

## Art Skills and Knowledge Progression

### Intent

We believe that art is a vital and integral part of children’s education. It provides them with opportunities to develop a range of ways in which they can share and express their individual creativity, whilst learning about and making links with a wide spectrum of different types of art in our society. Art contributes to children’s personal development in creativity, independence, judgement and self reflection. Moreover, it enables pupils to develop a natural sense of wonder and curiosity about the world around them and therefore links strongly to our school values. The focus is in developing proficiency in drawing, painting, understanding colour and shade and sculpture, with the overall aim of developing a rigorous understanding, critical awareness and inspiration of art and design.

### Implementation

We have mapped The skills and knowledge that the children will learn throughout each art unit across each year group, beginning in Foundation Stage . Our Art curriculum allows children to express their creative imagination as well as providing them with opportunities to practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture. This is supported through the studying of key artists and the development of a knowledge of their work.

Lessons are taught through studying existing pieces of art, sketching aspects of these, with a particular focus on the necessary skills, before completing a final piece. The children will then be given constructive feedback and next steps, with further opportunities to create the art piece, to improve their work and ensure that the skills are being developed. The evidence of their work is collected within the art sketch book which follows the children through the school. The children are able to access the different areas of Art throughout their journey through school.

Long Term Plan – Art and Design - Brief overview of projects						
Year group	Autumn		Spring		Summer	
<b>Artist in Study</b>	Winston Branch (Colour)		Ngadi Smart (Painting)		Yayoi Kusama (sculpture)	
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Introducing media, materials and tools: finding, using and putting them away with support</li> <li>Colour mixing and mark making</li> <li>Self-portraits – ‘every child an artist’</li> <li>Firework pictures and models</li> <li>Diwali – Mehndi hands, Diva lamps</li> </ul>		<ul style="list-style-type: none"> <li>Exploring &amp; combining media to create different effects: collage, clay, paint, chalk, oil pastels, felt tips</li> <li>Mother’s Day cards</li> <li>Chinese dragon and ribbon dance</li> <li>Art and music from other cultures</li> </ul>		<ul style="list-style-type: none"> <li>Independently selecting &amp; using media, materials &amp; tools skilfully to generate their own creative work</li> <li>Artwork focus: Eric Carle – torn paper &amp; collage</li> <li>Father’s Day cards</li> <li>Expressing feelings about Art and replicating chosen artist’s works</li> </ul>	
<b>KS1</b>	Colour mixing Observational Drawing	Famous local artists and inspiration from the greats Painting	Printing Textiles	Clay sculptures Collage	Observational Drawing Sculpture Flower-Pressing	
<b>LKS2</b>	Colour and tone Drawing	Collage	Paint Artist Study	Print	Textile	Sculpture
<b>UKS2</b>	Colour, design, texture, form and function Drawing	Collage Sculpture	Paint	Print	Textile	Artist study Development and evaluation

Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	National Curriculum
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<b>To develop ideas</b>	<p>Select appropriate resources and adapts work where necessary.</p> <p>Choose particular colours to use for a purpose.</p>	<p>Work from observation and known objects.</p> <p>Follow suggested ideas.</p> <p>Collect visual information.</p> <p>Begin to think about what materials best suit the task.</p>	<p>Use imagination to form simple images from given starting points or a description.</p> <p>Develop ideas from familiar starting points.</p> <p>Explore different methods as ideas develop.</p> <p>Identify which materials best suit the task.</p>	<p>Present work in a variety of ways.</p> <p>Develop artistic/visual vocabulary to discuss work.</p> <p>Begin to collect the resources that are needed to develop an idea.</p> <p>Experiment with a wider range of materials.</p> <p>Begin to suggest improvements to own work.</p> <p>Ideas are tried and sometimes refined.</p>	<p>Generate a number of ideas from a variety of starting points.</p> <p>Use a variety of ways to record ideas including iPads.</p> <p>Comment on artwork using artistic/visual language.</p> <p>Collect information, sketches and resources.</p> <p>Use a good mix of sketches and other resources to develop an idea.</p> <p>Adapt and refine ideas as they progress.</p>	<p>Develop ideas from a range of curriculum areas and develop with some imagination.</p> <p>Use sketch books that shows how ideas have developed.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Begin to explore possibilities, using and combining different styles and techniques.</p> <p>Develop artistic/visual vocabulary when talking about own work and that of others</p>	<p>Develop Imaginative ideas from a range of starting points.</p> <p>Select own images and starting points for work</p> <p>Use sketch books to show a good range of imaginatively presented ideas.</p> <p>Use the qualities of frequently used materials to enhance ideas.</p> <p>Spot the potentials in unexpected results as work progresses.</p> <p>Comment on and give an opinion on artworks with a fluent grasp of artistic/visual language.</p>	<p>KS1 To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>KS2 To create sketch books to record their observations and use them to review and revisit ideas.</p>
<b>End Outcomes</b>	<p><b>EYFS</b> Represent their own ideas, thoughts and feelings through art..... Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p><b>Years 1 and 2</b> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.</p> <p><b>Years 3 and 4</b> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Comment on artworks using visual language.</p> <p><b>Years 5 and 6</b> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potentials in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</p>							
<b>Drawing</b>	<p>Create simple representations of events, people and objects.</p>	<p>Experiment with felt tips, chalks, charcoal, wax crayons and pastels to alter the thickness of lines.</p>	<p>Choose which mediums to use to alter the thickness of lines, to suit the purpose (felt tips, chalks, charcoal, wax crayons and pastels).</p>	<p>Experiment with different grades of pencils to create line, tone and texture.</p> <p>Use shading to begin to show light and shadow.</p>	<p>Select which grade of pencil would be best to use on the chosen area to create line, tone and texture.</p>	<p>Draw from first hand observations using different viewpoint.</p> <p>Draw observational drawing both indoors and outdoors.</p>	<p>Use first hand observations to develop more abstract representations.</p>	<p>KS1 To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>

		<p>Begin to control lines to create simple drawings from observation.</p> <p>Use dots and lines to show pattern and texture.</p> <p>Draw objects on smaller and larger scales.</p>	<p>Choose when to use dots or lines to show texture or patterns.</p> <p>Shade areas to create tones (using their normal pencil).</p>	<p>Sketch the outline of the object.</p> <p>Draw using a range of different mediums (paint, chalk, pastel, pen, ink).</p> <p>Draw on a range of different scales.</p> <p>Experiment with hatching and cross hatching.</p> <p>Use sketch books to record drawings from observation.</p> <p>Begin to annotate sketches.</p>	<p>Shade effectively to show areas of light and shadow.</p> <p>Lightly sketch the outline of the object.</p> <p>Use a good control of the pencil when sketching.</p> <p>Use hatching and cross hatching to create texture effectively.</p> <p>Use sketch books to show how ideas have progressed.</p> <p>Annotate sketches and explain ideas.</p>	<p>Begin to use perspective.</p> <p>Begin to draw in proportion.</p> <p>Begin to use a variety of techniques to create reflection and shadows (lines, pointillism, shading, hatching and cross hatching).</p> <p>Begin to use a rubber to highlight area to show tone.</p> <p>Begin to show movement, perspective, shadows and reflection within drawings.</p> <p>Select an appropriate style of a piece of artwork (realistic or impressionist).</p>	<p>Use perspective for the fore/back and middle ground.</p> <p>Draw people in proportion.</p> <p>Use a combinations of techniques to achieve some striking and interesting effects to create reflection and shadows (lines, pointillism, shading, hatching and cross hatching).</p> <p>Use a rubber to highlight areas to show tone.</p> <p>Choose techniques to achieve some good depictions of movement, perspective, shadows and reflection.</p> <p>Show a good understanding of different artistic styles in the choices made.</p>	<p>KS2</p> <p>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].</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p>
<b>End Outcomes</b>	<p><b>EYFS</b></p> <p>Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Handle equipment and tools effectively – including pencils.</p> <p><b>Years 1 and 2</b></p> <p>Draw lines of different sizes and thicknesses. Show patterns and texture. Show different tones.</p> <p><b>Years 3 and 4</b></p> <p>Use different hardness of pencils to show line, tone and texture. Sketch lightly. Annotate sketches to explain and elaborate ideas. Use shading to show light and shadow. Use hatching and cross-hatching to show tone and texture.</p> <p><b>Years 5 and 6</b></p> <p>Use a variety of techniques to add interesting effects (eg reflections, shadows, direction of sunlight). Use a choice of depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (eg realistic or impressionistic).</p>							
<b>Painting</b>	<p>Explore what happen when they mix colours.</p>	<p>Name and recognise primary and secondary colours.</p>	<p>Share colour charts to compare variations of the same colour.</p>	<p>Experiment with brush techniques (thick and thin brushes to produce shapes, textures, patterns and lines).</p>	<p>Brush techniques are explored to create different effects.</p>	<p>Sketch lightly before painting.</p> <p>Use colour mixing knowledge to create</p>	<p>Build on previous work with colour by exploring intensity.</p>	<p>KS1</p> <p>To use drawing, painting and sculpture to develop and share their ideas,</p>

