

ART & DESIGN SKILLS AND KNOWLEDGE PROGRESSION



*"A true artist is not one who is inspired, but one who inspires others." –
Salvador Dali*

Art & Design Curriculum

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation

The national curriculum for art and design aims to ensure that all pupils:

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

Throughout each year group and across topics children will

- work on small and large scales
- work independently and collaboratively
- study a range of artwork and artists relevant to the area of art they are studying
- study a range of designers and architects relevant to the area of art they are studying
- use and develop appropriate language to describe tools, processes etc

EYFS

Art in the Early Years Foundation Stage is taught through ‘Expressive Arts and Design’ particularly through ‘Creating with Materials.’ Children will learn to safely use and explore a variety of materials, tools and techniques. They will experiment with colour, design, texture, form and function. Children will share their creations with other adults, peers in their class and other children in their school, explaining the processes they have used. Children will also be encouraged to make and use props and materials when role playing characters.

Year Group	Content
<u>YEAR 1</u>	<p><u>Key Skills</u></p> <p><u>Generation and development of ideas</u> Respond to starting points (stories, rhymes, objects, experiences, nature, observations) Communicate their ideas simply before creating artwork</p> <p><u>Evaluation</u> Say what they like about their own or others’ work using simple artistic vocabulary</p> <p><u>3D – malleable materials</u> Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. Use hands and tools to build, describing the materials they are using Use materials to make known objects for a purpose Make simple joins by manipulating modelling materials</p> <p><u>Collage</u> Explore and experiment with lots of collage materials</p>

Art and Design Progression

Cut and tear paper, textiles and card and glue it to a surface
Sort and arrange collage materials

Painting

Experiment with thin and thick paint brushes
Identify and use paints in the primary colours.
Mix primary colours to make secondary colours. Show them on a colour wheel
Begin to apply paint in various ways –brushing, sponging
Produce a painting from imagination or observation

Printing

Use various printing tools such as sponges, fruit, veg
Create simple clear prints using a range of items
Make simple prints and patterns

Drawing

Draw lines of different shapes and thicknesses
Describe patterns and shapes that can be seen
Use lines to represent shapes or outlines
Observe anatomy and encourage accurate drawing of people
Sketch objects in the natural and manmade world
Represent the human face, using drawing, from observation, imagination or memory with some attention to facial features.

Digital

Use a computer to draw pictures with lines and shapes and colour
Take a self-portrait photograph or photo of someone else

Knowledge

To know that we can get ideas from our artwork from lots of different places, including our imagination
To know that we can talk about our artistic ideas
To know how to express likes or dislikes about a piece of art
To know landscape and portrait paper orientations

Art and Design Progression

Know that a sculptor is someone who creates sculptures
To know that the shape of malleable materials can be easily changed by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.
Know how to use different materials to create a sculpture
Know a range of joining/combining techniques to join chosen materials together (tape, glue, pinching/smoothing clay or plasticine)
To know that a collage is a piece of art made by sticking different materials down onto a backing
To know how to use scissors to cut paper and other materials
To know how to use hands to tear paper
To know different ways of sorting materials (colour/texture/pattern)
To know that red, yellow and blue are the primary colours
To know that orange, green and purple are secondary colours
To know that mixing 2 primary colours creates a secondary colour (red+yellow=orange, yellow+blue=green, blue+red=purple)
To know that we can apply paint in different ways (brushes, sponges, hands) and that this creates different effects
To know that we can print using lots of different equipment
To know that we can draw with different media
To know that we can use lines to create shapes and outlines
To know facial features include eyes, nose, mouth, eyebrows and ears
To know that a sketch is a quick drawing
To know that we can create art using computers and cameras

Artist Studies:

Monet's art style was known as impressionism
Monet used short brush strokes painted onto the canvas
He experimented with light and shadow
He used very strong colours but never mixed them

Elaine Sturtevant and Andy Warhol created pop art style artwork
Pop art consists of bright colours
Pop art often uses repeated images
Roy Lichtenstein created pop art inspired by comic strips

To know Hundertwasser was an abstract painter and architect
He used bright colours in his works

