

Progression of Skills and Knowledge in Art



Art

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Art Overview written by Michelle Mytton, Subject Leader

Curriculum Intent

At Elton CE Primary school, Art is an important part of our broad and balanced curriculum. We offer an exciting art and design education where the aim is to equip children with the knowledge and skills to inspire and challenge them. Our curriculum allows children to have the confidence to explore, experiment and experience with their own creative works of art, craft and design. Through evaluation of their work, children are able to develop critical thinking and a deeper understanding of art and design. They are also enabled to explore the impact of art craft and design throughout history and from a range of cultures. Ideas and responses generated through class discussions are recorded in a "floor book" and kept as a record to be enjoyed, shared and revisited.

We follow the national curriculum aims for art and design to ensure that all pupils:

1. produce creative work, exploring their ideas and recording their experiences
2. become proficient in drawing, painting, sculpture and other art, craft and design techniques
3. evaluate and analyse creative works using the language of art, craft and design
4. know about great artists, craft makers and designers, and understand the historical and cultural development and impact of their art forms.

Curriculum Implementation

Children are taught Art as a discrete subject under the Big Question banner, so that it links in to a wider range of subjects. It is also integrated across other areas of the curriculum. Elton's Big Question long term plan, allows children to explore a range of disciplines and media including painting, drawing, textiles, collage and sculpture. The children learn about the work of famous local, national and international artists to further enhance their learning.

Early Years Foundation Stage

Children are encouraged to explore and use a range of media and materials and develop skills through teacher directed activities. Children develop their understanding of materials in order to manipulate and create different effects. They are taught how to use tools and techniques with greater control and confidence. They are shown how to work with purpose, express their own ideas and how to evaluate their work. Children in the Early Years are assessed within Expressive Arts and Design and their progress is tracked termly. Age-related expectation levels are reported to parents at the end of the reception year.

Key Stage 1

Children will experience the following at our school:

1. use a range of materials creatively to design and make products
2. draw, paint and sculpt, to develop and share their ideas, experiences and imagination
3. work collaboratively with others to create group work
4. begin to use a sketch book for teacher lead drawing sessions
5. experience a wide range of art and design techniques when using colour, pattern, texture, line, shape, form and space

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6. appreciate the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Children are taught to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children are taught to:

1. record their observations in sketch books and to use them to review and revisit ideas
2. improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
3. reflect on the work of great artists, architects and designers in history, and how the work makes them feel and to share their ideas with others

Curriculum Impact

Children at Elton CE Primary School have sketchbooks which they take with them as they move through the school from Year 1. This enables the children and staff to see the progress children have made, both with their drawing skills and ideas generation. Floor books are also taken through school with each class providing children's personal reflections and individual responses to artwork, artists and art movements. Formative assessment takes place throughout the school year and teachers use this information to inform future lessons, ensuring that children are supported and challenged appropriately. Further information is gathered through verbal feedback, and staff discuss achievement, improvements, and knowledge and skills which form next steps.

Extracurricular opportunities

- Throughout the year, children are allowed to showcase their artwork as part of our "Homework Matters".
- They also have access to arts and crafts-based clubs which are run by teachers at various points of the year, and craft and design activities in Elton Enrich on a weekly basis, where they might be introduced to a new artistic technique (felting, quilling etc.)
- The school is organising an "art gallery" this year to replace the displays in the hall – every child will have a piece of artwork on display.
- Pupils have independently organised an arts stall and produced their own artwork (cartoon drawings, keyrings, jewellery and origami) to sell in order to raise funds for the school.