	Use simple tools and techniques competently and appropriately.	<p>Mix primary colours to make secondary colours.</p> <p>Experiment with using different sized brushes.</p> <p>Identify warm and cold colours.</p>	<p>Create different shades of the same colour.</p> <p>Alter the size of the brush used to create good effects.</p> <p>Use black and white paint to add some tints and tones.</p> <p>Use colour washes to form backgrounds.</p> <p>Explore the relationship between mood and colour.</p>	<p>Mix secondary colour colours effective.</p> <p>Begin to use colours to create a certain mood.</p> <p>Begin to lighten and darken tones using black and white.</p> <p>Experiment with watercolour, exploring the intensity of colour to develop shades.</p>	<p>Use black and white to lighten and darken tones.</p> <p>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</p> <p>Explore complementary and opposing colours in creating patterns.</p> <p>Use water colours paint to produce washes for backgrounds then add detail.</p>	<p>appropriate colour palettes.</p> <p>Develop watercolour techniques.</p> <p>Mark make with paint (dashes, blocks of colour, strokes, points).</p> <p>Develop fine brush strokes.</p> <p>Experiment in creating texture with acrylic paints.</p> <p>Begin to develop a personal painting style.</p>	<p>Explore using limited colour palettes.</p> <p>Create texture using acrylic paints.</p> <p>Combine colours, tones and tints to enhance the mood to a piece.</p> <p>Develop a personal style of painting by drawing upon ideas from other artists.</p>	<p>experiences and imagination.</p> <p>KS2 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].</p>
<b>End Outcomes</b>	<p><b>EYFS</b> Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Years 1 and 2</b> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones.</p> <p><b>Years 3 and 4</b> Use a number of brush techniques using thick and thin brushes to produce shapes, texture, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.</p> <p><b>Years 5 and 6</b> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.</p>							
<b>Collage</b>	<p>Understand that different media can be combined to create new effects.</p> <p>Experiment to create different textures.</p>	<p>Develop collages, based on a simple drawing.</p> <p>Cut and tear a range of different materials (eg paper, tissue paper, card).</p> <p>Collect a range of natural material materials to add to the collage.</p> <p>Create texture from a small range of materials.</p>		<p>Experiment with the arrangement of materials to produce interesting results.</p> <p>Place materials precisely.</p> <p>Develop individual and group collages, working on a range of scales.</p>			<p>Use a range of textures to create interesting effects.</p> <p>Mix textures (rough and smooth, plain and patterned).</p>	<p>KS1 To use a range of materials creatively to design and make products.</p> <p>KS2 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].</p>

		<p>Layer materials to create different effects.</p> <p>Experiment with combining different materials.</p> <p>Mix materials to create texture.</p>						
<b>End Outcomes</b>	<p><b>EYFS</b> Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Years 1 and 2</b> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture.</p> <p><b>Years 3 and 4</b> Select and arrange materials for a striking effect. Ensure work is precise.</p> <p><b>Years 5 and 6</b> Mix textures (rough and smooth, plain and patterned).</p>							
<b>Sculpture</b>	<p>Manipulate materials to achieve a planned effect.</p> <p>Select tools and techniques needed to shape, assemble and join materials they are using.</p>		<p>Combine a number of objects/shapes in a range of interesting ways.</p> <p>Create lines and textures using different objects/materials.</p> <p>Experiment with how objects can be connected together to form simple structures.</p> <p>Look at sculptures and try to recreate them using everyday objects.</p> <p>Begin to form own 3D pieces.</p> <p>Look at sculptures by known artists (Giuseppe) as starting points for own work.</p>		<p>Develop confidence working with clay adding greater detail and texture.</p> <p>Investigate ways of joining clay - scratch and slip.</p> <p>Include textures that conveys feelings, expressions or movement.</p> <p>Add colour once clay is dried.</p>	<p>Use wires to create the structure.</p> <p>Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with papier Mache).</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Add life like qualities and real life proportions (if more abstract use different interpretations).</p>		<p>KS1 To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>KS2 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].</p>
<b>End Outcomes</b>	<p><b>EYFS</b> Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Years 1 and 2</b> Use a combination of shapes. Include lines and texture.</p> <p><b>Years 3 and 4</b></p>							

