

Newstead Primary School

PROGRESSION

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	<p>Begins to enter the pre-schematic stage of drawing, gaining control over the marks being made.</p> <p>Develops a bank of motions to produce marks.</p> <p>Uses the arm, wrist, and finger muscles.</p> <p>Begins to use representation to communicate e.g. Drawing a line and saying "that's me" and the meaning remains consistent when asked.</p> <p>Drawings are symbolic and created with purpose and intent.</p> <p>Restricts the use of a page to produce "an image".</p> <p>Understands that they can use lines to enclose a space and begin to use these shapes to represent objects.</p> <p>Drawings show what the child perceives as most important about the subject.</p> <p>Gives meaning to marks they make.</p>	<p>Understands that they can use lines to enclose a space and begin to use these shapes to represent objects.</p> <p>Drawings show what the child perceives as most important about the subject.</p> <p>Gives meaning to marks they make.</p> <p>Marks recognisably represent an object (people with head, arms, and legs).</p> <p>Drawings include-squares, rectangles, and circles.</p> <p>The preschematic stage of drawing develops so that pictures tell a story.</p> <p>Combines shapes to create another (a rectangle and a circle to form a hat).</p> <p>Representation become more mature with details emerging.</p> <p>Drawings begin to show some understanding of basic observation.</p>	<p>Introduce the pencils: HB, 4B and 8B to explore light and dark and lines of different thickness.</p> <p>Begin to explore the use of line, shape, texture and colour.</p> <p>Investigate tones.</p> <p>Draw light and dark lines.</p> <p>Draw faces and limbs.</p> <p>Know how to show in their work how people are feeling.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, oil pastels, felt tips, chalk and charcoal.</p> <p>Add 2H to the range of pencils they use regularly.</p> <p>Draw from own observations showing increasing accuracy.</p>	<p>Use a wide range of drawing implements, including chalk pastels and inks.</p> <p>Continue to experiment using the different grades of pencils with which they are already familiar.</p> <p>Create tone and texture and different forms and shapes, patterns and colours.</p> <p>Know how to show facial expressions in art.</p> <p>Use different grades of pencils to shade, show tone and textures.</p>	<p>Make marks and lines with a wide range of drawing implements for form and shape with more accuracy, including charcoal, crayon, chalk pastels and different grades of pencil.</p> <p>Sketch a collection of observational and imagined drawings and ideas using line, tone, texture pattern, shading, hatching and cross-hatching.</p> <p>Explore blending with pastels and know that using fingers helps blend colours.</p> <p>Know that oil pastels can be built on top of each other to create different colours and give the appearance of texture.</p>	<p>Use and talk about their use of a variety of tone, pattern, texture, line and shape techniques.</p> <p>Developing accuracy and expression in their drawings.</p> <p>Carry out observational, from memory and imaginative drawing (mood, movement and feeling).</p> <p>Know that chalk pastel can be easily blended – using fingers is most effective, but a brush can be used.</p>	<p>Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently.</p> <p>Show the effect of light from different directions on objects and people.</p> <p>Use perspective in their work, using a single focal point.</p>

