**Art Whole School Progression of Knowledge and Skills**

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| **YEAR ONE** | | | | | |
| **Vocabulary/Significant Knowledge** | **Drawing and Painting** | **Printing** | | **Collage** | |
| **DRAWING:** THICK, THIN, DIAGONAL, STRAIGHT, WAVY, CURLY, ZIGZAG, LOOPS, CASTLE, DASHES ETC,HORIZONTAL, VERTICAL  **PAINTING:** PRIMARY, SECONDARY, WARM, COOL, LIGHT, DARK, TINT, TONE, | REPEAT, PATTERN, SHAPE, PRINT, | | CUT, TEAR, SHAPE, STICK, TEXTURE, ROUGH, SOFT, SMOOTH, BUMPY, OVERLAP, | |
| **Enquiry Questions** | **Decorate a leaf using lines of different styles and thicknesses.**  What is a line?  Can you see and describe the lines this artist has used in this art work (Kandinsky, Van Gogh, Picasso)?  Can you describe and draw a variety of lines of different styles and thicknesses?  Can you decorate a leaf using lines of different styles and thicknesses?  (put a different line in each lobe of your leaf)  What would/wouldn’t be be a good medium to use for adding colour (autumn) to your leaf so that you can still see your lines?  Can you describe the lines your friend has used in their work?  Can you say how your work is similar or different to Kandinsky’s, Van Gogh’s or Picasso’s? (Did you use any of the same lines? What lines did you use that they didn’t?) | **Make a print of a tree.**  What is printing?  How do you think this artist made these prints?  What objects can we use to make a print? What medium/s could you use to make a print?  What parts of your body could you use to make a tree print?  Can you say what you like/dislike about your/your friend’s print? | |  | |
| **‘Taking Inspiration’**  **Skills** | * Look at and describe what they think, see and feel when looking at images and artefacts. * Identify in different art forms and suggest reasons for the artist’s intentions or meaning of the work. * Use their consideration of artists work to improve their own. | | | | |
| **‘Generating Ideas’**  **Skills** | * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop. | | | | |
| **Making**  **Skills** | Drawing   * Hold and use drawing tools such as pencils and crayons with some dexterity and control. * Use a view finder and skills of observation. * Draw lines of different shapes, sizes and thicknesses. * Add light/dark tone, pattern, colour and texture. * Use different grades of pencil, pastel and chalk.   Painting   * Select and use thick and thin brushes correctly. * Mix primary colours to make secondary. * Add white to colours to make tints and black to colours to make tones**.** | * Use hands, feet, shapes, objects, ink blocks and found materials to create prints. * Press, roll, rub and stamp to make prints. * Repeat a pattern, mono print, randomly place. | | * Select different materials considering content, shape, surface and texture. * Use a combination of materials that are cut, torn and glued. * Sort and arrange materials. * Mix or add other materials to decorate and/or create texture. | |
| **Evaluating**  **Skills** | * Recognise and describe the key features of their own work. * Show interest in and describe what they think about the work of others. * When looking at creative work, express preferences and give reasons for these. | | | | |
| **YEAR TWO** | | | | | |
| **Vocabulary/Significant Knowledge** | **Drawing and Painting** | **Textiles** | | **Sculpture** | |
| **PAINTING:** YEAR 1 VOCAB + BACKGROUND, COLOUR WASH,  COLOUR DESCRIPTORS E.G. SCARLET, CRIMSON, EMERALD, EAU DE NIL, TURQUOISE ETC…  **DRAWING:** YEAR 1 VOCAB + THICKNESS | THREAD, FABRIC, TEXTURE, RUNNING STITCH, | | assemble; carve; model; join; slot; attach; base; sculpture; sculptor; 3D; technique | |
| **Enquiry Questions** |  |  | | What shapes and colours can you see in this sculpture?  What techniques did the sculptor use?  What shapes can we use in our sculptures?  What techniques would work best for our sculptures?  How could we improve our sculptures? | |
| **‘Taking Inspiration’**  **Skills** | * Look at and describe what they think, see and feel when looking at images and artefacts. * Identify in different art forms and suggest reasons for the artist’s intentions or meaning of the work. * Use their consideration of artists work to improve their own. | | | | |
| **‘Generating Ideas’**  **Skills** | * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop. | | | | |
| **Making**  **Skills** | Drawing   * Hold and use drawing tools such as pencils and crayons with some dexterity and control. * Use a view finder and skills of observation. * Draw lines of different shapes, sizes and thicknesses. * Add light/dark tone, pattern, colour and texture. * Use different grades of pencil, pastel and chalk.   Painting   * Select and use thick and thin brushes correctly. * Mix primary colours to make secondary. * Add white to colours to make tints and black to colours to make tones**.** | * Select, organise and use materials to make a simple craft product. * Sort, select and control colour, line, shape and texture to make and control fabric and textiles. * Cut, stitch, sew, weave or glue together. | | * Handle and manipulate rigid and malleable materials such as clay, card and found objects to represent something. * Model in malleable/plastic materials and control form to assemble basic shapes or form | |
| **Evaluating**  **Skills** | * Recognise and describe the key features of their own work. * Show interest in and describe what they think about the work of others. * When looking at creative work, express preferences and give reasons for these. | | | | |
| **YEAR THREE** | | | | | |
| **Vocabulary/Significant Knowledge** | **Drawing and Painting** | | **Collage** | | **Printing** |
| PENCIL GRADES, | | **Sun Collage - linked to light and shadows** | | MONO-PRINT  Print in the style of Andy Warhol – linked to North America topic- human and physical features |