	<p>Create and combine shapes to create recognisable forms.          Include texture that conveys feelings, expression or movement.  <u>Years 5 and 6</u>          Show life like qualities and real-life proportions or, if more abstract, provoke different interpretations.          Use tools to carve and add shapes, texture and pattern.</p>							
<b>Print</b>	<p>Use objects to create prints.</p> <p>Experiment with finger printing and sponge printing.</p>	<p>Use objects to create prints.</p> <p>Press, roll, rub and stamp to make prints.</p> <p>Finger print, sponge print and block print to form patterns.</p> <p>Experiment with different amounts of paint applied and develop control.</p>		<p>Use layers of two or more colours.</p> <p>Create polystyrene printing blocks to use with rollers and ink.</p> <p>Create precise repeating patterns.</p> <p>Use roller and ink printing.</p> <p>Blend two colours when printing.</p> <p>Take prints from other objects (leaves, fabric, corrugated card) to show texture.</p> <p>Make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays.</p> <p>Form string roller prints to create continuous patterns.</p>			<p>Build up layers of colours.</p> <p>Create an accurate pattern, showing the fine detail.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p> <p>Experiment with screen printing.</p> <p>Design and create motifs to be turned into printing blocks.</p>	<p>KS1          To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>KS2          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].</p>
<b>End Outcomes</b>	<p><u>EYFS</u>          Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Years 1 and 2</u>          Use objects to create prints.          Press, roll, rub and stamp to make prints.</p> <p><u>Years 3 and 4</u>          Use layers of two or more colours.          Make printing blocks.          Make precise repeating patterns.</p> <p><u>Years 5 and 6</u>          Build up layers of colour.          Create an accurate pattern, showing fine detail.</p>							

<p><b>Inspiration from the greats</b></p>		<p>Describe the artwork of artists such as William Morris and Cezanne.</p> <p>Use work of artists such as William Morris and Cezanne to create own pieces.</p> <p>Look at specific works from artists such as William Morris and Cezanne to give inspiration.</p>	<p>Describe the artwork of artists such as Georgia O’Keeffe and Giuseppe.</p> <p>Use work of artists such as Georgia O’Keeffe and Giuseppe to create own pieces</p> <p>Look at specific works from artists such as Georgia O’Keeffe and Giuseppe to give inspiration.</p>	<p>Look at the work of artists such as Ann Vallayer and Van Gogh.</p> <p>Consider the work of artists such as Ann Vallayer and Van Gogh.</p> <p>Replicate technique used by artists such as Ann Vallayer and Van Gogh.</p> <p>Create original pieces that are influenced by artists such as Ann Vallayer and Van Gogh.</p>	<p>Look at the work of artists such as Lowry.</p> <p>Consider the work of artists such as Lowry.</p> <p>Replicate technique used by artists such as Lowry.</p> <p>Create original pieces that are influenced by artists such as Lowry.</p>	<p>Consider work by artists such as Antony Gormley and Edvard Munch.</p> <p>Look at the style of artists work such as Antony Gormley and Edvard Munch.</p> <p>Consider the work of Antony Gormley and Edvard Munch.</p> <p>Produce original works that mimic some styles of artists such as Antony Gormley and Edvard Munch.</p>	<p>Consider work by artists such as Salvador Dali and Picasso.</p> <p>Look at the style of artists work such as Salvador Dali and Picasso.</p> <p>Consider the work of Salvador Dali and Picasso.</p> <p>Produce original works that mimic some styles of artists such as Salvador Dali and Picasso.</p>	<p>KS1 Talk 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.</p> <p>KS2 Talk about great artists, architects and designers in history.</p>
<p><b>End Outcomes</b></p>	<p><b><u>Years 1 and 2</u></b> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.</p> <p><b><u>Years 3 and 4</u></b> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p> <p><b><u>Years 5 and 6</u></b> Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studies was influential in both society and to other artists. Create original pieces that show a range of influences and styles.</p>							