	He rarely used straight lines and used lots of spirals
<u>YEAR 2</u>	<u>Key Skills</u> <u>Generation and development of ideas</u> Explore ideas from imagination or from real starting points including the natural world, man-made objects and stories Make simple sketches to explore and develop ideas. <u>Evaluation</u> Comment on other's work and suggest way of improving own work. Explain main successes and challenges encountered when completing a piece of art work <u>3D – malleable materials</u> Use hands and tools to shape and form from observation Press objects into a malleable material to make or replicate textures, patterns and imprints. <u>Collage</u> Mix paper and other materials with different textures and appearances Use a range of shapes, patterns and colours in collages Use cutting and tearing with more accuracy Use coiling and overlapping in collage work <u>Painting</u> Use different brushes and tools to apply paint and create patterns Begin to apply paint in various ways –brushstrokes, dripping, flicking, scraping Identify and use warm and cold colours Lighten colours using white to make as many different tints as they can Darken colours using black, to make as many shades as they can Produce a painting from imagination or observation with some attention to detail <u>Printing</u> Use polystyrene tiles to develop a block print. Print by pressing and rolling Identify printing in the environment (books, pictures, fabrics, wallpaper etc)

Art and Design Progression

Drawing

Draw a variety of lines of different sizes, thicknesses, styles and tones

Use lines, dots and marks to create textures, patterns and tone in work

Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space

Look at drawings and begin to discuss the use of shadows and use of light and dark

Draw the human form, including face and features, from observation, imagination or memory.

Digital

Use a paint program to draw pictures

Edit work using cut, copy, paste and erase tools

Use a zoom feature to show an object in detail

Knowledge

To know that we can get ideas from our artwork from lots of different places, including our imagination, the natural or man-made world, and stories.

To know we can make a quick sketch to start or record an idea for our artwork

To know that we can improve our artwork

To know that to know that people have different opinions about artwork

To know that abstract art is art that doesn't try to represent objects as they are in real life. It may also represent thoughts and feelings.

To know that sculpture is a work of art that is produced by carving or shaping stone, wood, clay, or other materials.(NOTY YR1??)

To know that we can use our hands or other tools to create or form 3D work

To know we can make patterns in malleable materials with our hands or tools

To know that we can use a range of different materials in a collage

To know we can overlap materials in a collage for effect

To know that we can apply paint in different ways (brushes, flicking, dripping, scraping) and that this creates different effects

To know reds, yellows and oranges are warm colours

To know blues, greens and purples are cool colours

To know we can make tints of a colour by adding white

To know we can make shades of a colour by adding black

To know we can make our own printing blocks

To know that prints are used in everyday items and are all around us (wallpaper, fabrics, paper)

To know we can add patterns and texture in drawing by using dots

Art and Design Progression

	<p>To know that textures include rough, smooth, ridged and bumpy.</p> <p>To know that drawings can show light and dark</p> <p>To know that zooming in on a camera shows things in finer detail</p> <p>To know a landscape shows what can be seen across an area of land</p> <p>To know that lines can be used to make shapes (buildings/people/objects...)</p> <p>To know lines can be straight, curved, wavy, horizontal, vertical, diagonal, long or short</p> <p>Artist studies:</p> <p>To know that Laurence Stephen Lowry (L.S. Lowry) was an artist from Manchester.</p> <p>To know that Lowry was famous for painting about life in industrial towns and his 'matchstick men' people</p> <p>To know some common features of LS Lowry's paintings eg factories, mills, chimneys, people (matchstick figures), houses, crowds, subdued/limited colours, smoky/foggy skies</p> <p>To know that Lowry wanted to depict everyday life in his work</p>
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Year Group	Content
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YEAR 3

Key Skills

Generation and development of ideas

Explore ideas and collect visual and other information for my work

Identify interesting aspects of objects as a starting point

Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique

Evaluation

Comment on similarities and differences between own and other's work

Make suggestions for ways to adapt and improve a piece of artwork

3D – malleable materials

Shape, form model and construct from observation and/or imagination with increasing confidence

Have an understanding of different adhesives and methods of construction

Use decorative technique (mark making, applied, impressed, painted) to improve the aesthetics of artwork

Collage

Use precise cutting skills

Use a variety of materials to create a collage on a theme

Use montage, tessellation and other patterns in collage

Painting

Mix colours to create tints (add white), tones (add grey) and shades (add black)

Identify and use contrasting coloured paints.

Experiment in creating mood and feeling with colour

Continue to apply paint in various ways –stippling, dabbing

Produce a painting, creating patterns and textures using a range of techniques

Printing

Use printing equipment and media with increasing confidence

Use relief and impressed printing processes

Make repeat patterns for decorative purposes

Drawing

Experiment with different grades of pencils to show tone/texture etc

Add tone to a drawing by using a range of marks: linear and cross-hatching, scumbling and stippling.

Use tone to show areas of light and shadow

Draw a human figure in a variety of poses, using a range of materials, such as pencil and charcoal

Digital

Use cameras or video cameras to capture textures, colours, lines and tones from the natural and man-made world

Knowledge

To know that I can collect different information to help gather ideas for my artwork

To know sketches can be used to record ideas or try out techniques

To know that artworks (including our own) can have similarities and differences

To know that there are different methods of adhesive that can be used in 3D work

To know that there are different methods to construct 3D work

To know some decorative techniques that can be used to improve 3D work

To know artwork can be based on a theme eg – mountains, Spring.....

