

## PROGRESSIONS OF SKILLS AND KNOWLEDGE

### Art

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b><u>Art genre</u></b>	Drawing Painting Sculpture Collage Printing Textile	Drawing Painting Sculpture	Collage Printing Textile	Collage Sculpture Painting	Drawing Printing Textile	Printing Collage Sculpture	Painting Drawing Textile
<b><u>Knowledge</u></b> <b><u>Exploring and developing ideas</u></b>	<p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p><b>a</b> respond positively to ideas and starting points; <b>b</b> explore ideas and collect information; <b>c</b> describe differences and similarities and make links to their own work; <b>d</b> try different materials and methods to improve;</p>	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p><b>a</b> use sketchbooks to record ideas; <b>b</b> explore ideas from first-hand observations; <b>c</b> question and make observations about starting points, and respond positively to suggestions; <b>d</b> adapt and refine ideas;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, colour</p>	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p><b>a</b> review and revisit ideas in their sketchbooks; <b>b</b> offer feedback using technical vocabulary; <b>c</b> think critically about their art and design work; <b>d</b> use digital technology as sources for developing ideas;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>			
<b><u>Knowledge</u></b> <b><u>Work of other artists</u></b>	Children learn about the artists personal history (where appropriate), they learn about the country where they	Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.	Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and	Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.			

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were born, greetings from that country, the style the artist uses, look at the specific piece mentioned above and then are encouraged to create artwork inspired either through using the technique, colour, form or function related specifically to that artist.

**Frida Kahlo**

surrealism, self-portrait – ‘self-portrait’

**Vik Muniz** mixed media – ‘Obama (pictures from a magazine)’

**Sayed Haider**

**Raza** painter – ‘black sun’

**Njideka Akunyili**

Collage – ‘5 Umezebi St, New Haven, Enugu 2012’

**Giuseppi**

**Arcimboldo** Painter – various pieces

**Shen Zhou**

drawing – ‘lofty mtlu/poet on a mountain top’

**Sue Hotchkis**

Textile, ‘fragments’

**Jean Arp** sculpture

‘evocation of a

**a** describe the work of famous, notable artists and designers;  
**b** express an opinion on the work of famous, notable artists;  
**c** use inspiration from famous, notable artists to create their own work and compare;

**Drawing** Picasso, Klee, Warhol  
**Painting** Mondrian, Rothco, Klee, Pollock, Delaunay, Knadinski  
**Sculpture** Andy Goldsworthy  
**Collage** Henri Rousseau  
**Printing** Orla Kiely, Andy Warhol  
**Textile** Vanessa Barragao, Laura Conneely (Brookfireld Community Sch)

processes.

**a** use inspiration from famous artists to replicate a piece of work;  
**b** reflect upon their work inspired by a famous notable artist and the development of their art skills;  
**c** express an opinion on the work of famous, notable artists and refer to techniques and effect;

**Collage** Megan Coyle/Kurt Schwitters

**Sculpture** Antony Gormley/Betye Saar/Joseph Cornell

**Painting**

Georgia O’keeffe/ Rachel Ruysch

**Drawing** Lynette Yiadom-Boakye /Leonardo Da Vinci/David Hockney

**Printing**

Charles Rennie Mackintosh/ Matisse

**Textile**

Claire Louise Mather/Hannah Rae

**a** give detailed observations about notable artists’, artisans’ and designers’ work;  
**b** offer facts about notable artists’, artisans’ and designers’ lives;

**Printing** William Morris (Y5)

**Collage** Beatrix Milhazes (Y5)

**Sculpture** Frank Lloyd Wright/ Grant Wood (Y5)

**Painting** Turner/Van

Gough/Monet/Munch

**Drawing** Anime

**Textile**

<https://www.farfieldmill.org/journeys-crossing-oceans-textile-artists/>

Alicia Meritt

Kay D Haerland

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	<p>form: human, lunar, spectral/cloud shepherd/percoda fruit</p> <p><b>Sokari Douglas Camp</b> sculpture ‘accessories worn in the delta Nigeria</p> <p><b>Helen Frankenthaler</b> painter- various pieces</p> <p><b>Emily Carr</b> painter – various pieces</p> <p><b>Favianna Rodrigoues</b> printer – various pieces</p> <p><b>John Constable</b> drawing ‘the cornfield’</p> <p><b>Toshiko MacAdam</b> textile – various pieces</p>						
<p><b>Key Vocabulary</b></p>	<p><b>Drawing</b> Pencil Portrait Outline Feature <b>Painting</b> Background Colour Mix Brush Pallet <b>Sculpture</b> 3D Shape Mold Smooth Rough Round <b>Collage</b> Stick Arrange Cut Shape</p>	<p><b>Drawing</b> Portrait/self portrait Line drawing Detail Landscape Cityscape Line Bold Size Space. <b>Painting</b> Primary colour Secondary colour Neutral colour Tints/shades Warm/cool colours Water colour wash, sweep , dab, bold Acrylic paint. <b>Sculpture</b></p>	<p><b>Collage</b> Collage Squares gaps, mosaic Features Cut Place arrange <b>Printing</b> colour, shape, printing, printmaking, woodcut, relief printing, objects. <b>Textile</b> fabric, weaving, woven, decoration, decorative, batik dye, dye, wax,</p>	<p><b>Collage</b> texture, shape, form, pattern, colour <b>Sculpture</b> shape, form, space texture 3D Surface Representation Stylise <b>Painting</b> colour, foreground, middle ground, background, abstract, emotion, warm,</p>	<p><b>Drawing</b> portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. <b>Printing</b> line, pattern, texture, colour, shape, block printing <b>Textile</b></p>	<p><b>Printing</b> pattern, shape, tile, colour, arrange, collograph;  <b>Collage</b> shape, form, arrange, fix.  <b>Sculpture</b> form, structure, texture, shape, mark, soft, join, cast</p>	<p><b>Painting</b> blend, mix, line, tone, shape, abstract, absorb, colour,  <b>Drawing</b> line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft,</p>

