

**ART Progression of Knowledge and Skills**

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

*At The Discovery School we understand the importance of our children knowing more, remembering more and doing more. With this in mind, we teach the children the knowledge they require, ensuring they have opportunities for the retrieval of knowledge and the chance to apply new skills during their learning.*

Area of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>To produce creative work, exploring their ideas and recording their experiences.</b></p> <p><b>KS1 pupils should be taught to use a range of materials creatively to design and make products.</b></p>	<p>Fine Motor Skills:</p> <ul style="list-style-type: none"> <li>•Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>•Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul> <p>Creating with Materials:</p> <ul style="list-style-type: none"> <li>•Safely use and explore a variety of materials, tools</li> </ul>	<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</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</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</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</p>

	and techniques, experimenting with colour, design, texture, form and function. •Share their creations, explaining the process they have used.			starting points/artists and artworks.	starting points/artists and artworks.	starting points/artists and artworks.	starting points/artists and artworks.
<p><b>DRAWING</b> 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,</p>		Use a variety of drawing tools – crayon, chalk, pencil, felt tips, poster paints to make marks. (e.g. in the style of Jackson Pollock)	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>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,</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</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</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><b>including drawing with a range of materials.</b></p>		<p>Create rubbings (texture)</p> <p>Observe and draw shapes.</p> <p>Observe and draw patterns.</p>	<p>Draw the gaps (draw shapes in between objects)</p>	<p>pencil, oil pastels, charcoal, wax crayons, acrylic paint</p>	<p>applying tone using soft pastels, watercolour, pencil</p>	<p>work using a single foci point and horizon</p>	<p>Develop an awareness of composition, scale, proportion, foreground, middle ground, back ground.</p> <p>Scale up and down images.</p>
<p><b>COLOUR</b></p> <p><b>KS1 pupils should be taught to use painting to develop their ideas, experiences and imagination.</b> 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><b>KS2 Pupils should be taught to improve their mastery of art and design techniques,</b></p>		<p>Experiment with colours</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>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>

<p>including painting with a range of materials.</p>							
<p>SCULPTURE 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 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>Create repeating patterns using a range of man made and natural objects (fingers, sponges, food, leaves, etc)</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><b>KS2 Pupils should be taught to improve their mastery of art/ design techniques, including drawing and painting with a range of materials.</b></p>		<p>Observe and recognise patterns in the environment</p>					
<p>KS1 pupils should be taught about the work of a 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>Piet Mondrian – impressionist Dutch painter</p> <p>Vincent Van Gogh – impressionist artist Dutch</p> <p>Henri Matisse – French artist</p>	<p>Esther Mahlangu (South African artist)</p> <p>Andy Goldsworthy – English sculptor</p> <p>Paul Klee – German/Swiss painter</p>	<p>Alberto Giacometti – surrealist art Swiss</p> <p>Henri Rouseaux – post impressionist French</p> <p>Pablo Picasso – cubist artist Spanish</p>	<p>Jackson Pollock – American painter abstract art</p> <p>Roy Lichtenstein – American pop artist</p> <p>Wassily Kandinsky – Russian artist</p>	<p>Amedeo Modigliani – Italian artist</p> <p>Hokusai (Japanese printer and artist)</p> <p>Andy Warholl – American artist</p>	<p>M.C. Escher (graphic artist) repeating pattern</p> <p>Ted Harrison – landscape artist Canadian</p> <p>Claude Monet – French painter</p>	<p>Clyde Bango (wire sculptor artist Zimbabwean)</p> <p>Banksy – English street artist</p> <p>Nikki Farquharson – British modern artist</p>
<p><b>Key Vocabulary</b></p>		<p>Tone</p> <p>Texture</p> <p>Pattern</p> <p>Primary colours</p> <p>Secondary colours</p>	<p>Texture</p> <p>Pattern</p> <p>Tint</p> <p>Shade</p> <p>Malleable</p>	<p>Pencil grade</p> <p>Tertiary colours</p> <p>Two dimensional</p> <p>Form</p> <p>Mono – print</p>	<p>Pattern</p> <p>Texture</p> <p>Three dimensional</p> <p>Tint</p> <p>Tone</p>	<p>Dry media</p> <p>Light and shadow</p> <p>Perspective</p> <p>Foci/focal point</p>	<p>Wet media</p> <p>Tonal contrast</p> <p>Mixed media</p> <p>Composition</p> <p>Scale</p>

		Repeating pattern	sculpture	Impressed print	Shade Malleable Rigid materials	Complementary and contrasting colours Relief print Impressed print	proportion foreground, middle ground back ground Scale
--	--	-------------------	-----------	-----------------	---------------------------------------	--	--