	<p>Marks recognisably represent an object for example people with head, arms, and legs.</p> <p>Drawings include- squares, rectangles, and circles.</p>							
Painting	<p>Experiments with blocks of colours and marks.</p> <p>Paints the entire page to cover the background.</p> <p>Experiments with applying paint with a brush using different movements eg dabs, splodges, sweeps.</p> <p>Uses large and medium brushes to add colour to add lines in sweeping movements to make simple representations.</p>	<p>Uses large and medium brushes to add colour to add lines in sweeping movements to make simple representations.</p> <p>Holds a smaller paint brush correctly (matches pencil grip) to support control and precision.</p> <p>Shows focus, concentration, and control painting within lines on a template.</p> <p>Washes paint brushes when using a new colour.</p> <p>Imitates a range of painting techniques modelled to them. printing, stamping, colour wash.</p> <p>Knows painted pictures needs to dry and stores painting independently and safely.</p>	<p>Mix paint to create a secondary colour.</p> <p>Start experimenting with different tones.</p> <p>Use of different brush sizes and types.</p> <p>Use different ways to apply paint (brush, hands, fingers, spatula).</p> <p>Know primary colours.</p> <p>Have an awareness of the variety of colours in the environment.</p>	<p>Continue to use different brush sizes and types.</p> <p>Know how to achieve tints by adding white.</p> <p>Know how to achieve tones by adding black or darker colours.</p> <p>Know how to mix secondary colours and name them.</p> <p>Know how to mix paint to achieve brown.</p> <p>Explore wash, strokes, layers and blending, techniques.</p> <p>Use paint to create patterns, repetition, detail and sharp lines.</p>	<p>Experiment with different effects and textures, including blocking in colour, washes, etc.</p> <p>Create textural effects using thickened paint, dotting, scratching and splashing.</p> <p>Master painting techniques through the creation of shapes, texture and lines, using thick and thin brushes.</p> <p>Know how to create a background using a wash.</p> <p>Know how to use a range of brushes to create different effects.</p> <p>Know that detail and colour can be built using paint, but it must dry first.</p> <p>Know that a variety of colours can be created from using a limited palette.</p>	<p>Apply different effects and textures, including blocking in colour, washes, thickened paint and creating textural effects.</p> <p>Mix and use tints, tones, hues and shades.</p> <p>Use colour to reflect a mood.</p> <p>Show facial expressions and body language in paintings and sketches.</p> <p>Introduce watercolour and spend time knowing how to create effects with watercolour.</p>	<p>Know how to use paint to create emotion in art.</p> <p>Explore wash and transparency, marks and strokes when painting.</p> <p>Develop a colour palette through combinations to enhance mood, etc.</p> <p>Experiment further with tint, tone, shade, hue, complementary and contrasting colours.</p> <p>Introduce acrylic paints (substitute for oil paint) and experiment with texture.</p>	<p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Be able to identify and work with complementary and contrasting colours.</p> <p>Experiment with the use of paint to create contemporary art ideas.</p>
Printing		<p>Imitates a range of painting techniques modelled to them e.g. printing.</p>	<p>Carry out different printing techniques, e.g., block or relief printing, rollers, stencils, mesh, or plastic, to create a repeating pattern.</p>	<p>Print with a range of hard and soft materials, e.g., corks, pens, barrels and sponges.</p> <p>Press, roll, rub and stamp to create prints.</p>	<p>Create printing blocks using a relief or impressed method.</p> <p>Lift an impression or print from a textured or incised surface using a stamp or block</p>	<p>Print onto fabric using at least four colours.</p> <p>Explore environmental and made patterns.</p> <p>Create printing blocks using relief or</p>	<p>Master printing techniques and make an appropriate and effective choice in the use of visual elements to reflect the purpose of the work.</p>	<p>Develop their own style when working with a range of tools and materials.</p> <p>Create printing blocks using the</p>