| **Enquiry Questions** |  | | Can you discuss similarities and differences in the pictures and give your opinions?  Can you create your own sketches of the sun?  Can you select and arrange materials to show texture?  Can you mix warm colours to paint a sun?  Can you overlap and overlay materials to create a striking effect?  Can you say what you like and dislike about your work? | | Can you describe and give your opinions on the work of Andy Warhol?  Can you choose contrasting colours (oil pastels) to create volcano pictures, in the style of Andy Warhol?  Can you transfer your design onto polystyrene?  Can you create a second design of a human feature in North America and transfer to polystyrene?  Can you select paint and paper colours to print with, to create a striking image?  Can you say what you would do differently, if you could print again? |
| **‘Taking Inspiration’**  **Skills** | * Describe the work of artists, craftspeople and designers to build understanding and discuss this with others. * Understand how the work of artists, craftspeople and designers is/has been influenced by the cultural and social contexts in which they worked. * Can learn about ‘how to’ from studying other artist’s work. | | | | |
| **‘Generating Ideas’**  **Skills** | * Develop ideas from starting points. * Collect information, sketches and resources. * Adapt and refine ideas as they progress. * Comment on art works using visual language. | | | | |
| **Making**  **Skills** | Drawing   * Use and manipulate a range of drawing tools with control and dexterity. * Use a view finder and skills of observation to record action or movement. * Draw in line with care when taking a line for a walk or in scale applying rules of simple perspective. * 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. * Use different hardness of pencils to show line, tone and texture**.**   Painting   * Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. * Mix colours effectively * Use watercolour paint to produce washes for backgrounds then add detail. * Experiment creating mood with colour (e.g. warm and cool colours). | * Improve skills of overlapping and overlaying to place projects in front and behind. * Select and arrange materials for a striking effect. * Make a representational textured image from found textures that have been selected. | | * Use layers of two or more colours. * Make printing blocks using relief printing to create texture. * Explore lines, marks, colour mixing and tones through mono printing on a variety of papers to create an image. * Use complex patterns made up from two or more motifs. | |
| **Evaluating**  **Skills** | * Take the time to reflect regularly upon what they like and dislike about their work. * Compare their work with the work of others (pupils and artists) to identify how to improve. | | | | |
| **YEAR FOUR** | | | | | |
| **Vocabulary/Significant Knowledge** | **Drawing and Painting** | | **Sculpture** | | **Textiles** |
|  | |  | | AS YEAR 2 + CROSS-STITCH |
| **Enquiry Questions** | What approach has the artist used to create their art?  What cultural influences can you see?  What techniques has the artist used?  What can you see?  What story do you think is being told? | | What approach has the artist used to create their art?  What cultural influences can you see?  What techniques has the artist used?  What can you see?  What story do you think is being told? | | What approach has the artist used to create their art?  What cultural influences can you see?  What techniques has the artist used?  What can you see? |
| **‘Taking Inspiration’**  **Skills** | * Describe the work of artists, craftspeople and designers to build understanding and discuss this with others. * Understand how the work of artists, craftspeople and designers is/has been influenced by the cultural and social contexts in which they worked. * Can learn about ‘how to’ from studying other artist’s work. | | | | |
| **‘Generating Ideas’**  **Skills** | * Develop ideas from starting points. * Collect information, sketches and resources. * Adapt and refine ideas as they progress. * Comment on art works using visual language. | | | | |
| **Making**  **Skills** | Drawing   * Use and manipulate a range of drawing tools with control and dexterity. * Use a view finder and skills of observation to record action or movement. * Draw in line with care when taking a line for a walk or in scale applying rules of simple perspective. * 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. * Use different hardness of pencils to show line, tone and texture**.**   Painting   * Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. * Mix colours effectively * Use watercolour paint to produce washes for backgrounds then add detail. * Experiment creating mood with colour (e.g. warm and cool colours). | | * Create textured surfaces using rigid and plastic materials and a variety of tools. * Construct a structure in linear or soft media before covering the surface to make a form. * Can design and make a 3D form as a maquette. * Identify and assemble materials to make a new form, carefully covering with Mod Roc or papier mache. * Build in clay a functional form using2/3 building techniques and some surface decoration. | | * Select and assemble a constructed form using weaving or sewing. * Continue to sort, select and control colour, line, shape and texture with increasing accuracy to make and control fabric and textiles. * Attach different elements using stitching, using straight stitch, running or cross stitch. |
| **Evaluating**  **Skills** | * Take the time to reflect regularly upon what they like and dislike about their work. * Compare their work with the work of others (pupils and artists) to identify how to improve. | | | | |
| **YEAR FIVE** | | | | | |
| **Vocabulary/Significant Knowledge** | **Drawing and Painting** | **Printing** | | **Collage** | |