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Key to understanding this document: Black = National Curriculum objectives Red = Knowledge/Skills to be taught Green = Resources to be used

| Area of Learning | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>To produce creative work, exploring their ideas and recording their experiences.</p> <p>KS1 pupils should be taught to use a range of materials creatively to design and make products.</p> | <p>Exploring and using media and materials – children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations, they find out and make decisions about how media and materials can be combined and changed.</p> <p>Being imaginative – children talk about the ideas and processes, which have led them to made designs, images or products. They</p> | <p>Explain what they and others have done.</p> <p>What feelings does it bring?</p> <p>What might they change?</p> <p>Use a sketchbook to collect ideas.</p> <p>Ask and answer questions about starting points, artists etc.</p> | <p>Experiment with tools and surfaces – oil pastels, chalks, pencil, colouring pencils - on the playground, fabrics, pastel paper and wood (look at texture and pattern)</p> <p>Draw lines from observations</p> <p>Draw the gaps (draw shapes in between objects)</p> | <p>To create sketch books to record their observation and use them to review and revisit ideas.</p> <p>Compare their work to others, methods, techniques, colours etc.</p> <p>Adapt their work after discussion.</p> <p>Use a sketchbook to collect ideas, develop ideas and annotate.</p> <p>Record from observations and their own imagination.</p> | <p>To create sketch books to record their observation and use them to review and revisit ideas.</p> <p>Compare ideas, methods and approaches used by themselves and others.</p> <p>Discuss how they feel about their own and others work.</p> <p>What might they change? Adapt work accordingly.</p> <p>Use a sketchbook to record observations and other visual information from different sources.</p> | <p>To create sketch books to record their observation and use them to review and revisit ideas.</p> <p>Compare ideas, methods and approaches used by themselves and others.</p> <p>Discuss how they feel about their own and others work.</p> <p>What might they change? Adapt work accordingly.</p> <p>Use a sketchbook to record observations and other visual information from different sources.</p> | <p>To create sketch books to record their observation and use them to review and revisit ideas.</p> <p>Compare ideas, methods and approaches used by themselves and others.</p> <p>Discuss how they feel about their own and others work.</p> <p>What might they change? Describe how they may change their work and why. Adapt work accordingly. Then discuss how they could change it further.</p> |

