubbing 		point to embroidery. Show experience in a range of monoprint techniques. Create repeating patterns. Amanda Shingirai Mushate 	
Willow	**Painting:** Year 5: Mix and match colours to create atmosphere and light effects. Mix colours, shades and tones with confidence. Start to develop their own style. Recognise the art of key artists and begin to place them in key movements or historical events. Year 6:	**Drawing:** Year 5: Develop line, tone, pattern and texture in their work. Use different techniques for different purposes. Begin to develop scale and proportion in their work. Continue work on perspective from Year 4. Develop close observation skills using viewfinders.	**Collage:** **Year 5:** Add collage to a painted, printed or drawn background Use a range of media to create collages **Year 6:** Use different techniques, colours and textures etc when designing and making pieces of work Use collage to extend work from initial ideas	**Textiles:** **Year 5:** Use various techniques - e.g. printing, dyeing, weaving & stitching to create different effects. Demonstrate experience in 3D weaving. Produce two colour tie dye. Continue to an experience in batik- use colours.	**Sculpture:** **Year 5:** Develop an understanding of different ways of finishing work; glaze, paint, polish. Use recycled, natural and man made materials to create sculptures. Join these confidently and successfully. Adapt work as necessary	**Printing:** **Year 5:** Continue to gain experience in over-laying colours. Start to overlay prints with other media. Use print as a starting point to embroidery. Show experience in a range of monoprint techniques.

	Continue as in previous years, justifying choices and decisions in their work. Experiment with watercolours. Vincent Van Gough Comparison Louis Mbughuni  	Year 6: Draw for a sustained period of time over a number of sessions on the same piece. Use different techniques for different purposes. Adapt their work and describe how they could further develop it. Develop their understanding of composition, scale and proportion in their work. Olga Gamynina 	Mark Hearlds 	Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye. Show awareness of the skills involved in crafts: knitting or lace making. Change and modify threads and fabrics. **Year 6:** Use different stitches to produce different patterns and textures. Work in 2D and 3D as required. Design, plan and decorate a fabric piece. Recognise different forms of textiles and express opinions on them. Adapt work according to their views & describe how they might develop it. Alison Whateley (local) 	and explain why. Compare different styles and approaches **Year 6:** Work in a safe and organised way. Solve problems and adapt as problems occur. Work over constructed foundations. Recognise sculpted forms in the environment e.g. furniture and building Christo (Wrapping objects) 	Create repeating patterns. **Year 6:** Develop ideas from a range of sources. See positive and negative shapes. Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. Adapt their work according to their views and describe how they might develop it further. Develop their own style using tonal contrast and mixed media. David Wightman 

2027/2028	Autumn		Spring		Summer	
Elm	**Painting** EYFS: Safely use and explore a range of painting techniques, exploring and experimenting with colour. Year 1: Explore with a variety of sized brushes and tools. Explore lightening and darkening paint without the use of black and white. Paint on a range of surfaces. Start to predict the results of colour mixing to make a range of secondary colours. Kandinsky 	**Drawing:** EYFS: Share their (drawings) creations, explaining the process they have used. Year 1: Experiment with a range of drawing media. Draw on different surfaces. Develop tone by using hatching, scribbling, stippling and blending to create dark and light lines Jason Gathorne-Hardy 	**Collage:** EYFS: Safely use and explore a variety of materials, tools and techniques and experiment with colour, design and texture Year 1: Arrange and glue materials. Fold, crumple, tear and overlap papers Collect, sort, name match colours appropriate for an image Create and arrange shapes appropriately Create, select and use textured paper for an image Paul Klee 	**Printing:** EYFS:Use and explore techniques and texture, explaining the process they have used Year 1: Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponges. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Explore printing in relief: string & card. Begin to identify forms of prints: book, poster, picture, fabrics.	**3D Sculptures:** EYFS: Make and use props and materials when role playing characters linked to nursery rhymes and books Explore and experiment with texture, form and function Year 1: Shape and mould for a purpose. Manipulate in a variety of ways including rolling, kneading and pinching. Impress and make simple decorations, impressed, painted and applied. Model over wire Use tools and equipment safely.	**Textiles:** EYFS: Use tools safely when creating with materials Experiment with colour, design and texture Year 1: Identify different forms of textiles. Use fabric pens. Experience weaving. Use language to describe colours, media, equipment and textures. Thread a large plastic needle.

Ash	**Painting:** Year 1: Explore with a variety of sized brushes and tools. Explore lightening and darkening paint without the use of black and white. Paint on a range of surfaces. Start to predict the results of colour mixing to make a range of secondary colours. Year 2: Begin to experiment with a range of painting techniques - layering and adding texture. Continue to experiment with lightening and darkening paint without the use of black and white. Begin to mix colour shades and tones. Explore the colour wheel and colour spectrum. Yayoi Kasumi 	**Collage:** Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers Work on different scales Collect, sort, name match colours suitable for an image. Create, select and use textured paper for an image. Megan Coyle 	**Drawing:** Develop tone by using hatching, scribbling, stippling and blending to create dark and light lines. Begin to control marks made with a range of media. Draw on a range of different surfaces.d blending to create dark and light lines.	**Printing:** Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Use equipment and media correctly and be able to produce a clean printed image. Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing. Experiment with overprinting motifs and colour. Explore printing in relief: string & card. Begin to identify forms of prints: book, poster, picture, fabrics. Orla Kiely	**Textiles:** Year 1: Identify different forms of textiles. Use fabric pens. Experience weaving. Use language to describe colours, media, equipment and textures. Thread a large plastic needle. Year 2: Match and sort textiles. Gain further experience in weaving. Change and modify fabrics knotting and twisting. Gain experience in stitching two pieces of fabric together. Gain experience in applying colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee.	**3D Sculptures:** Shape, form and mould from observations and imagination. Demonstrate experience in surface patterns/textures. Explore carving as a form of 3D art? Barbara Hepworth 

					Edward Said Tingatinga 	
Oak	**Collage:** Year 3: Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Year 4: Use collage as a means of collecting ideas and information and building a visual vocabulary. Mirror by Jeanie Baker 	**Painting:** Year 3: Use light and dark. Year 4: Develop a painting from a drawing. Begin to choose appropriate media to work with. Use light & dark within paintings. Show a growing knowledge of complementary colours. Mix colours, shades & tones with confidence. Start to look at working in the style of a selected artist (NOT copying) Banksy 	**Drawing:** Year 3: Develop intricate patterns/marks using different grades of pencils. Year 4: Draw for a sustained amount of time. Develop dimension and perspective in their drawings. Link to a drawing in Geography Hokusai 	**Textiles:** Year 3: Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Year 4: Apply decoration using beads, buttons, feathers etc. Rosie- Lee Tompkins 	**Sculpture:** Year 3: Make a slip to join pieces of clay. Use recycled, natural and man made materials to make sculptures. Year 4: Show an awareness of time on sculptures. Adapt initial work as necessary. Brian Rochefort 	**Printing:** Year 3: Increase pupils' awareness of mono & relief printing. Explore the work of a range of artists, makers and designers. Year 4: Expand experience in 3D colour printing. Combine prints taken from different objects to produce a piece. **Kelsey Miller** 