			<p>Make marks in print with various objects, including natural and made objects, e.g., fabric, plastic, tissue, magazines, crepe paper, corks, sponges, etc.</p> <p>Create rubbings from a print or textured surface.</p> <p>Know how to create a repeating pattern in print.</p>		<p>and water-based printing ink and prepared surfaces.</p>	<p>impressed methods in more detail.</p> <p>Research, create and refine a print using a variety of techniques.</p>	<p>Create abstract patterns to reflect personal experiences and expression for a purpose.</p> <p>Add layers of colours as appropriate and then embellish.</p> <p>Design a print and pattern linked to the works studied.</p> <p>Create an accurate print design following the given criteria.</p>	<p>relief or impressed method.</p> <p>Know that it is important to ensure that the lino is cleaned properly and ready for the next print.</p> <p>Use lino cutters to cut through pen lines.</p> <p>Know that more detail and mark making create a more effective print.</p>
Sculpture	<p>Manipulates malleable materials to create shape.</p>	<p>Manipulates malleable materials to create shape.</p> <p>Imitates marks and textures into clay / dough surface.</p>	<p>Manipulate materials in a variety of ways, e.g., rolling, cutting and shaping.</p>	<p>Make an object out of junk material for a purpose.</p> <p>Know how to appropriately join materials to create stability within a sculpture.</p>	<p>Shape, form, model and construct malleable and rigid materials.</p> <p>Join clay adequately.</p> <p>Use a coiled method to create a clay sculpture.</p>	<p>Know how to sculpt malleable and mouldable materials with more accuracy.</p> <p>Select and arrange 3D materials to convey feelings, expression and movement when creating a sculpture.</p> <p>Paper sculptures</p>	<p>Shape, form, model and construct from observation and imagination.</p> <p>Use recycled, natural and made materials to sculpt.</p> <p>Plan a sculpture through drawing (exploded) and other preparatory work (including form, shape, modelling, and joining).</p> <p>Know that batik is a wax-resist dyeing technique applied to cloth and is of Javanese origin.</p>	<p>Apply skills using malleable materials, including slabs, coils, slips, etc.</p> <p>Shape, form, model and join clay.</p>
Knowledge of Art			<p>Describe what can be seen and give an opinion about an artist's work.</p> <p>Ask questions about a piece of art.</p>	<p>Suggest how artists have used colour, pattern and shape.</p> <p>Know how to create a piece of art in response to the work of a well-known artist.</p>	<p>Recognise when art is from different historical periods.</p> <p>Know how to identify the techniques used by different artists.</p> <p>Recognise when art is from different cultures.</p> <p>Begin to understand the historical and</p>	<p>Experiment with the styles used by other artists.</p> <p>Explain some of the features of art from historical periods and different cultures.</p> <p>Know how different artists developed their specific techniques.</p>	<p>Research the work of an artist and use their work to replicate a style.</p> <p>Know that most artists explore multiple options to visualise how their work can/will turn out, even if there is only a slight adaptation.</p>	<p>Explain the style of art used and how a famous artist has influenced it.</p> <p>Understand what a specific artist is trying to achieve in any given situation.</p> <p>Understand why art can be very abstract.</p>

					cultural significance of a chosen artist.			Understand what message the artist is trying to convey.
Famous Artists Studied			Piet Mondrian George Seurat Alice Tangerini (illustrator) Breatrix Potter (illustrator)	Vincent Van Gogh Orla Kiely Henri Matisse Roy Lichtenstein	Eduardo Paolozzi Edgar Degas Andy Goldsworthy	Ladi Kwali Dennis Creffield Claude Monet	John Constable. Henry Moore Vincent Van Gogh Henri Rousseaux David Hockey Man Ray	Georgia O'Keefe Pablo Picasso Katsushika Hokusai Johnson Tsang
Sketch Books			Use a sketchbook to gather and collect artwork.	Develop and record their ideas through painting, drawing and sculpture in response to first-hand observations.	<p>Create a sketch collection in books to record their observations.</p> <p>Use sketchbooks to review and revisit ideas, e.g., use a variety of sketching pencils to practise mark making to evoke texture, shade, pattern, tone, shadow, line, light and depth.</p> <p>Know that different pencils create different levels of intensity – the larger the number, the softer the pencil.</p> <p>Know how different styles of hatching can create different patterns and textures.</p>	<p>Use journals to collect and record visual information, textiles, and patterns from different sources.</p> <p>Annotate work in sketch books.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>	<p>Collect ideas for preliminary studies trying out different media and materials.</p> <p>Describe thoughts and feelings about their own and others' work and discuss how these might influence their designs using appropriate language.</p> <p>Use sketchbooks to explore the composition of different geometric shapes and lines.</p> <p>Explore ideas in sketchbooks, adding notes on choices, thoughts, feelings and ideas.</p>	<p>Develop ideas using different and mixed media using sketchbooks.</p> <p>Annotate work in a sketch book.</p> <p>Adapt and critically evaluate their work as their ideas develop.</p> <p>Practise creating landscape printings in sketchbooks.</p>