

## Art Knowledge and Skills Progression

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Exploring</b>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination</li> <li>Ask and answer questions about the starting points for their work and develop their ideas</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</li> </ul>						
<b>Evaluating</b>	<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it. E.g. annotate sketchbook</li> <li>Identify what they might change in their current work or develop in their future work</li> </ul>			<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</li> <li>Adapt their work according to their views and describe how they might develop it further</li> <li></li> </ul>			
<b>Drawing</b> Pencil, chalk, inks, Charcoal, pastels, ICT software  <b>Suggested artists:</b> Leonardo Da Vinci Vincent Van Gogh Poonac Hokusai Lowry Alberto Giacometti (link with 3D work) Michael Angelo	Begin to use a variety of drawing tools  Learn the name of all the tools that can be used to mark make  Use drawings to tell a story  Investigate different line  Explore different textures  Encourage accurate drawings of people	Extend the variety of drawing tools  Explore different textures  Observe and draw landscapes  Observe patterns  Observe anatomy (face, limbs)	Experiment with tools and surfaces  Draw a way of recording experiences and feelings  Discuss use of shade, use of light and dark  Sketch to make quick records	Experiment with the potential of various pencils  Close observation  Draw both positive and negative shapes  Initial sketches as a preparation for painting  Accurate drawings of people, particularly faces	Identify and draw the effect of light  Scale and proportion  Accurate drawings of whole people including proportion and placement  Work on a variety of scales  Computer generated drawings	Effect of light on objects and people from different directions  Interpret the texture of a surface  Produce increasingly accurate drawings of people  Concept of perspective	Effect of light on objects and people from different directions  Interpret the texture of a surface  Produce increasingly accurate drawings of people  Concept of perspective
<b>Painting/Colour</b>  <b>Suggested artists:</b> Pollock Monet Chagall Ben Mowseley	Experiment with using primary colours  Naming colour  Mixing (not formal)	Use a variety of tools & techniques including the use of different brush sizes and types	Explore and mix a range of secondary colours, shades and tones  Experiment with tools and techniques,	Mix a variety of colours and know which primary colours make secondary colours securely.	Make and match colours with increasing accuracy  Use more specific colour language e.g. tint, tone, shade, hue	Colour for purposes  Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary	Hue, tint, tone, shades and mood  Explore the use of texture in colour  Colour for purposes

<p>Andy Warhol Lichtenstein Rothko Klee Mondrian Matisse O'Keefe Kandinsky Rosseau Picasso Banksy Appel Deluaunay Robert Freundlich Haring</p>	<p>Learn the names of all the tools that bring colour</p> <p>Use a range of tools to make coloured marks on paper</p>	<p>Mix and match colours to artefacts and objects</p> <p>Name all the colours Work on different scales</p> <p>Mix secondary colours and shades</p> <p>Using different types of paint</p> <p>Create different textures e.g. use of sawdust</p>	<p>including layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours using artefacts &amp; objects</p> <p>Begin to describe colours by object</p> <p>Make as many tones of one colour as possible (using white)</p> <p>Darken colours without using black</p> <p>Using colour on a large scale</p>	<p>Know how to create shades, tones and tints securely.</p> <p>Use a developed colour vocabulary</p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc</p> <p>Make colour wheels</p> <p>Introduce different types of brushes</p> <p>Techniques apply colour using dotting, scratching, splashing</p>	<p>Choose paints and implements appropriately Plan and create different effects and textures with paint according to what they need for the task</p> <p>Show increasing independence and creativity with the painting process</p>	<p>and contrasting colours</p> <p>Work on preliminary studies to test media and materials</p> <p>Create imaginative work from a variety of sources</p> <p>Hue, tint, tone, shades and mood</p> <p>Explore the use of texture in colour</p>	<p>Colour to express feelings</p> <p>Create shades and tints using black and white</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours</p> <p>Work from a variety of sources, including those researched independently</p> <p>Show an awareness of how paintings are created (composition)</p>
<p><b>Texture</b> Textiles, clay, sand, plaster, stone</p> <p><b>Suggested artists:</b> Linda Caverley Molly Williams William Morris Gustav Klimt Renoir Seurat</p>	<p>Handling, manipulating and enjoying using materials</p> <p>Sensory experience</p> <p>Simple collages</p> <p>Simple weaving</p>	<p>Weaving</p> <p>Collage</p> <p>Sort according to specific qualities</p> <p>How textiles create things</p>	<p>Overlapping and overlaying to create effects</p> <p>Weaving</p> <p>Tie dying, batik (Art day)</p> <p>Collage</p>	<p>Simple applique work</p>	<p>s</p> <p>Observation and design of textural art experimenting With creating mood, feeling, movement</p> <p>Compare different fabrics</p>	<p>Use stories, music, poems as stimuli</p> <p>Select and use materials</p> <p>Embellish work</p> <p>Fabric making</p> <p>Artists using textiles</p>	<p>Develops experience in embellishing</p> <p>Applies knowledge of different techniques to express feelings</p> <p>Work collaboratively on a larger scale</p>