To know tessellation can be used in collage

(To know a montage can be made using collage techniques)?????

To know we can make tones of a colour by adding grey

To know colours can be used to portray mood

To know that we can apply paint in different ways (stippling, dabbing) and that this creates different effects

To know that relief printing is where pattern is carved into a block

To know that a still life is a painting or drawing of an arrangement of objects (often including fruit/flowers)

To know that different grades of pencil can be used to show tone and texture in drawing

To know hatching, crosshatching, scumbling and stippling can be used to add tone in a drawing

Artist studies:

To know Paul Cezanne was an artist that specialised in still life drawings.

His favourite subject was apples.

To know Nicole Dyer is a contemporary still life artist.

Art and Design Progression

	<p>Her work is classified as Pop Art as well as still life.</p> <p>To know Hokusai produced drawing, paintings and printing. He created the 36 views of Mount Fuji His style used limited colours He used wooden blocks and inks</p>
<u>YEAR 4</u>	<p><u>Key Skills</u></p> <p><u>Generation and development of ideas</u> Explore ideas and collect visual and other information to help me develop my work Select and record visual and other information to develop ideas on a theme Create a series of sketches over time to develop ideas on a theme or mastery of a technique.</p> <p><u>Evaluation</u> Give constructive feedback to others about a piece of artwork. Adapt and refine own work</p> <p><u>3D – malleable materials</u> Shape, form model and construct from observation and/or imagination with increasing confidence Select methods to create surface patterns, textures and embellishment on 3D work</p> <p><u>Collage</u> Use cutting skills to create repeated patterns Experiment with techniques that use contrasting textures, colours and patterns (rough/smooth, light/ dark, plain, patterned)</p> <p><u>Painting</u> Darken colours without using black Observe colours on hands and faces and mix a range of skin colours Use watercolour to apply paint in various ways –colour wash, wet-on-wet, wet-on-dry, Produce a watercolour painting from imagination or observation using a range of techniques</p>

Printing

Reflect and create patterns found in the natural and manmade world

Create a mono-print

Explore overlapping prints

Drawing

Add shading (tone and value) to add the effects of light and shadows on surfaces, objects and people using different grades of pencil

Continue to develop a range of mark-making techniques to create desired effects

Introduce the concepts of scale and proportion (including shape/proportion of human body)

Draw from close observation capturing fine detail, including working on facial features

Use the properties of pen, ink and charcoal to create a range of effects in drawing.

Digital

Take digital photographs and enhance them with computer software

Take a photo from an unusual or thought provoking view

Knowledge

To know that using a sketchbook to collect ideas and practice methods can help improve artistic techniques and work

To know that our art work can be adapted and refined

To know that good feedback is constructive and can help us improve our work

To know there are different ways to add decoration, pattern, texture and embellishment to 3D work (eg paint, sequins, scraping or indenting in malleable materials....)

To know that repeating patterns can be made by cutting

To know that we can find contrast in a variety of artistic areas (eg texture, pattern, tone, colour)

To know that adding a complementary colour (opposite on colour wheel) will darken a colour without needing black

To know watercolour paint is used with lots of water

To know watercolour can be applied in different ways

To know a mono-print is a print that can only be made once

To know that prints can overlap

Art and Design Progression

To know that different pencils and a range of mark making can be used to add texture and tone
To know that scale means the size of an object in relation to other objects
To know that proportion means the size of a part of an object in relation to other parts of the same object
To know that sculptures are 3D forms traditionally made out of hardy materials like clay, stone and bone however modernism has led to the complete freedom of materials and process.
To know that sculptures can be made from a wide range of materials by using techniques such as carving, assembly by welding or modelling, or molded or cast

Artist studies:
Michelangelo was a famous sculptor and one of his most famous works is 'The David'
He used marble to create his sculptures that was reputed to be 'unworkable'
His work was inspired by models from classical antiquity
His work had a lasting influence on Western art

To know Leonardo Da Vinci was a famous painter, sculpture, architect and engineer.
To know that Leonardo Da Vinci's most famous paintings were the Mona Lisa and Last Supper
To know his artist style is defined as unparalleled attention to detail and realism and he showed a profound curiosity about the human form and natural world.

To know that Georgia O Keefe was an American artist who painted nature in a way that showed how it made her feel.
To know that O Keefe was best known for her paintings of flowers and desert landscapes.
To know she was a pioneer of art due to her unique and new way of painting nature by simplifying its shapes and forms.