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	<p><b>Printing</b> Colour Change Print Transfer <b>Textile</b> Material Cotton/Wool Thread</p>	<p>Sculpture Statue Model 3D Shape Material Abstract Geometric</p>	<p>resist, crayons, ink, apply, set.</p>	<p>blend, mix, line, tone,</p>	<p>pattern, line, texture, colour, shape, thread, needle, textiles, decoration.</p>		<p>light, heavy</p> <p><b>Textile</b> colour, fabric, weave, pattern.</p>
<b><u>Key Questions</u></b>	<p>What can you see? What does it make you think of? Which colours can you see? How does it feel? How does it make you feel?</p>	<p>What does it make you think of? How does it make you feel? What do you think the artist was trying to say? What is colour, line, shape, texture, and form? What different marks can I make with a range of media? What affect does it have working on different surfaces? How can I show texture?</p>	<p>What does it make you think of? How does it make you feel? What do you think the artist was trying to say? Do you like/dislike the work? why? What is colour, line, shape, texture, and form?</p>	<p>How do you feel about the artwork? What do you think the artist was trying to say/ How do you think they have done that? Do you like/dislike the work why? What makes you think that? How has, colour, line, shape, texture and form been used?</p>	<p>How do you feel about the artwork? What do you think the artist was trying to say/ How do you think they have done that? Do you like/dislike the work why? What makes you think that? How has, colour, line, shape, texture and form been used?</p>	<p>What has this artist used in their work? How can I use the artists ideas to in fluency my own? What do I want my art work to say? What tools and techniques are best to use to convey my ideas? How can I improve my work?</p>	<p>What has this artist used in their work? How can I use the artists ideas to in fluency my own? What do I want my art work to say? What tools and techniques are best to use to convey my ideas? How can I improve my work?</p>
<b><u>Skills</u></b>	<p>Safely uses and explores variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p> <p>Shares his/her creations, explaining the process he/she has used (ELG)</p>	<p><b>Drawing</b> Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons,</p>	<p><b>Collage</b> Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children</p>	<p><b>Collage</b> Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They</p>	<p><b>Drawing</b> Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and</p>	<p><b>Printing</b> Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p><b>Collage</b></p>	<p><b>Painting</b> Children continue exploring a variety of brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural</p>

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chalk and pastels.

#### **Painting**

Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.

#### **Sculpture**

Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.

experiment with sorting and arranging materials and refining their work.

#### **Printing**

Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture,

#### **Textile**

Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.

learn new techniques, e.g. overlapping, tessellation, and montage.

#### **Sculpture**

Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.

#### **Painting**

Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to

shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.

#### **Printing**

Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.

#### **Textile**

Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.

Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.

#### **Sculpture**

Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.

works to create a colour palette. Children are more expressive with colour, associating colours with moods.

#### **Drawing**

Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.

#### **Textile**

Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including



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Progression of the use of sketch books in art			
Rec	Year 1 year 2	Year 3 year 4	Year 5 year 6
<p>A3 sketchbook kept by teacher, use to model /demonstrate during input. Add annotations with pupils' comments/observations. Offer practical work as part of classroom continuous provision. Photograph activity and outcomes, add to sketch book annotate as appropriate.</p>	<p>A3 sketch book kept by teacher use to model /demonstrate during input. Add annotations with pupils' comments/observations. Introduce (in year 1, continue in yr 2) individual sketchbooks, use for experimentation and exploration of ideas.</p>	<p>A3 sketch book kept by teacher use to model /demonstrate during input. Model annotation of artist's work and experimentation with different media. Add annotations with pupil's comments/observations. Continue with individual sketchbooks, children now follow modelling to annotate artist's work, their experimentation, thoughts and ideas. Individual sketchbooks should now show 3 stages of each unit as modelled in teachers A3 sketchbook. Children should evaluate final pieces.</p>	<p>Individual sketch books kept by children showing 3 stages of each unit, reflecting children's personal responses, development of ideas towards their individual final pieces. Intentions, reasons should be clear through children's annotations. Children, against their intentions should evaluate final pieces.</p>

### **3 stages of an art unit**

- Expose children to chosen artist work for the unit
- Experiment with media and form relating to the chosen artists' work
- Produce and evaluate final pieces.

The three stages will become more elaborate and involved as children progress through the school

Language used to describe artwork and media will develop in line with progression document

There will be a steady progression moving towards children working individually on their journey through each unit, reflecting personal responses ideas and reflections on their work.

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#### Yearly Coverage

Yr gp	Autumn	Spring	Summer
R	collage/painting	textile/sculpture	printing/drawing
1	drawing	painting	sculpture
2	collage	printing	textile
3	collage	sculpture	painting
4	drawing	printing	textile
5	printing		Collage/sculpture
6	painting		Textile/drawing

#### National Curriculum Expectations;

KS1 Pupils should be taught:

- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

KS2 Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;
- to create sketch books to record their observations and use them to review and revisit ideas;
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];
- about great artists, architects and designers in history.