



Skills and Knowledge Progression: Art

Links to Learning in EYFS

Expressive Arts & Design:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Explore what happens when they mix colours.

Understand that different media can be combined to create new effects.

Create simple representations of events, people and objects.

Choose particular colours to use for a purpose.

Use what they have learnt about media and materials in original ways, thinking about uses and purposes.

Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Links to other Curriculum Areas

Maths: exploring patterns, symmetry and sequences, and recognising how certain numerical strings (eg. the Fibonacci sequence) recur often in nature.

PE: using dance, silhouettes, body angles and the human form as the basis for artwork; exploring techniques to capture motion in still images and forms.

English: discussion and debate around artworks and artists being studied; making and using masks to support drama and storytelling; studying the work of illustrators and creating new illustrations for existing stories.

Computing: creating digital art and manipulating images

RE: the role of art, sculpture etc in religious buildings and their symbolic meanings.

History: learning about the history of artists and certain types of art that were created and popular in different historical periods.

| Threads of Learning | Key Stage 1 | Lower Key Stage 2 | Upper Key stage 2 |
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| <p><u>Exploring and Developing Ideas</u></p> | <ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Begin to use a sketchbook to collect ideas. Express their likes and dislikes about pieces of artwork. | <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas . Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches used by themselves and others. What might they change? Adapt work accordingly. Use a sketchbook to record observations and other visual information from different sources. To create sketch books to record their observation and use them to review and revisit ideas. | <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople, designers and architects working in different times and cultures. Compare ideas, methods and approaches used by themselves and others against a specific criteria. Critically discuss how they feel about their own and others work. What might they change? Describe how they may change their work and why. Adapt work accordingly. Then discuss how they could change it further. Use a sketchbook to record observations and other visual information from different sources, annotating their ideas. To create sketch books to record their observation and use them to review and revisit ideas. |

| Threads of Learning | Key Stage 1 | Lower Key Stage 2 | Upper Key stage 2 |
|------------------------|---|--|---|
| <p>Drawing</p> | <ul style="list-style-type: none"> • Use a variety of tools, e.g pencils, rubbers, crayons, pastels, felt tips, charcoal, ball-points, chalk and other dry media. • Begin to explore the use of line, shape and colour. • Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Observe and draw simple shapes and patterns like • Begin to draw for a sustained period of time from the figure and real objects, including single and grouped objects. • Experiment with the visual elements; line, shape, pattern and colour. • Draw lines of different thickness. • Begin to use colouring pencils neatly staying within lines. | <ul style="list-style-type: none"> • Experiment with different grades of pencil-cross hatching, and blending. • Use different grades of pencil to apply tone to drawings. • Create textures with different drawing implements, pencil, oil pastels, charcoal • Plan, refine and alter drawings as necessary using age appropriate vocabulary to describe any changes. • Draw for a sustained period of time at their own level. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern. • Make informed choices in drawing, paper and media. • Use colouring pencils neatly staying within the lines and colouring in one direction. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture. • Begin to show an awareness of objects have a third dimension. | <ul style="list-style-type: none"> • Work in a sustained and independent way from observation, experience and imagination. • Demonstrate a wide variety of ways to make different marks, lines, patterns, textures and shapes with dry and wet media. • Identify artists who have worked in a similar way to their own work. • Change the style in which they draw to suit their purpose e.g. realism or caricature. • Manipulate, explore and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. • Explore colour mixing and blending with coloured pencils. • Apply the effect of light, shadow and movement on objects from different directions • Begin to use perspective in work using a single foci point and horizon • Produce accurate drawings from observation and use tonal contrast in drawings. • Develop an awareness of composition, scale and proportion, foreground, middle ground and background. |
| <p>Painting</p> | <ul style="list-style-type: none"> • Experiment with painting and colour mixing using powder paints, poster paints and water colours. • Name, describe and experiment with different colours. • Mix primary colours to make secondary colours. • Create a colour wheel. • Apply paint with different tools - brushes of different thickness, sponges, rollers, fingers. • Create repeating patterns. • Make as many tints as possible using white poster paint. • Darken colours using black poster paint to create shades. • Work on different scales. | <ul style="list-style-type: none"> • Use specific colour language - primary colour, secondary colour, tertiary colours, hue, shades (black added), tints (white added). • Experiment with paint, chalks and pastels together. • Mix colours to create a desired outcome. • Experiment with effects and textures - dotting, scratching, splashing. • Colour mix to match tints, tones and shades in existing works. • Compare watercolour and acrylic tints, tones and shades. • Experiment with different effects and textures eg. blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales e.g. thin brush on small picture etc. • Experiment with colour to create mood. | <ul style="list-style-type: none"> • Identify and work with complementary and contrasting colours using different media - paint, pastels etc. • Sketch (lightly) before painting to combine line and colour. • Use a variety of tools with confidence to create texture e.g. spatula, sponge, sawdust. • Choose which type of paint to use independently according to the qualities they need and outcome which they aim to produce. • Mix and match colours to create light, thinking about direction of light and its effect on images. • Use different media to create tints, tones, shad, atmosphere and mood - ink, paint, pastels oil and chalk. • Identify how colour can portray emotion and use this in their own artwork. • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Work on preliminary studies to test media and materials. • Develop a personal style of painting, drawing upon ideas from other artists. |

Threads of Learning

Key Stage 1

Lower Key Stage 2

Upper Key stage 2

Printing

- Use sponges to make patterns or pictures.
- Print with food items.
- Use found materials man made/natural to print.
- Develop impressed images using foods ie potatoes with shapes cut into them.
- Make marks in print with a variety of objects, including natural and made objects.
- Carry out different printing techniques e.g. monoprint, block, relief and resist printing.
- Press, roll, rub and stamp to make prints.
- Build a repeating pattern and recognise pattern in the environment.