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| | <p>can talk about features of their own and others' work, recognising the differences between them and the strengths of others.</p> | | | | <p>Annotate ideas.</p> <p>Question, discuss and make observations about starting points/artists and artworks.</p> <p>What can they magpie for their own work?</p> | <p>Annotate ideas.</p> <p>Question, discuss and make observations about starting points/artists and artworks.</p> <p>What can they magpie for their own work?</p> | <p>Use a sketchbook to record close observations and other visual information from different sources.</p> <p>Annotate ideas.</p> <p>Question, discuss and make observations about starting points/artists and artworks.</p> <p>What can they magpie for their own work?</p> |
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| <p>DRAWING KS1 pupils should be taught to use drawing to develop and share their ideas, experiences and imagination. KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>KS2 Pupils should be taught to improve their mastery of art and design techniques, including drawing with a range of materials.</p> | <p>Use a variety of tools to mark make – pencils, paint, sticks, chalk, water.</p> <p>Draw into sand, liquids, onto the ground using liquids and tools.</p> | <p>Use a variety of drawing tools – crayon, chalk, pencil, felt tips, poster paint.</p> <p>Draw light and dark lines (tone)</p> <p>Create rubbings (texture)</p> <p>Observe and draw shapes.</p> <p>Observe and draw patterns.</p> | <p>Experiment with tools and surfaces – oil pastels, chalks, pencil, colouring pencils, poster paint - on the playground, fabrics, pastel paper and wood (look at texture and pattern)</p> <p>Draw lines from observations</p> <p>Draw the gaps (draw shapes in between objects)</p> | <p>Experiment with different grades of pencil, cross hatching, blending</p> <p>Use different grades of pencil to apply tone to drawings</p> <p>Make marks using different drawing implements – oil pastels, charcoal</p> <p>Create textures with different drawing implements, pencil, oil pastels, charcoal</p> <p>Use pencil, charcoal and oil pastels to draw different form and shape</p> | <p>make marks and lines with a wide range of drawing implements, chalk pastels, pencils, fine liners, felt tips, paint</p> <p>apply and use simple pattern and texture to a drawing</p> <p>show an awareness of objects have a third dimension</p> | <p>Use different media to make marks and lines in dry media – digital mark making, pencil, charcoal, oil pastels</p> <p>Explore colour mixing and blending with coloured pencils</p> <p>Apply the effect of light on objects from different directions</p> <p>Begin to use perspective in work using a single foci point and horizon</p> | <p>Experiment with wet media to make marks, lines, patterns, textures and shapes – ink, paint, watercolour pencils</p> <p>Produce accurate drawings from observation and use tonal contrast in drawings</p> <p>Use mixed media in artworks using a combination of areas taught – print, ink, paint, fabric, collage etc – use pattern and texture</p> <p>Develop an awareness of composition, scale and proportion, foreground, middle ground and background.</p> <p>Scale up and down images.</p> |
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| <p>COLOUR</p> <p>KS1 pupils should be taught to use painting to develop their ideas, experiences and imagination. KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>KS2 Pupils should be taught to improve their mastery of art and design techniques, including painting with a range of materials.</p> | <p>Experiment with painting and colour mixing using powder paints, poster paints and water colours.</p> <p>Experiment with crayons, chalks and oil pastels.</p> | <p>Using poster paints, crayon, chalk, pencils, felt tips etc</p> <p>Name colours</p> <p>Experiment with colours</p> <p>Mix primary colours to make secondary colours</p> <p>Apply colour with different tools – brushes, rollers, fingers etc</p> <p>Create repeating patterns</p> | <p>Describe colours</p> <p>Make as many tints as possible using white poster paint</p> <p>Darken colours using black poster paint to create shades.</p> <p>Collect, sort and match colours to create an image</p> <p>Use colour on a large scale – dye fabric for backgrounds</p> | <p>Use specific colour language – primary colour, secondary colour, tertiary colours, hue, shades (black added), tints (white added).</p> <p>Experiment with paint and pastels.</p> <p>Mix colours and know which are primary, secondary and tertiary colours. Make colour wheels.</p> <p>Experiment with effects and textures – dotting, scratching, splashing.</p> | <p>Colour mix to match tints, tones and shades in existing works.</p> <p>Mix and use, tints, tones and shades and apply to work. Use paints and chalk pastels.</p> <p>Compare watercolour and acrylic tints, tones and shades.</p> | <p>Identify and work with complementary and contrasting colours using different media – paint, pastels etc</p> <p>Mix and match colours to create atmosphere</p> <p>Use a variety of tools to create texture</p> | <p>Mix and match colours to create light, thinking about direction of light and its effect on images</p> <p>Use different media to create tints, tones, shade and mood – ink, paint, pastels oil and chalk</p> <p>Identify how colour can portray emotion and use this in their own artwork</p> |
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| <p>SCULPTURE KS1 pupils should be taught to use sculpture to develop and share their ideas, experiences and imagination.</p> <p>KS2 Pupils should be taught to improve their mastery of art and design techniques, including sculpture with a range of materials.</p> | <p>Explore a range of malleable materials to make models or pictures using – playdough, plasticine, clay, saltdough, cooking materials.</p> | <p>Roll, carve, make marks on and knead malleable materials – dough, plasticine and use them to make objects for a purpose.</p> <p>Use patterns.</p> | <p>Explore sculpture of malleable materials and manipulate malleable materials for a purpose - mod rock and pipecleaner sculptures and clay pots</p> | <p>Shape, form and construct malleable and rigid materials.</p> <p>Construct a base for extending and modelling other shapes – paper mache – and use for a purpose.</p> | <p>Shape, form, model and construct malleable and rigid materials – clay tiles</p> | <p>Shape, form, model and construct from observation and imagination.</p> <p>Plan a wire sculpture through drawing and other preparatory work.</p> | <p>Shape, form, model and join using malleable and rigid materials – wire/junl modelling, paper, card and mod rock.</p> |
| <p>PRINTING KS1 pupils should be taught to develop a wide range of art/design techniques using colour, pattern, texture, line, shape, form and space.</p> <p>KS2 Pupils should be taught to improve their mastery of art/design techniques, including drawing and painting with a range of materials.</p> | <p>Use sponges to make patterns or pictures.</p> <p>Print with food items.</p> <p>Finger painting.</p> <p>Use found materials man made/natural to print.</p> | <p>Create repeating patterns</p> <p>Observe and recognise patterns in the environment</p> <p>Develop impressed images using foods ie potatoes with shapes cut into them</p> <p>Relief prints using foam printing blocks</p> <p>Create patterns</p> | <p>Print with a wide range of objects, man made and natural.</p> <p>Discuss regular and irregular shapes.</p> <p>Experiment with over printing and colour</p> | <p>Experiment with mono printing.</p> <p>Colour mix by overlapping colour prints</p> <p>Create repeating patterns using relief ie leaves, string prints</p> <p>Create repeating patterns using impressed print – press print tiles</p> <p>Interpret manmade and environmental patterns</p> | <p>Print with two overlays using an impressed print – lino cut</p> | <p>Print with three overlays – using card, string and small lino tiles to create block prints</p> | <p>Screen printing</p> |

