

ART Progression of Skills and Knowledge

Key to understanding this document: Black = National Curriculum objectives Red = Skills to be taught Blue = Knowledge Green = Resources to be used

Area of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To produce creative work, exploring their ideas and recording their experiences.</p> <p>KS1 pupils should be taught to use a range of materials creatively to design and make products.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Share their creations, explaining the process they have used (plan, learn review time)</p>	<p>Use a sketchbook to collect ideas.</p> <p>Answer questions about starting points, artists</p> <p>Explain what they have done.</p> <p>What feelings does it bring?</p> <p>What might they change?</p> <p>Record from observations and their own imagination</p>	<p>Use a sketchbook to experiment with ideas.</p> <p>Answer questions about starting points, artists</p> <p>Explain what they and artists have done.</p> <p>What feelings does it bring?</p> <p>What might they change?</p> <p>Record from observations and their own imagination</p>	<p>To create sketch books to record their observations and annotate.</p> <p>Compare ideas, methods and approaches used by themselves and artists.</p> <p>Discuss how they feel about their own and artists' work.</p> <p>What might they change? Adapt work accordingly.</p> <p>Question, discuss and make observations about starting points/artists and artworks.</p>	<p>To create sketch books to record their observations and annotate.</p> <p>Compare ideas, methods and approaches used by themselves and artists.</p> <p>Discuss how they feel about their own and artists' work.</p> <p>What might they change? Adapt work accordingly.</p> <p>Question, discuss and make observations about starting points/artists and artworks.</p>	<p>To create sketch books to record their observations, annotate and use them to review and revisit ideas.</p> <p>Compare ideas, methods and approaches used by themselves and others.</p> <p>Discuss how they feel about their own and others work.</p> <p>What might they change? Adapt and annotate work accordingly.</p> <p>Question, discuss and annotate observations about starting points/artists and artworks.</p>	<p>To create sketch books to record their observations, annotate and use them to review and revisit ideas.</p> <p>Compare ideas, methods and approaches used by themselves and others.</p> <p>Discuss how they feel about their own and others work.</p> <p>What might they change? Adapt and annotate work accordingly.</p> <p>Question, discuss and annotate observations about starting points/artists and artworks.</p>
DRAWING	Hold a pencil effectively in	Use a variety of drawing tools –	Experiment with tools and surfaces ie	Make marks using different drawing	To make marks and lines with a wide	Use different media to make marks and	Experiment with wet media to make

<p>KS1 pupils should be taught to use drawing to develop and share their ideas, experiences and imagination. KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>KS2 Pupils should be taught to improve their mastery of art and design techniques, including drawing with a range of materials.</p>	<p>preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Begin to show accuracy and care when drawing.</p> <p>To learn how to form different shapes and patterns with pencils/pens through mark making activities.</p> <p>To learn how to draw basic pictures to represent their thoughts and ideas.</p>	<p>crayon, chalk, pencil, felt tips, poster paints to make marks.</p> <p>Draw light and dark lines (tone)</p> <p>Create rubbings (texture)</p> <p>Observe and draw shapes.</p> <p>Observe and draw patterns.</p>	<p>– using soft pastels, chalks, pencil, colouring pencils, poster paint - on the playground, on card, fabrics, pastel paper and wood (look at texture and pattern)</p> <p>Draw lines from observations</p> <p>Draw the gaps (draw shapes in between objects)</p>	<p>implements – oil pastels, charcoal, acrylic paint, pencils</p> <p>Experiment with different grades of pencil, cross hatching, blending</p> <p>Use different grades of pencil to apply tone to 2 dimensional drawings to show form</p> <p>Create textures with different drawing implements, pencil, oil pastels, charcoal, wax crayons, acrylic paint</p>	<p>range of drawing implements, chalk pastels, pencils, fine liners, felt tips, watercolour paint and watercolour pencils</p> <p>Apply and use simple pattern and texture to a drawing</p> <p>Show an awareness of objects that have a third dimension by applying tone using soft pastels, watercolour, pencil</p>	<p>lines in dry media – digital mark making, pencil, charcoal, oil pastels, chalks, wax crayons</p> <p>Explore colour mixing and blending with acrylic paint, coloured pencils</p> <p>Apply the effect of light on objects from different directions to show light and shadow</p> <p>Begin to use perspective in work using a single foci point and horizon</p>	<p>marks, lines, patterns, textures, shapes – ink, dye, marbling, acrylic and watercolour paint, chalk pastels</p> <p>Produce accurate drawings from observation and use tonal contrast in drawings</p> <p>Use mixed media in artworks using a combination of areas taught – print, ink, paint, etc use pattern and texture</p> <p>Develop an awareness of composition, scale, proportion, foreground, middle ground, back ground.</p> <p>Scale up and down images.</p>
<p>COLOUR</p>	<p>Use a range of small tools, including scissors,</p>	<p>Experiment with colours</p>	<p>Describe colours using the</p>	<p>Recap primary colours and secondary colours</p>	<p>Make, tints, tones and shades on colour strips using</p>	<p>Identify and use complementary and contrasting colours</p>	<p>Mix and match colours to create light, thinking about</p>

