

Newstead Primary School

IMPLEMENTATION

Progression of Knowledge, Skills and Understanding in Art

Breadth of Study	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Begins to enter the pre-schematic stage of drawing, gaining control over the marks being made. Develops a bank of motions to produce marks. Uses the arm, wrist, and finger muscles. Begins to use representation to communicate e.g. Drawing a line and saying "that's me" and the meaning remains consistent when asked. Drawings are symbolic and created with purpose and intent. Restricts the use of a page to produce "an image". Understands that they can use lines to enclose a space and begin to use these shapes to represent objects. Drawings show what the child perceives as most important about the subject. Gives meaning to marks they make.	Understands that they can use lines to enclose a space and begin to use these shapes to represent objects. Drawings show what the child perceives as most important about the subject. Gives meaning to marks they make. Marks recognisably represent an object (people with head, arms, and legs). Drawings include-squares, rectangles, and circles. The preschematic stage of drawing develops so that pictures tell a story. Combines shapes to create another (a rectangle and a circle to form a hat). Representation become more mature with details emerging. Drawings begin to show some understanding of basic observation.	Use pencils to create lines of different shapes using different thickness in drawings. Draw using pencil and crayons. Show how people feel in drawings.	Use three different grades of pencil in their drawing (4B, 8B, HB) Use charcoal, pencils and pastels. Create different tones using light and dark. Show patterns and texture in their drawings. Use a viewfinder to focus on a specific part of an artefact before drawing.	Use their sketches to produce a final piece of work. Write an explanation of their sketch in notes. Use different grades of pencil shade, to show different tones and texture. Show facial expressions in art.	Show facial expressions and body language in sketches and paintings. Use marks and lines to show texture in my art. Organise line, tone, colour and shape to represent figures and forms in movement. Show reflections in art. Explain why they have chosen specific materials to draw with. Draw simple objects and use marks and lines to produce texture.	Use shading to create mood and feeling. Organise line, colour, shape and tone to represent figures and forms in movement. Can they show reflections? Explain why they have chosen specific materials to draw with. Identify and draw objects and use marks and lines to produce texture. Show emotions in art.	Explain why they have combined different tools to create their drawings. Explain why they have chosen specific drawing techniques.

	Marks recognisably represent an object for example people with head, arms, and legs. Drawings include- squares, rectangles, and circles.							
Painting	Experiments with blocks of colours and marks. Paints the entire page to cover the background. Experiments with applying paint with a brush using different movements eg dabs, splodges, sweeps. Uses large and medium brushes to add colour to add lines in sweeping movements to make simple representations.	Uses large and medium brushes to add colour to add lines in sweeping movements to make simple representations. Holds a smaller paint brush correctly (matches pencil grip) to support control and precision. Shows focus, concentration, and control painting within lines on a template. Washes paint brushes when using a new colour. Imitates a range of painting techniques modelled to them. printing, stamping, colour wash. Knows painted pictures needs to dry and stores painting independently and safely.	Name colours they use, including shades. Create moods in their paintings. Use thick and thin brushes. Name the primary and secondary colours.	Mix paint to create all the secondary colours. Mix and match colours, predict outcomes. Mix their own brown. Make tints by adding white. Make tones by adding black.	Predict with accuracy the colours that they mix. Know where each of the primary and secondary colours sits on the colour wheel. Create using a background using a wash. Use a range of brushes to create different effects in painting.	Create all the colours they need. Create mood in their paintings. Successfully use shading to create mood and feeling.	Create all the colours they need. Create mood in their paintings. Express their emotions accurately through their painting and sketches.	Explain what their own style is. Use a wide range of techniques in their work. Explain why they have chosen specific painting techniques.
Colour	Has an interest in objects that are their favourite colour. Beginning to name and collect objects by colour.	Explores mixing colours and observes the changes. Distinguishes between colours and names them. Uses a variety of colours when						

	The use of colour is more emotional than logical. Explores colour and how colours can be changed. Distinguishes between colours and names them.	colouring and painting. Selects a colour for a purpose (yellow for the sun). Attempts to keep colours “clean” through washing brushes in between using colour due to their knowledge of colour mixing. Beginning to understand and explore that a colour can be changed by adding black, and white for shades and tints and comments on observations.						
Collage	Selects from a variety of resources to use in a collage, based on personal choices and criteria ‘It’s pink, I like pink’.	Selects from a variety of resources to use in a collage, based on personal choices and criteria ‘It’s pink, I like pink’. Selects from a variety of resources for collage due to their effectiveness to represent ideas (based on aesthetics and malleability). “I used this paper because it is shiny like the fish scales”. Verbalises choices for collage.	Cut, roll and tear paper and card for their collages. Gather and sort the materials they will need.					Use paper mosaic to produce a piece of artwork. Combine visual and tactile qualities into a collage.
Printing		Imitates a range of painting techniques modelled to them e.g. printing.	Print with vegetables, sponges, fruit etc. Print onto textiles and paper. Design their own printing block. Create a repeating pattern.	Create a printed piece of art by pressing, rolling, rubbing and stamping.		Print onto different materials using at least four colours.	Print using a number of colours. Create and accurate print design that meets a given criteria. Print onto different materials. Create all the colours they need for printing.	Overprint to create different patterns.

Sculpture	Manipulates malleable materials to create shape.	Manipulates malleable materials to create shape. Imitates marks and textures into clay / dough surface.		I can make a clay pot. Join two clay finger pots together.		Sculpt clay and other mouldable materials.		
Knowledge of Art			Describe what they can see and like in the work of another artist and give an opinion. I can ask questions about a piece of art	Say how other artists have used colour, pattern and shape. Create a piece of work in response to another artist's work.	Identify the techniques used by different artists. Compare the work of different artists. Explore work from other cultures. Explore work from other historical periods of time. Begin to understand the viewpoints of others by looking at images of people who understand how they are feeling and what the artist is trying to express in their work.	Experiment with different styles which artists have used. Explain features of art from other periods of history.	Experiment with different styles which artists have used. Learn about the work of others by looking at their work in books, the internet, visits to galleries and other sources of information. Research the work of an artist and use their work to replicate a style.	Make a record about the styles and qualities in their work. Explain the style of their work and how it has been influenced by a famous artist. Include technical aspects in their work eg, architectural design. Use feedback to make amendments and improvement to artwork.
Use of IT			Use a simple painting program to create a picture. Use tools like fill and brushes in a painting package. Go back and change their picture.	Use different effects within an IT package.	Use digital images and combine with other media in my art. Use IT to create art which includes my own work and that of others.	Integrate digital images into art.	Use images which I have created, scanned and found; altering them where necessary to create art.	Use a range of e-resources to create art.

Sketch Books				Begin to demonstrate their ideas through photographs and in their sketch books. Set out their ideas, using annotation in their sketch books. Keep notes in their sketch books as to how they have changed their work.	Use their sketch books to express feelings about a subject and describe likes and dislikes. Make notes in their sketch books about techniques used by artists. Suggest improvements to their work by keeping notes in their sketch books.	Use their sketch books to express their feeling about various subjects and outline likes and dislikes. Adopt and improve their original ideas. Keep notes about the purpose of their work in their sketch books.	Keep notes as to how they might develop their work further. Use their sketch books to compare and discuss ideas with others. Express their emotions accurately through their paintings and sketches.	Sketch books contain detailed notes and quotes explaining about items. Compare their methods to those of others and keep notes in their sketch books. Combine graphics and text based research of commercial design eg, magazines etc; to influence the layout of their sketch books. Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.