

Art - Knowledge and Skills Progression Summary

The key knowledge and skills of our history curriculum are progressive and build towards mastery of each identified aspect of the National Curriculum for Art.

KS1 Strands			
Using materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists

Year 1

Spring 1: Sculpture (Animal Form)	Spring 2 (RE Link) Printing and Pattern	Summer: Van Gogh
<ul style="list-style-type: none"> Children learn about sculptures and the materials they can be made from. They learn about free standing structures and that materials can be joined in a variety of ways 	<ul style="list-style-type: none"> Children learn about patterns in the context of decorating the home for Diwali. They learn about symmetry and repeating motifs and the ways in which Rangoli patterns are created. Children learn about the intentional use of bright colours for effect. They learn about different mediums and ways that patterns can be created, for example painting by hand or printing (including onto clay) and that patterns can be repeated, rotated or reversed. 	<ul style="list-style-type: none"> Children learn about the types of paints used by Van Gogh and about what he painted. Children learn about Van Gogh's studies to become an artist. Children learn about the style of Van Gogh's work and that other artists at the time were using similar techniques. Children learn about some of Van Gogh's notable paintings and that colours and shapes were used to convey moods and feelings.
<p>Assembly and construction using card, newspaper and other recycled materials</p> <p>Cutting, bending and sticking</p> <p>Developing tactile skills and modelling through the use of play dough</p>	<p>Using different techniques to create patterns in clay, eg scraping and scoring – they mould a piece of clay into a diva lamp.</p>	<p>Mixing and choosing colours for effect, using visible brush strokes and dabs of paint in their own work.</p> <p>Making compositional choices and experimenting with how specific feeling can be conveyed.</p> <p>Using the work of a famous artist to inform their own still life and compare similarities and differences.</p>

Year 2

Autumn: Sculpture (Pots – Modelling Techniques and Aesthetics)	Spring: Drawing (Light and Form)	Summer: Painting (Romanticism; Landscapes, Colour and Light)
<ul style="list-style-type: none"> Children learn how to manipulate clay and maintain how it is workable. They learn about the use of clay to make pots and what constitutes a successful pot. They consider the importance of selecting the correct material for making a pot and that a pot They learn about the themes and features of the works of Andy Goldsworthy and examples of his work. 	<ul style="list-style-type: none"> Children develop their knowledge of the range of materials that can be used to create artwork (including art pencils, charcoal, graphite sticks, cartridge paper, sugar paper) Children learn about the process of observational drawing and how artists often develop their work through a series of sketches. In developing their representation of shape, texture and form, the children learn how artists in history (Paul Cezanne, Fede Galizia and Giuseppe Acomboldo) have represented fruit in different ways. 	<ul style="list-style-type: none"> Children learn that drawing techniques and styles can represent and also evoke thoughts and feelings. They examine the landscapes of JMW Turner, understanding the influence of the changing states of light and finding out about the stylistic features of his most famous works. Children develop understanding of the colour system (primary, secondary and tertiary) and how they can use colour for effect in their own work.
<p>Using clay to create sculptures (pots). They create textured pictorial designs using tools.</p> <p>Children use scoring and slip to join clay parts together when creating their sculpture.</p> <p>Use any Goldsworthy's land art to inspire own art.</p>	<p>Observing carefully when drawing. Exercising control over a variety of drawing tools and media.</p> <p>Exploring a range of marks that can be made when drawing and the effects of these.</p> <p>Considering scale when drawing.</p> <p>Making links between their own work and that of different artists, recognising similarities and differences in the way that artists have represented fruit.</p>	<p>Forming and sharing responses to the work of Turner, using this as a stimulus for their own ideas and imagination.</p> <p>Experimenting with colour mixing and using understanding of the colour system, for effect in their own paintings.</p> <p>painting in the style of Turner, making and explaining informed choices on their use of chosen media</p> <p>Evaluating own and other's work against criteria informed by the work of an established artist.</p>

KS1 End Points

Can use a range of materials creatively to design and make products.	Can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Is able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Knows about the work of a range of artists, craft makers and designers. Is able to describe the differences and similarities between different practices and disciplines, and is able to make links to their own work.
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KS2 Strands			
KS2	Using Sketchbooks	Drawing, painting and sculpture	Study of Great Artists