<p>KS1 pupils should be taught to use painting to develop their ideas, experiences and imagination. KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>KS2 Pupils should be taught to improve their mastery of art and design techniques, including painting with a range of materials.</p>	<p>paintbrushes and cutlery.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To explore colour through a range of media such as pencils, pens, paint.</p> <p>To mix paints and other resources together to make colours.</p> <p>To use colour for a purpose when creating models or pictures.</p> <p>To learn colour names and what happens when we mix them together.</p>	<p>Mix primary colours to make secondary colours (poster paint)</p> <p>Name primary and secondary colours</p> <p>Apply colour (poster paint) with different tools – brushes, rollers, fingers etc</p> <p>Create repeating patterns with poster paint, crayon, chalk or felt tips.</p>	<p>terminology tint and shade</p> <p>Make as many tints as possible using poster paint mixed with white poster paint</p> <p>Darken colours using black poster paint to create shades.</p> <p>Collect, sort and match colours to create an image (collages)</p>	<p>Make tertiary colours – create colour wheels using acrylic paint</p> <p>Experiment with paint and oil pastels.</p> <p>Experiment with effects and textures – dotting, scratching, splashing, using acrylic paint, wax crayons, oil pastels</p>	<p>acrylic paint and watercolour.</p> <p>Compare watercolour and acrylic tints, tones and shades.</p> <p>Use tints, tones and shades in their work.</p>	<p>using different media – acrylic paint, oil pastels etc</p> <p>Use a variety of tools to create texture, wax resist, glue, sand etc</p>	<p>direction of light and its effect on images</p> <p>Use different media to create tints, tones, shade mood and atmosphere – ink, acrylic and watercolour paint, soft chalk pastels and chalk</p> <p>Identify how colour can portray emotion and use this in their own artwork.</p>
<p>SCULPTURE KS1 pupils should be taught to use</p>	<p>Safely use and explore a variety of materials, tools and</p>		<p>Explore sculpture of malleable materials and manipulate</p>		<p>Shape, form, model and construct malleable and rigid</p>		<p>Shape, form, model and join using malleable and rigid</p>

<p>sculpture to develop and share their ideas, experiences and imagination.</p> <p>KS2 Pupils should be taught to improve their mastery of art and design techniques, including sculpture with a range of materials.</p>	<p>techniques, experimenting with colour, design, texture, form and function.</p> <p>To make models using recycled items.</p> <p>To make models using playdough, plasticine and clay.</p>		<p>malleable materials for a purpose - pipe cleaner sculptures or clay</p>		<p>materials – clay tiles</p>		<p>materials – wire/junk modelling, paper and card</p>
<p>PRINTING</p> <p>KS1 pupils should be taught to develop a wide range of art/design techniques using colour, pattern, texture, line, shape, form and space.</p> <p>KS2 Pupils should be taught to improve their mastery of art/design techniques, including drawing and painting with a range of materials.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To use sponges or objects to print and make pictures or patterns.</p>	<p>Create repeating patterns using a range of manmade and natural objects (fingers, sponges, food, leaves, etc)</p> <p>Observe and recognise patterns in the environment</p>		<p>Experiment with mono printing. Create repeating patterns using impressed print – press print tiles</p>		<p>Print with two overlays using an impressed print – lino cut</p> <p>Experiment with relief prints using string</p>	
<p>KS1 pupils should be taught about the work of a range of artists, craft makers and designers, describing the</p>	<p>Wassily Kandinsky – Russian painter</p> <p>Vincent Van Gogh – Dutch painter</p>	<p>Esther Mahlangu (South African artist)</p> <p>Andy Goldsworthy – English sculptor</p>	<p>Corey Barksdale – mural painting</p> <p>Peter Blake – local pop artist/Sergeant</p>	<p>Alma Thomas – acrylic landscapes link to UK geography</p>	<p>Amedeo Modigliani – Italian artist</p>	<p>Ted Harrison – landscape artist Canadian</p> <p>Claude Monet – French painter</p>	<p>Juan Lopez Salvador (Saatchi Art) – volcano wire sculptures.</p>

<p>differences and similarities between different practices and disciplines, making links to their own work.</p> <p>KS2 - Pupils should be taught about great ARTISTS, ARCHITECTS AND DESIGNERS IN HISTORY</p>	<p>Jackson Pollock – American artist</p>	<p>Paul Klee – German/Swiss painter</p>	<p>Pepper’s album cover</p> <p>Lucy Arnold – minibeasts creating sculptures</p>	<p>Lee Krasner – splashing, scratching and dashing</p> <p>Rashid Johnson – repeated patterns for printing (string print and press print)</p>	<p>Hokusai (Japanese printer and artist)</p> <p>Jenny Kendler – ‘Birds Watching’</p>	<p>Judith Westrup – printing</p>	<p>Nikki Farquharson – British modern artist</p> <p>Michael Foreman - illustrations</p>
<p>Key Vocabulary</p>	<p>Pattern/Repeating Patterns Colour Paint Draw Print Make/Create Build Model Creative Art/Craft Artist Shape Texture Material</p>	<p>Tone Texture Pattern Primary colours Secondary colours Repeating pattern</p>	<p>Texture Pattern Tint Shade Malleable sculpture</p>	<p>Pencil grade Tertiary colours Two dimensional Form Mono – print Impressed print</p>	<p>Pattern Texture Three dimensional Tint Tone Shade Malleable Rigid materials</p>	<p>Dry media Light and shadow Perspective Foci/focal point Complementary and contrasting colours Relief print Impressed print</p>	<p>Wet media Tonal contrast Mixed media Composition Scale proportion foreground, middle ground back ground Scale</p>