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| <p>TEXTILES AND COLLAGE</p> <p>KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>KS2 Pupils should be taught to improve their mastery of art and design techniques with a range of materials.</p> | <p>Use fabric, wool or thread to make models with recycled items.</p> <p>Use ribbons and string to thread and make patterns.</p> <p>Make collages using paper, tissue, crepe etc</p> <p>Use fabrics for role play/</p> | <p>Create fabrics by weaving – use man made and natural materials ie grass through twigs, plastic through fence, wool around lolly sticks etc</p> <p>Introduce adhesives – pritt and PVA</p> <p>Fold, crumple, tear, overlap and sort different materials.</p> | <p>Cut and shape fabric using scissors</p> <p>Glue and stitch together using large eye needles</p> <p>Use simple applique</p> <p>Knot, fray, fringe, twist or plait threads/fabrics</p> <p>Overlap and overlay materials.</p> <p>Show awareness of contrasts in textures and colours.</p> | <p>Dye fabric – tie dye/dip dye</p> <p>Stitch (running stitch and over stitch), cut and join fabric</p> <p>Use collage to represent objects as well as imaginative work.</p> | <p>Use a wide variety of stitches (running, back, blanket, over, cross stitch, chain stitch) to join materials and to create pattern and texture.</p> <p>Develop their own materials for collage – marbelling etc Embellish work using a variety of techniques and materials.</p> | <p>Identify how artists use textiles. Create work using textiles, and various stitching techniques and embroidery stitches.</p> <p>Recreate designs from other times and cultures using a variety of materials.</p> | <p>Use fabrics to create a 3D structure</p> <p>Use a range of mixed media to create collages, textiles, fabric, sew onto canvas, card etc</p> <p>Add collage to a printed or painted background.</p> |
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| <p>KS1 pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work.</p> <p>KS2 - Pupils should be taught about great ARTIST, ARCHITECT AND DESIGNER STUDIES</p> | <p>Eric Carle - illustrator</p> <p>Piet Mondrian</p> <p>Henri Matisse</p> <p>Jackson Pollock – modern artist</p> <p>Vincent Van Gogh – impressionist artist</p> <p>Michelle Reader – sculptor using recycled materials</p> | <p>Term 1 – Digging for Dinosaurs topic</p> <p>Stomp, Dinosaur Stomp inspired Wassily Kandinsky (Russian painter and abstract artist).</p> <p>Term 2 – Amazing Africa topic</p> <p>Esther Mahlangu (African artist)</p> <p>Term 3 and 4 – Stories and Animation topic</p> <p>Barbara Hepworth (English artist and sculptor)</p> <p>Nick Park (animator)</p> | <p>Term 1 – Marvellous Me topic</p> <p>Andy Warhol (pop artist) – portraits.</p> <p>Alberto Giacometti</p> <p>Term 2 and 3 – Time Travel topic</p> <p>Amanojaku to Hesomagari (Textile bag artist)</p> <p>Terms 4 and 5 – Intrepid Explorers</p> <p>Henri Rousseau</p> <p>Jeannie Baker (writer, artist and illustrator – Where the Forest Meets the Sea)</p> <p>Term 6 – Mini-beasts topic</p> <p>Andy Goldsworthy (environmental artist)</p> | <p>Term 1 and 2 the stone age topic</p> <p>Kumi Yamashita (Japanese artist and sculptor)</p> <p>Term 2 – David Walliams</p> <p>Tony Ross / Quentin Blake (illustrators)</p> <p>Term 3 - Greeks</p> <p>Cecilia