

Progression of Substantive and Disciplinary strands.

STRAND		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive	DRAWING and Sketchbook	Understand drawing is a physical activity. Media- chalk, paint, pastels	Children understand that drawing is a physical and emotional activity. When we draw, we can move our whole body. We can control lines we make by being aware of how we hold a drawing tool, how much pressure we apply and how fast or slow we move. We can use colour to help our drawings engage others. Medium- Graphite stick or soft B pencil, Handwriting pen, pastels and chalk, paper (Paper, string, elastic bands and glue for making sketch books) Artist Study- Molly Haslund. Themes- pattern, structure, movement, growth, body, sound. Unit of Study- Spirals	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 Medium- graphite, soft pencil, handwriting pen, watercolour/brush, wax resist. Artist Study- Rosie James, Alice Fox. Themes- Natural forms, seasonal changes, patterns and symmetry. Unit of study- Explore and Draw.	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. Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale Medium- Charcoal, paper, body. Artist Study: Heather Hansen, Laura McKendry, Edgar Degas. Themes: Cave art, movement, human body, relationship of body to place. Unit of Study- Gestural Drawing with Charcoal.	Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. Children can use drawing to add meaning to stories. Medium- Drawing materials and paper. Artist Study- Laura Carlin, Shaun Tan Unit of Study- Storytelling through drawing.	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. Medium- Pencil, pen, paper. Artist Study- Louise Fili, Grayson Perry, Paula Scher, Chris Kenny. Themes: Identity, environment, habitat. Unit of Study- Typography and maps.	Understand that there are technical processes we can use to help us see, draw and scale up our work. Drawing can be used to transform a 2D surface, which can be manipulated to make 3D objects. Medium- card, paper, drawing materials. Artist study- Lubaina Himid, Claire Harrup. Themes: drawing, sculpture, graphic design, collage, sketchbook Unit of Study- 2D to 3D.
Disciplinary		Methods- Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration.	Methods- Use colour (pastels, chalks) intuitively to develop spiral drawings. Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Children will explore mark making and experiment with how they can use the marks they make in their drawings. Children are introduced to sketchbooks.	Methods- 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. Explore quality of line, texture and shape.	Methods- Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Make charcoal drawings which explore Chiaroscuro. Use imaginative and observational drawing skills to make drawings of people/animals/nature.	Methods- Use different subject matter to explore creation of drawings using drawing materials which convey drama and mood. Use light and portray light/shadow. Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Use line, shape, colour and composition to develop evocative and characterful imagery.	Methods- Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. 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. Use charcoal, graphite, pencil, pastel to create drawings of atmospheric.	Methods- Explore using negative and positive space to “see” and draw a simple element/object. Use the grid system to scale up the image above, transferring the image onto card. Use collage to add tonal marks to the “flat image”. Use methods such as the grid method to help us draw.

