

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>Please see the EYFS Curriculum 2021 for further guidance.</p>	<p>Use a sketchbook to collect ideas.</p> <p>Ask and answer questions about starting points, artists</p> <p>Explain what they and others have done.</p> <p>What feelings does it bring?</p> <p>What might they change? Adapt their work.</p> <p>Record from observations and their own imagination</p>	<p>Use a sketchbook to collect ideas.</p> <p>Ask and answer questions about starting points, artists</p> <p>Explain what they and others have done.</p> <p>What feelings does it bring?</p> <p>What might they change? Adapt their work.</p> <p>Record from observations and their own imagination</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 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 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 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 work accordingly.</p> <p>Question, discuss and make observations about starting points/artists and artworks.</p>

<p>DRAWING 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>Use a variety of drawing tools – 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>Experiment with tools and surfaces ie – 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>Make marks using different drawing 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>To make marks and lines with a wide 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>Use different media to make marks and 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>Experiment with wet media to make 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>
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<p>COLOUR</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>Experiment with colours</p> <p>Mix primary colours to make secondary colours (poster paint) 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>Describe colours using the 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>Recap primary colours and secondary colours</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>Make, tints, tones and shades on colour strips using 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>Identify and use complementary and contrasting colours 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>Mix and match colours to create light, thinking about 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>
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<p>SCULPTURE</p> <p>KS1 pupils should be taught to use 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>Explore sculpture of malleable materials and manipulate malleable materials for a purpose - mod rock and pipe cleaner sculptures and paper mache</p>		<p>Shape, form, model and construct malleable and rigid materials – clay tiles</p>		<p>Shape, form, model and join using malleable and rigid materials – wire/junk modelling, paper, card and mod rock.</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>Create repeating patterns using a range of man made 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</p>	<p>Piet Mondrian – impressionist Dutch painter</p>	<p>Esther Mahlangu (South African artist)</p>	<p>Alberto Giacometti – surrealist art Swiss</p>	<p>Jackson Pollock – American painter abstract art</p>	<p>Amedeo Modigliani – Italian artist</p>	<p>M.C. Escher (graphic artist) repeating pattern</p>	<p>Clyde Bango (wire sculptor artist Zimbabwean)</p>

<p>range of artists, craft makers and designers, describing the 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>Vincent Van Gogh – impressionist artist Dutch</p> <p>Henri Matisse – French artist</p>	<p>Andy Goldsworthy – English sculptor</p> <p>Paul Klee – German/Swiss painter</p>	<p>Henri Rouseaux – post impressionist French</p> <p>Pablo Picasso – cubist artist Spanish</p>	<p>Roy Lichtenstein – American pop artist</p> <p>Wassily Kandinsky – Russian artist</p>	<p>Hokusai (Japanese printer and artist)</p> <p>Andy Warholl – American artist</p>	<p>Ted Harrison – landscape artist Canadian</p> <p>Claude Monet – French painter</p>	<p>Banksy – English street artist</p> <p>Nikki Farquharson – British modern artist</p>
<p>Key Vocabulary</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>