Levy (papier Mache artist)</p> | <p>Terms 1 and 2 – The Roman topic</p> <p>Michelangelo (sculptor, artist and architect)</p> <p>Leonardo Di Vinci</p> <p>Terms 3 and 4 – Around the World topic</p> <p>M.C. Escher (graphic artist)</p> <p>Hokusai (Japanese printer and artist)</p> <p>Terms 5 and 6 – The Anglo Saxons Illuminated letters and other work by Anglo-Saxon artists</p> | <p>Terms 1 and 2 – Ancient Egypt topic</p> <p>Edward Saidi Tingatinga (African painter)</p> <p>Term 3 and 4 – To Infinity and Beyond topic</p> <p>Clyde Bango (wire sculptor artist Zimbabwean) and/or Clive Maddison (UK wire sculptor) Wirework</p> <p>Terms 5 and 6 – Vikings topic</p> <p>6 Styles of Norse Art; Oesberg, Borre, Jellinge, Mammen, Ringerike and Urnes</p> | <p>Terms 1 and 2 – World War 2 topic</p> <p>Michael Foreman (illustrator) and Norman Wilkinson (1878-1971) a prolific painter, illustrator, poster artist, and wartime camoufleur.</p> <p>Terms 3 and 4 – Extreme Earth and Mayans</p> <p>Study volcano artwork by Andy Warhol, Turner, Joseph Wright and Clarkson Frederic Stanfield (pupils can produce own mixed media)</p> <p>Terms 5 AND 6 – Mayans and ENTERPRISE</p> <p>Study historical artefacts, sculptures, drawings and paintings.</p> |
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| | | <p>Term 5 – Memory Box topic</p> <p>William Morris (textile designer)</p> <p>Term 6 – The Sky’s the Limit topic</p> <p>Frank Stella (American painter, sculptor and printmaker)</p> | | | | | |
| Key Vocabulary | | Adhesive Carve Chalk Crayon Colours crumple dark dough environment fabric Felt tips fold Impressed print knead light man made | Applique Chalks clay Colouring contrast Dye Fabric Fray fringe Irregular knot Malleable Man made Mod rock natural Oil pastels | blending Charcoal collage Cross hatch Dip dye Dotting Dye Environmental Grades Hue Implements Impressed Manmade Mono print Natural | Acrylic Back stitch Chain stitch Chalk Clay Collage Construct Cross stitch Embellish Fineliners Form Fresco Implements Impressed print Malleable Marbelling | Atmosphere Blending Block prints Charcoal Coloured pencil Complementary Construct Contrasting Digital marks Dry media Embroidery Foci Form Horizon Lino tiles Media | Chalk Collage collage Composition Contrast Emotion Fabric Ink Ink Light Mixed media Mood Observation Paint Paint |

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| | | <p>natural overlap pattern Pencil Poster paint plasticine Primary colours Relief print Repeating rollers Secondary colours Shape Tools Tone Rubbings Roll weave</p> | <p>over printing overlap overlay pastel pencils Pencils plait Regular sculpture shades stitch surfaces</p> <p>texture tint Tools twist</p> | <p>Oil pastel Over stitch Overlapping Pressprint Primary Relief Repeating Running stitch Scratching Secondary Shades Splashing Tertiary Texture Tints Tone</p> | <p>Model Overlays Pastels Pattern Pencils Rigid Running stitch Shades Shape Stitched Texture Third dimension Tints Tones Wash Watercolour</p> | <p>Mixing Model Observation Oil pastels Overlays Pencil Perspective Sculpture Shape Textiles Texture Tools Wire</p> | <p>Pastels Pattern texture Patterns Print Proportion Scale Screen print Shades Textures Tints Tonal Tones Watercolour Wet media</p> |
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