Substantive	PRINT, COLOUR, COLLAGE	Children are introduced to colour- how to create colours using primary and secondary colours. Medium- Use paint blocks and poster paint.	Understand that there is a relationship between plate and print e.g. negative/positive. Children can explore the environment taking rubbings of textures found. Medium- paper, printing ink, plasticine, printing foam Unit of study- Simple print making.	Understand that we make mono prints and mark making to create one off prints. Understand that when we make monoprints we create an impression of a drawing. Understand that we can generate playful narratives and inventions through drawing. Know that using a range of marks will generate different effects when creating monoprints. Medium- Graphite pencils, oil pastels, carbon paper. Themes- Natural and manmade forms, invention, narrative. Artist study- Xgaoc'o X'are, Leonardo Di Vinci. Unit of Study- Exploring the world through Mono Print.	Understand that artists can combine art and craft using painting and sewing together to make art. Understand that we use two media together such as paint and thread, we use their unique qualities in different ways to build an image. Understand that the skills we learn in one medium such as mark making in drawing can be used in another such as sewing. Medium- fabric (calico), paint, thread. Artist Study- Alice Kettle, Hannah Rae Unit of Study- Working with Shape and Colour.	Understand the act of making drawings can be mindful. Know how to use line, shape and colour to create patterns. Understand that we can use folding, cutting and collage to help us create a pattern. Know that we can create repeated patterns to apply to a range of products or outcomes. Medium- paper, pans, paint. Artist Study- Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont, Matisse Unit of Study- Exploring pattern. OR 'Working with shape and colour'.	That monotype is a process where we make images by transferring ink from one surface to another to make a single print. Understand that we can use the 'distance; that monotype gives between mark making and outcome to make images with texture and sense of history/process. Understand that we can make art by expressing our own personal responses to literature or film. Medium- Paper, Ink, Carbon Copy Paper, paint. Artist Study- Kevork Mourad. Unit of Study- Making Monotypes.	Understand that artists can use art as a way to express their opinions, using their skills to speak for sectors of society. Know that artists acting as activists often use print because it allows them to duplicate and distribute their message. Know that carefully chosen images can be powerful and can communicate as it directs and crosses boundaries of language. Understand how through art as activism we come together. Medium- paper, pen, paint. Artist Study- Luba Lukova, Faith Ringgold, Shepard Fairey. Unit of Study- Activism.
Disciplinary	PRINT, COLOUR, COLLAGE	Methods- Use of colour- children to create their own pictures using paint. Can make simple prints using hands and feet.	Methods- Create a plate from which to print. Use print to create 'multiples'. Explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention. Cut shapes out of foam board and stick them on a block to make a plate. Print from a plate. Use Colour, shape and line to make my prints interesting and create a repeat print.,	Methods- Make drawings using photos from films as a source material. Use sketchbook to create drawings using a soft pencil or handwriting pen. Look closely at small objects and make drawings at the same scale or size. Think carefully about the marks to include in the drawing. Talk about what I like and dislike with my class. Use carbon paper to make mono prints.	Methods- Explore how artists combine media and use them in unusual ways to make art. I can share my responses to their work I can use sketchbooks to make visual notes capturing ideas that interest, explore colour and mark make. I can use paint to create a background on fabric, mixing colours to create different hues and tints and dilutions. I can use thread and stitching to create textural marks.	Methods- Explore the work of an artist who creates artwork inspired by pattern. I can use sketchbooks to explore how I can make drawings inspired by 'rules'. I can generate lots of different types of patterns. I can make a tessellated design and think about colour and shape, exploring positive and negative shapes.	Methods- I can study drawings made by other artists and identify particular marks they have used in their drawings. Use sketchbooks to create a collection of marks for later use. I can listen to a piece of poetry and think about how the piece evokes colour, lines, shapes and words in my head and use these to create imagery which captures the mood of the piece of poetry. Use mark making skills to create exciting monotypes, combining the process with painting and collage.	Methods- Explore how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities. Create visuals and text which communicates a message. Use line, shape and colour to make my artwork. Use typography to make messages stand out. Combine different techniques such as print, collage and drawing. Reflect and articulate about my own artwork and artwork made by my classmates.