Year 3		
Autumn: Printing with Paint	Spring: Sculpture (Human Body Form - Still)	Summer: Drawing
<ul style="list-style-type: none"> Children extend their knowledge of how printing, and learn how to experiment with monoprints between two layers of paper. Children consider the properties of paper in their planning. Children learn about the work of local print artists, including Orla Kiely and Mary Collett, as well as the techniques they use. 	<ul style="list-style-type: none"> Children learn about still human form sculpture, considering the works of Anthony Gormley. They consider sculpture in the context of memorial and learn about related works of art including Monument to the Women of WWII by John W Mills and the Lifesize 'Five Man Tank Crew' by Vivien Mallock. Extend knowledge of the effect of light and shadow (more complex objects) Gain awareness of human body proportions) Know which materials suit different part of the artistic process, from the development of initial ideas to the realisation of a 3D body sculpture. 	<ul style="list-style-type: none"> Children learn about Steven Wiltshire, his autism and his ability to draw from memory. Children compare how different artists have interpreted and presented the same subject matter with a focus on skylines). Children learn about artistic processes and how a piece of art can develop over time with reference back to the source material. Children find out about the techniques they can use to create specific effects using pencils and how they can choose different pencils according to the effect they wish to achieve. Children consider the significance of shadow in 3D shape drawing and the use of perspective.
<p>Comparing two different styles of printing, and using these to inform own work, explaining choices.</p> <p>Creating detailed images from a stimulus, using close observation</p> <p>Choosing colours and using understanding of symmetry and correspondence, as well as consideration of the properties of the materials being used, to create a full image using the transfer of a painted image.</p>	<p>Using an image to sketch the human form in different, still positions considering body proportions.</p> <p>Exploring and using different materials and ways of working with them as part of the progression from initial ideas to a 3D body sculpture.</p> <p>Experimenting more widely with clay (manipulating, rolling, cutting, shaping and measuring)</p> <p>Developing an understanding of the differences between 2D and 3D art forms and reflecting on their relevance.</p> <p>Expressing views on existing sculptures and justifying views, understanding the importance and significance of a sculpture's setting (for example, sculpture in Abney Park Cemetery).</p>	<p>Making observational drawings and sketches.</p> <p>Discussing, evaluating and comparing different artists' representations with reference to own work.</p> <p>Experimenting with the use of different media to gather and research samples from which to inform own sketches.</p> <p>sketching with use of a wide range of marks, varying angle, speed, pressure and sharpness to show tone, shape, pattern and texture.</p> <p>Drawing a skyline in proportion, focusing on size, depth, use of foreground, background and middle section of paper.</p> <p>Developing and refining images and aspects of a piece of work through a process of ongoing review.</p>

Year 4		
Autumn: Painting (Les Fauves; Mood and the use of colour and technique for effect.)	Spring: Drawing (Architecture; Home and Building Design)	Summer: Sculpture (Human form - Still; Stylised - Viking Figureheads)
<ul style="list-style-type: none"> Children learn about Henri Matisse and the characteristics of his work in the context of the fauvist movement They learn about the characteristics of 'les fauves' and the significance of colour Children develop knowledge of colour theory and the effects of specific colour combinations and how this can be applied to their art work to create a striking effect in the style of Matisse. 	<ul style="list-style-type: none"> Children learn that the local area has a range of different architectural influences that are indicative of their era (William Patten/Church Street School, Victorian Features, Victorian and Edwardian Housing, Water Tower – Gothic Influence, Abney Park House, Classical Influence). Children learn that drawing leads to a range of careers and that engineering, designing and architecture require the use of representations of buildings. Children learn about elevation drawings and the changing designs of housing and influences over time. 	<ul style="list-style-type: none"> Children learn that a figurehead is an ornamental symbol or figure formerly placed on some prominent part of a ship, usually at the bow. They learn that a figurehead could be a religious symbol, a national emblem, or a figure symbolizing a ship's name. Children learn that Viking longboat figureheads (often dragons and snakes were) were designed to provoke fear in the spirits of whichever land the Vikings were raiding. Children learn that Viking figureheads were made of wood and were skilfully carved. Children learn that Viking figureheads were stylised and the subject was represented in a particular style to emphasise certain features and aspects. Children learn that calving from the clay, rather than sticking on to it, can achieve a stronger model, although slip can be used to join surfaces. Children learn that thinner pieces of clay are more susceptible to damage when the clay dries.
<p>Investigating and exploring mark making with paint, using a wider range of tools, consistencies and surfaces.</p> <p>Using sketchbooks to develop composition as well as form.</p> <p>Further developing mixing and matching colour skills, using the double primary system.</p> <p>Experimenting freely with different approaches to using and applying paint, working from first hand experiences, memory and imagination.</p> <p>Working at different scales for different purposes and articulate ideas and feelings expressed in art.</p>	<p>Developing precision in technical drawing</p> <p>Producing and developing observational drawings and drawings from imagination, informed by historical sources, using sketchbooks</p> <p>Considering angles and proportion when developing basic architectural designs.</p>	<p>Sketching forms and developing an original design, informed by a range of images.</p> <p>Experimenting with clay to emphasise aspects of the design and produced a stylised representation.</p> <p>Refining the features of the sculpture using improved mastery of modelling with clay and techniques to create form.</p> <p>Developing and showing an understanding of how to achieve symmetry in a 3D form considering the purpose and style of design.</p> <p>Reviewing own and others designs in the context of a prototype, considering the purpose and desired effect.</p>