- Experiment with mono printing.
- Colour mix by overlapping colour prints
- Create precise repeating patterns using relief ie leaves, string prints.
- Create precise repeating patterns using impressed print - press print tiles.
- Interpret manmade and environmental patterns.
- Print with two overlays using an impressed print - lino cut.
- Research, create and refine a print using a variety of techniques.
- Select broadly the kinds of material to print with in order to get the effect they want.
- Resist printing including marbling, silk-screen and cold water paste.

- Print with three overlays - using card, string and small lino tiles to create block prints.
- Screen printing
- Create an accurate pattern with fine details.
- Explain a few techniques, e.g the use of poly-blocks, relief, mono and resist printing.
- Choose the printing method appropriate to task.
- Build up layers and colours/textures.
- Organise their work in terms of pattern, repetition, symmetry or random printing styles.
- Choose inks and overlay colours.
- Be confident with printing on paper and fabric.
- Alter and modify work.
- Work relatively independently.

Textiles

- Use fabric, wool or thread to make models with recycled items.
- Use ribbons and string to thread and make patterns.
- Practise dip dyeing.
- Create fabrics by weaving - use man made and natural materials ie grass through twigs, plastic through fence, wool around lolly sticks
- Cut and shape fabric using scissors.
- Glue and stitch together using large eye needles.
- Use simple applique: Knot, fray, fringe, twist or plait threads/fabrics.

- Use a variety of techniques e.g printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.
- Name the tools and materials they have used.
- Develop skills in stitching, cutting and joining.
- Use basic cross stitch and back stitch.
- Quilt, pad and gather fabrics.
- Refine and alter ideas and explain choices using an art vocabulary.
- Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.

- Join fabrics in different ways, including stitching.
- Use different grades and uses of threads and needles.
- Extend their work within a specified technique.
- Experiment with using batik safely.
- Awareness of the potential of the uses of material.
- Use different previously taught techniques, colours and textures etc when designing and making pieces of work.
- Choose confidently from a range of stitching techniques: cross, back, blanket.
- To be expressive and analytical to adapt, extend and justify their work.

Threads of Learning

Key Stage 1

Lower Key Stage 2

Upper Key stage 2

3D Form

- Manipulate clay in a variety of ways, e.g. rolling, kneading, thumb pots and shaping simple models.
- Explore a range of malleable materials to make models or pictures using - playdough, plasticine, clay, saltdough, cooking materials.
- Experiment with, construct and join recycled, natural and man-made materials.
- Understand the safety and basic care of materials and tools.
- Roll, carve, make marks on and knead malleable materials - dough, plasticine and use them to make objects for a purpose.
- Investigate with patterns, shape, line and texture

- Shape, form and construct malleable and rigid materials.
- Construct a base for extending and modelling other shapes - paper mache
- Shape, form, model and construct malleable and rigid materials.
- Build a textured relief tile.
- Include texture that conveys feelings, expression or movement.
- Join clay adequately and work reasonably independently.
- Make a simple papier mache object.
- Plan, design and make models.
- Make informed choices about the 3D technique chosen.
- Begin to show an understanding of shape, space and form. Talk about their work understanding that it has been sculpted, modelled or constructed.
- Add materials to apply interesting details.

- Describe the different qualities involved in modelling, sculpture and construction.
- Use recycled, natural and man-made materials to create sculpture.
- Plan a sculpture through drawing and other preparatory work.
- Develop skills in using clay eg. slabs, coils, slips, etc.
- Make a mould and use plaster safely.
- Shape, form, model and construct from observation and imagination.
- Plan a wire sculpture through drawing and other preparatory work to add structure and rigidity.
- Shape, form, model and join using malleable and rigid materials - wire/juni modelling, paper, card and mod rock.
- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
- Use tools confidently to carve and add shapes, texture and pattern.

Collage

- Make collages using paper, tissue, crepe.
- Introduce adhesives - pritt and PVA.
- Fold, crumple, tear, overlap and sort different materials to create texture.
- Naturally begin to overlap and overlay materials .
- Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper.
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- Experiment with a range of media e.g. overlapping, layering on purpose, tessellation and montage.
- Make a simple mosaic.
- Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.
- Experiment with paste resist.
- Use collage to represent objects as well as imaginative work.
- Develop their own materials for collage - marbelling

- Use a range of media to create collage.
- Use a range of mixed media to create collages, textiles, fabric, sew onto canvas, card .
- Add collage to a printed or painted background.
- Show an awareness of the potential of the uses of different materials.
- Use different techniques, colours and textures etc when designing and making pieces of work.
- Mix textures e.g. rough and smooth, blank and patterned, for effect.
- Be precise.
- Use ceramic materials to create collage.