| COLOUR WHEEL, |  | |  | |
| **Enquiry Questions** | What is the same/different about these pieces of art? (Henri Rousseau/Franz Marc)  How does a viewfinder help me to focus on specific details within a picture? (on artists work)  Sketching – question about skills and scale  How can I develop my ideas by including elements from other artists?  Painting – question  Eval - question |  | |  | |
| **‘Taking Inspiration’**  **Skills** | * Describe the work of artists, craftspeople and designers to build understanding and discuss this with others. * Understand how the work of artists, craftspeople and designers is/has been influenced by the cultural and social contexts in which they worked. * Can learn about ‘how to’ from studying other artist’s work | | | | |
| **‘Generating Ideas’**  **Skills** | * Develop and imaginatively extend ideas from starting points. * Collect information, sketches and resources and present ideas. * 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 | | | | |
| **Making**  **Skills** | Drawing   * Select and use and manipulate a range of drawing tools with control and dexterity. * Use a view finder to compile and develop several studies. * Can develop quick studies from observation to record action or movement returning to each study to improve accuracy and detail. * Use a variety of techniques to add interesting effects (e.g. reflections, shadows, directions of sunlight.) * Use a choice of techniques to depict movement, perspective, shadows and reflection. * Choose a style of drawing suitable for the work (e.g. realistic or impressionistic.)   Painting   * 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. | * Build up layers of colours. * Make printing blocks using intaglio printing to create texture. * Explore lines, marks, colour mixing and tones through mono printing on a variety of papers to create an image. * Recreate a scene | | * Continue to improve skills of overlapping and overlaying to place projects in front and behind. * Can embellish using a variety of techniques (e.g. drawing, painting, printing, adding layers). * Mix textures (rough and smooth, plain and patterned). | |
| **Evaluating**  **Skills** | * Regularly analyse and reflect on their progress taking account of what they hoped to achieve. * Provide a reasoned evaluation of both their own and others’ work which takes account of the starting points, intentions and context behind the work. | | | | |
| **YEAR SIX** | | | | | |
| **Vocabulary/Significant Knowledge** | **Drawing and Painting** | **Sculpture** | | **Textiles** | |
| **DRAWING:** SHADE, MOOD, FEELING, TINT, TONE,  **PAINTING:** TERTIARY COLOURS | Coil pots, lantern, surface, joints, rolling, kneading, cutting, water to clay ratio, malleable, slab, slits, texture, intricate patterns, functional, decorative, specification | | AS YEAR 2 + CROSS-STITCH, BACK-STITCH, EMBROIDERY, EMBELLISH, satin stitch, running stitch | |
| **Enquiry Questions** | 1. How are Motet’s paintings making you feel? 2. How is Impressionism different to other styles of painting? 3. What are the six Principles of Impressionism? 4. Can I imitate the style of Impressionistic painting? 5. Can I improve on my painting techniques? | 1. What techniques did Barbara Hepworth use to create her sculptures? 2. Which sculpting techniques will be appropriate for making my lantern? 3. Can I design a clay lantern with an electrical component? 4. Can I follow my design and address issues when they arise? | | 1. What is embroidery?  2. Can I use the basic stitches to follow a design?  3. Can I design a piece of embroidery that will represent me?  4. Can I use my embroidery skills to follow my design?  5. Can I address any issues that arise or modify my design? | |
| **‘Taking Inspiration’**  **Skills** | * Describe the work of artists, craftspeople and designers to build understanding and discuss this with others. * Understand how the work of artists, craftspeople and designers is/has been influenced by the cultural and social contexts in which they worked. * Can learn about ‘how to’ from studying other artist’s work | | | | |
| **‘Generating Ideas’**  **Skills** | * Develop and imaginatively extend ideas from starting points. * Collect information, sketches and resources and present ideas. * 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 | | | | |
| **Making**  **Skills** | Drawing   * Select and use and manipulate a range of drawing tools with control and dexterity. * Use a view finder to compile and develop several studies. * Can develop quick studies from observation to record action or movement returning to each study to improve accuracy and detail. * Use a variety of techniques to add interesting effects (e.g. reflections, shadows, directions of sunlight.) * Use a choice of techniques to depict movement, perspective, shadows and reflection. * Choose a style of drawing suitable for the work (e.g. realistic or impressionistic.)   Painting   * 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. | * Explore how a stimulus can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture and colour**.** * Recreate 2d images in 3d looking at one area of experience, e.g., recreate a landscape or figure focusing on form/surface. * Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express their own ideas and feelings. | | * Select and use contrasting colours and textures in stitching and weaving. * Use plaiting, pinning, stapling, stitching and sewing techniques. * Control stitching using various needles to produce more complex patterns. | |
| **Evaluating**  **Skills** | * Regularly analyse and reflect on their progress taking account of what they hoped to achieve. * Provide a reasoned evaluation of both their own and others’ work which takes account of the starting points, intentions and context behind the work. | | | | |