Year 5

Autumn: Sketching and Drawing (Scale & Perspective, Shape and Form, Using Personal Influence to Convey a Sense of Self - Portraiture)	Spring: Painting (Impressionism; Technique, Colour and Light)
<ul style="list-style-type: none"> Children learn the technique of using a vanishing point to give the impression of depth in a picture. They know how to use scale and can give the impression of depth within a representation of a landscape. Children consider the impact that shade, as well as colour, can make to the mood conveyed by a piece of art are able to make decisions about their choice of media, according to the art they are creating and the techniques they wish to use. Children make links between ideas, methods and approaches used by artists to context and purpose and use this to inform their own work (eg Frida Kahla and Van Gogh conveying a sense of self) They are able to compare and comment on drawings from different contexts and cultures (eg The influence of Kahlo's heritage on her work). 	<ul style="list-style-type: none"> Children learn that impressionism was a 19th century movement characterised by relatively small, yet visible, brush strokes, 'open' composition and an attempt by the artist to convey the shifting effect of light and colour. They learn that impressionist painters such as Claude Monet and Joaquin Sorolla painted from observation, focussing on shape and colour over detail. Impressionism originated in France and was brought to Spain by Joaquin Sorolla, where he was known as 'Master of Light'. Children develop their previous knowledge of colour theory and develop understanding of complementary colour ranges and the difference between a spectrum colour and complementary colour wheel.
<p>Using a wide variety of drawing tools and media, selecting and combining them to explore the visual elements (line, tone, texture, pattern and so on).</p> <p>Developing increased control of drawing tools and a greater understanding of their potential to achieve specific effects.</p> <p>Developing ideas from own drawings using different media.</p> <p>Experimenting with different approaches when sketching, including the use of different tools and different types of representation.</p>	<p>Practicing representations and refining images developed over time through use of sketch books, to create impressionist/Sorolla inspired painting.</p> <p>Mixing acrylic paints appropriately and referring colour mixing to the colour wheel.</p> <p>Adding texture to a painting using tache methods.</p> <p>Demonstrating an understanding of the use of complementary colours and how brush strokes can be used for effect in painting.</p> <p>Experimenting with painting to create a specific mood.</p>

Year 6

Autumn: Drawing, Sketching and Sculpture (Human Body Form – Moving)	Spring: David Hockney: A Bigger Picture (Conveying Mood – Photography, Collage, Painting)	Summer: Contemporary Portraiture (Stylised and Thematic - Mikalene Thomas)
<ul style="list-style-type: none"> Children learn that the human form in motion was a source of inspiration for ancient Greek artists and sculptors. They learn about ancient Greek works, including 'Discobolus (Discuss Thrower)' by Myron, and that the Elgin marbles were created under supervision of the architect and sculptor Phidias. Children build on previous knowledge of human body proportions in art, by learning about the rules created by Polycitis to produce a realistic human form. They use knowledge and exploration of techniques to sketch the human form in movement Children learn how to manipulate wire to create the internal skeleton of a moving figure sculpture. 	<ul style="list-style-type: none"> Children learn about Hockney's body of work 'A Bigger Picture' and its biographical context They find out about Hockney's exploration and fascination with the depiction of landscape with oils, iPad paintings, charcoal drawings, sketches, digital video and collage). Children consider how photographs can also convey a mood and use their knowledge of the significance of colour choices to achieve a desired effect in own their own photography 	<ul style="list-style-type: none"> Children learn that Mikalene Thomas is a contemporary African visual artist, best known as a painter of complex works using Rhinestones, acrylic and enamel.* Children learn about the use of art to express personal views They build on existing knowledge of the use shade and colour in the context of personal expression. Children use their knowledge of proportion and scale in the context of portraiture. Children will know how to develop initial ideas through sketches and how to portray themselves, using command of different materials, to express aspects of own identity.
<p>Using drawing as a process to develop and idea, culminating in the creation of a moving figure sculpture, using wire as an internal structure.</p> <p>Investigating and developing drawings (human body studies) and sculpting techniques and working on different scales.</p>	<p>Creating exploratory work, trying different approaches and developing an extended repertoire from different starting points.</p> <p>Exploring different tools and surfaces and selecting appropriately, experimenting with paint application, colour and scale.</p> <p>Reproducing colours of natural and made objects, emphasising certain colours and replacing others in a painted reproduction of own photographic images for mood and effect.</p> <p>Developing techniques and combining forms, such as a collage and painting to express own ideas and responses to a piece of art/chosen subject.</p> <p>Commenting on different artistic styles from different cultures and eras, ongoing review of the effectivity of own work and expressing personal preferences of materials and processes in own art and those used by established artists.</p>	<p>Evaluating the properties of various papers, fabrics and threads, with a view to matching them to specific tasks.</p> <p>Collecting visual information (including with a camera), recording ideas in a sketchbook and experimenting with combinations of materials.</p> <p>Using increased awareness and understanding of painting methods and styles to refine own ideas.</p> <p>Using a wide variety of drawing tools and media, selecting and combining them to explore visual elements, including line, texture, tone, texture and pattern.</p> <p>Exploring different tools and surfaces and selecting appropriately, experimenting with paint application, colour and scale.</p>

KS2 End Points

Has learnt 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.	Is able to record observations and use them to review and revisit ideas through the use of sketchbooks.	Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	Demonstrates knowledge of great artists, architects and designers in history.
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