Substantive	Working in 3D SCULPTURE		Understand there is a relationship between drawings on paper (2d) and making (3d). Understand that observational drawings and experimental mark making can be used together to make art. Know that we can work from similar stimulus or starting points but end up with different results. Medium: Paper (sugar and cartridge), soft pencils, wax crayons, watercolours, pastels, graphite, scissors, glue sticks, carboard or foamboard, paperclips or wire. Artist study: variety. Unit of Study: Making birds	Understand that architects design buildings which relate to our bodies and which enhance our environment. Know that architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures. Understand that we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus. Medium: Construction materials. Artist Study: Hundertwasser, Zaha Hadid, Heatherwick Studios. Unit of Study: Be an architect.	Understand that we can take inspiration from other art forms such as film and literature and make work in 3 dimensions. Know that making work in another medium that we can make the work our own, re-interpreting and re-inventing. Explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour. Medium: paper, drawing materials, modelling and construction materials (Modroc, clay, plasticine) Artist Study: Roald Dahl, Quentin Blake. Unit of Study: Telling stories through drawing and making.	Understand that artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves. I know that artists take creative risks. Understand that we can feel safe enough to take creative risks in our own work. Explore materials and ideas feeling free from criticism. Express our personality through the art we make. Use materials, tools and the ideas in our head to explore line, shape, form, balance and structure. Medium: Modrock, chicken wire. Or Clay. Artist Study- Greek pottery/ Marcus Coates Unit of Study- adapted from Sculpture, structure, inventiveness and determination.	Understand that architects have a responsibility to design buildings which help make our world a better place, including thinking about environmental impact of the buildings they design. Understand that we can make creative choices which both serves ourselves as individuals and the communities in which we belong. Know that we can use form, structure, materials and scale to design innovative buildings. Know that we can build architectural models to test out our ideas and share vision. Medium: cardboard, foam board, ink, card. Artist Study: Shoreditch Sketcher, various architects. Unit of Study: Architecture: big or small.	Understand that there are many traditions of using intricate cutouts as shadow puppets to narrate archetypal stories. Know that artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in. Understand that inspiration can come from other artists and cultures and make the processes and techniques out own by using materials, tools and narratives which are important to us. We can work in collaboration with others. Medium: paper card, construction materials. Artist study: Lotte Reiniger, Matisse, Wayang Shadow puppets, Phillip Otto Runge, Pippa Dyrлага, Thomas Witte. Unit of study: Shadow puppets
Disciplinary	Working in 3D SCULPTURE	METHOD:	METHOD: 3D Sculpture Look carefully at photos and films of birds, take in the details and overall shapes and make drawings of what was noticed. I can draw from life by looking closely. Experiment with a variety of drawing materials and test ways to make marks that describe what I see. Use colour in my drawings and mix two or more media together. Fold, tear, crumple and collage paper to transform from 2D to 3D. Use variety of materials to make my own sculpture which can balance and stand.	METHOD: 3D sculpture/ construction Explore the work of some architects. Share how architecture makes me feel, what I like and what I think is interesting. Use sketchbook to help look at architecture really carefully. Explore line and shape. Explore how architects use their imagination to design buildings which make people's lives better. Make an architectural model of a building around a theme thinking about form, structure and balance. Explore a variety of materials and how materials can be re shaped and fastened together to make a model.	METHOD: Sculpture (Modroc/clay/plasticine) Explore how artists are inspired by other artists often working in other artforms. Understand how artists use sketchbooks to understand and explore their own responses to an artists work. Use own sketchbook to explore responses to chosen fil/book, making visual notes, jotting down ideas and testing materials. I can reflect and share how the way I made my sculptures helps capture my feelings about the original character.	METHOD: Sculpture (Modroc/chicken wire or clay) Greek Vases. I can explore different materials and enjoy the feeling of experimenting with different materials. I can use a variety of drawing materials to make experimental drawings based upon observation. I can use different mediums to make a 3D sculpture/vase.	METHOD: Structure/construction. I can explore domestic architecture which is inspirational and large and I have explored the Tiny House movement. I can use my sketchbook to collect, record and reflect my ideas and thoughts. I can make larger drawings working from still imagery using various drawing techniques. I can explore how line, form, structure, materials and scale are all used to make architecture interesting and help the designer meet the brief.	METHOD: Structure (Construction materials) I know how artists and craftspeople use their interest in cutouts to generate imagery. Use curiosity to think about how I might adapt techniques and processes to suit. Use sketchbooks to record, generate ideas, test ideas and reflect. I can make a shadow puppet thinking about how the qualities of materials I use affect the final outcome. I can make my puppets move in simple ways by articulating them.