Harriet Powers (African quilt maker portraying stories)							
<b>Form</b> 3D work, clay, dough, boxes, wire, paper sculpture, mod roc  <b>Suggested artists:</b> Moore Hepworth Alberto Giacometti Arcimboldo Andy Goldworthy Tracey Emin Kantor Borofsky	Handling, feeling, enjoying and manipulating materials  Constructing  Building and destroying  Shape and model  Impress pattern	Construct  Use materials to make known objects for a purpose  Carve  Pinch and roll coils and slabs using a modelling media  Make simple joins	Awareness of natural and made-made forms  Expression of personal experiences and ideas to shape and form from direct observation (malleable and rigid materials)  Decorative techniques  Replicate patterns and textures in a 3D form  Discuss own work and that of other sculptors	Shape, form, model and construct malleable and rigid materials  Plan and develop understanding of different adhesives and methods of construction  Aesthetics	Plan and develop ideas  Experience surface patterns/textures  Discuss own work and work of other sculptors  Analyse and interpret natural and manmade forms of construction	Plan and develop ideas  Shape, form, model and join  Observation or imagination  Properties of media  Discuss and evaluate own work and that of other sculptors	Plan and develop ideas  Shape, form, model and join  Observation or imagination  Properties of media  Discuss and evaluate own work and that of other sculptors
<b>Print</b>  <b>Suggested artists:</b> Warhol Picasso Dan Mather	Rubbings  Print with variety of objects  Print with block colours	Create patterns  Develop impressed images  Relief printing	Print with a growing range of objects  Identify the different forms printing takes  Mono-printing	Relief and impressed printing  Recording textures/patterns  Colour mixing through overlapping colour prints	Use sketchbook for recording textures/patterns  Interpret environmental and manmade patterns  Modify and adapt print	Combining prints  Design prints  Make connections  Discuss and evaluate own work and that of others	Builds up drawings and images of whole or parts of items using various techniques  Screen printing  Explore printing techniques used by various artists

<b>Pattern</b> Paint, pencil, textiles, clay, printing  <b>Suggested artists:</b> Klimt Bridget Riley Escher Paul Klee Andy Warhol	Repeating patterns  Irregular painting patterns  Simple symmetry	Awareness and discussion of patterns  Repeating patterns  Symmetry	Experiment by arranging, folding, repeating, overlapping  Regular and irregular patterning  Natural and manmade pattern  Discuss regular and irregular pattern	Pattern in the environment  Design using ICT  Make patterns on a range of surfaces  Symmetry	Explore environmental and manmade pattern  Tessellation	Create own abstract pattern to reflect personal experiences and expression  Create pattern for purposes	Create own abstract pattern to reflect personal experiences and expression  Create pattern for purposes
<b>Photography</b>  <b>Suggested artists:</b> Goldworthy Liu Bolin Hockney Hendrik Kerstens	<ul style="list-style-type: none"> <li>Can identify and recognise examples of photography as a visual tool and an art form</li> <li>Can suggest how the photographer organised the elements or recording of the image</li> <li>Can select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition)</li> </ul>			<ul style="list-style-type: none"> <li>Can select images to be used in researching other artworks</li> <li>Can show an awareness of mood, emotions and feelings when evaluating the photography of others</li> </ul>			