YEAR 5

Key Skills

Generation and development of ideas

Review and revisit ideas and sketches to improve and develop ideas

Explain how an idea has developed out of time

Evaluation

Compare and comment on the ideas, methods and approaches in their own and others' work.

Adapt and refine own work to reflect the purpose and meaning of the work

3D – malleable materials

Shape, form model and join with confidence using a range of 3D media, taking their properties into account

Produce intricate and specific patterns and textures

Collage

Create a monochromatic collage

Incorporate text into a collage

Painting

Use taught techniques and knowledge to mix appropriate colours for a piece of art

Apply paint in various ways –sgraffito

Blend paint to create a graduated effect

Produce a painting, blending colours to create an effective background or foreground

Printing

Create a detailed printing block

Use the process of overprinting

Design prints for a specific purpose (e.g. fabric, book cover or wallpaper)

Drawing

Introduce the concept and simple rules of perspective (one point perspective)
Develop own style of drawing using the techniques that have been learnt
Produce increasingly detailed preparatory sketches for paintings and other work
Add colour to an pen or ink sketch or drawing
Explore and create expression in portraiture

Digital

Compose a photograph with emphasis on textural qualities, light and shade
Investigate digital artists

Knowledge

To know we can revisit ideas to improve and develop them
To know a range of methods of shaping, modelling and forming 3D work
To know the properties of different modelling media and when using them is most appropriate
To know monochrome means using only black or white OR varying tones of only one colour
To know that art can give a direct or indirect message to viewers
To know that colour can be blended to create a graduated effect
To know that overprinting can create a specific image
To know that printing designs are made for specific purposes
To know that colour can be added to ink drawings
To know that people develop their own styles as they continue to improve and develop their skills
To know that perspective is a way to show depth (making something look 3-dimensional) in a drawing
To know portraits can show different and specific expressions

Artist studies:

To know that David Hockney used photographic images and observations combined to inspire his artwork
To know that David Hockney was an extensive user of acrylic paints
To know that David Hockney used a layering process to create an opaque effect on his paintings
To know that David Hockney experimented with collage by assembling groups of photographs to form larger compositions

To know that Vincent Van Gogh was a post-impressionist painter

Art and Design Progression

	<p>To know that Vincent Van Gogh's art work mainly consisted of oil paintings To know that Vincent Van Gogh's unique style is defined by his expressive use of colour and textured brushwork To know that his inspiration for his work was the profound connection to nature and the human experience</p> <p>To know that Alaa Awad painted murals (often street murals) To know that Alaa Awad is a neo-pharonic painter (using traditional imagery and symbolism) To know that Alaa Awad's inspiration for his work is from Ancient Egyptian heritage</p> <p>To know that Phidias was an Ancient Greek Sculptor To know that his sculpture Zeus at Olympia was one of the seven wonders of the world</p>
<u>YEAR 6</u>	<u>Key Skills</u> <p><u>Generation and development of ideas</u> Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. Explain intentions when developing ideas, identifying changes and improvements made as a work in progress</p> <p><u>Evaluation</u> Explain how studying other artists work has influenced and developed their own Adapt and refine artwork in light of constructive feedback and reflection with regards purpose and meaning.</p> <p><u>3D – malleable materials</u> Create abstract form choosing appropriate materials Make imaginative use of the knowledge they have acquired of tools and materials to express own ideas and feelings</p> <p><u>Collage</u> To use an artistic style (e.g. Landscape, portrait, still life) and recreate through collage techniques, focusing on texture, pattern and colour</p> <p><u>Painting</u> Use taught techniques and knowledge to mix appropriate colours for a piece of art</p>

Art and Design Progression

Select the most appropriate methods to apply paint for a chosen effect
Produce a painting using colour palettes and characteristics of an artistic movement or artist

Printing

Build up images of whole or parts of objects using various techniques
Use learnt techniques to plan and design their own art work

Drawing

Look at the effect of light on an object from different directions
Observe and use a variety of techniques to show the effects of light
Use a range of media and techniques to represent light/shade, form, pattern and texture in a range of drawing work
Produce increasingly accurate drawings of people
Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.
Use line and tone to draw perspective

Digital

Combine images using digital technology, colour, size and rotation

Knowledge

To know a mood-board or montage can be used to collect ideas
To know that studying other artists can influence our own work
To know that abstract form is often used in 3D artwork
To know that numerous colours can be mixed with a limited palette
To know that certain methods of applying paint are more appropriate to create certain effects
To know that artists or artistic movements have characteristics across the work
To know that light can fall on objects from different directions
To know there are different methods of showing light and dark in drawing
To know that distortion means to twist or alter something from its original state
To know that exaggeration means to make something larger, more prominent or more important

Artist studies:

Art and Design Progression