



Art Knowledge and Skills Progression

Drawing	1	2	3	4	5	6
<p>R</p> <p>Pupils will learn to observe objects ie fruit and vegetables. Talk about colour, shape, pattern. Develop pencil grip.</p> <p>Explorem mark making with pencil, pastel harcoal, drawing curved and straight lines</p> <p>Blend colours</p> <p>Pupils will use drawing, to produce their own snowflake art - focusing on line, shape and colour. Drawing on a range of surfaces including outdoors</p> <p>Use computer to make marks with a mouse – on an ipad</p> <p>Continuous provision drawing using pastel, chalk, pencil, drawing on different surfaces</p>	<p>Self- portraits The children will draw portraits from observations using pencil, pastel and charcoal. Improve pencil grip and hand eye coordination Colour chaos Draw from direct observation of the natural world using pencil, charcoal and pastel. Explore blending when using pastels, and charcoal Joan Miro Learn about the artist Joan Miro and his drawings. They will draw on their own experiences and imagination to create a dream-like picture about their lives</p> <p>Draw with increasing attention to detail</p>	<p>Great fire of London Study different representations of the Great Fire of London, focusing on similarities and differences between them. The children will produce drawings using pencils, pastel and charcoal Sculpture Children will use the natural and man-made environments as inspiration and will produces sketches through observation and develop ideas for their models. The children will use charcoal, pastel and pencil and draw from observations of the natural world linked to science topic. They will draw objects that are near and far away, large and small, and use viewfinders to draw parts of objects. William Morris The children will observe objects and discuss in terms of texture, shape, colour, pattern Learn about the affects created by different grades of pencils and draw with increasing attention to detail.</p>	<p>Cave Painting The children will make sketches form the natural world, choosing the appropriate grade of pencil and varying the pressure used, and choosing charcoal and pastel for effect to represent the qualities of the objects represented. They will investigate pattern, texture, shape and line of objects around them and make colour studies and notes. They will choose from a range pastel, pencil, charcoal to create cave paintings. They will show light and dark in drawings by shading and blending colours. Pottery – Clarice Cliffe Make sketches from observations of the natural and man- made world in sketchbooks –investigate pattern, texture, line and colour and develop ideas for own work. Shading and blending colours and begin to choose warm and cool colours. Landscape Collect photographs and drawings of the landscape, draw from first hand experiences using sketchbooks to create compositions, and will build towards more imaginative work and incorporate these ideas into their own compositions.</p>	<p>Printing Look at patterns in the environment and record as a starting point for own designs. Produce sketches of observation and imagination. Make observational drawings and paintings from the natural or man-made environment including colour studies and notes People in Action Explore ways that artists represent feelings and facial expressions and movement in drawings and relate to own work. Record their observations in sketch books and use them to review and revisit ideas. Draw the human form both moving and still, using charcoal, pastel, pencil, with increasing accuracy. Show light and dark by shading and blending colours and represent tone by varying pressure of pencil. Barbara Hepworth Make observational drawings from the natural or man- made environment including colour studies and notes.</p>	<p>Rainforest Animals Produce sketches, and paintings from observation and imagination, choosing from different media and techniques to express own feelings and explore effects. Show increased attention to detail and subtle variations in colour. Show increasing awareness in drawings of texture, line, pattern and shape, and colour. Show control, working in increasing detail. Still Life Make detailed studies of natural forms in sketchbooks. Learn techniques of layering and blending media such as pastels, charcoal, colour pencils, using hard and soft lead and cross-hatching. Work with increasing awareness in own drawings of texture, line, pattern and shape, and colour. Year 5 summer Dragons Study art and artefacts from China, focusing on shape, texture, pattern and form and develop a design from this. Make detailed studies using a range of drawing techniques use different grades of pencils and varying pressure of pencil, cross-hatching. Increase control and show texture, line, pattern shape and colour</p>	<p>Blitz Art Make detailed studies of man-made forms, choosing media as appropriate to represent the qualities of the objects. le show tonal changes and use techniques of layering and blending pastels, charcoal, coloured pencils different grades of pencil, cross-hatching, varying pressure. Show increasing awareness of texture, line, pattern, shape and colour and show good control Wassilly Kandinsky In own sketches based on art work studied and own imagination, draw on the range of techniques learnt choose carefully for effect from range of media. Show understanding of composition, light and dark and how to create mood and feeling. African Art Esther Mahlangu / Edward Tingatinga Make sketches and notes in sketchbooks, showing good control of media, working in increasing detail and showing awareness of texture, line , pattern, shape and colour.</p>

Art Knowledge and Skills Progression

Painting						
Receptions	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
<p>Mixing powder paint Learn about Piet Mondrian identify cool colours Explore using different tools to paint with and apply to different surfaces Choosing appropriate brushes Develop brush hold and techniques</p> <p>Study and talk about the work of Jackson Pollock. They will experiment with colour, pattern, texture. They will name and mix primary colours using powder paint, learning how to make paint thicker and thinner.</p> <p>Learn names of secondary colours. They will learn about different tools used in painting including spray bottles and hands to create Diwali firework paintings.</p> <p>Painting opportunities within continuous provision – inside and outside, using a range of tools and surfaces</p>	<p>Self-portraits Mix powder paint and match colours to real life when painting portraits</p> <p>Mark Rothko, Paul Klee, Jason Pollock and Robert Delaunay The children learn how to mix primary and secondary colours and create a colour wheel. Use black and white to lighten and darken. Mix paint to an appropriate colour and consistency Use brushes with care Explore mixing paint to different consistencies to enable them to create spatter paintings in the style of Jackson Pollock. Paint an abstract composition based on the art work studied.</p>	<p>Great Fire of London Study different paintings of the Great Fire of London, focusing on similarities and differences between them. Revisit mixing primary and secondary colour in order to create compositions of the Great Fire of London, using black and white to lighten and darken. Children will work imaginatively from eye witness recounts of the fire, painting on light, medium and dark surfaces, using a range of brushes.</p> <p>Sculpture Choose colours to suit their designs - to mix and paint sculptures showing control</p>	<p>Cave paintings Learn how to create washes as a background to their cave painting</p> <p>Clarice Cliffe Choose and mix primary and secondary paints to create a finish to their pottery</p> <p>Landscape Painting Learn about great landscape artists – Monet, Turner, Georgia O’Keeffe, George Inness, Asian landscape artists such as Chen Chun Xong and focus on similarities and differences between them. Use ideas collected to create compositions, incorporate imaginative ideas into their own compositions. Learn about different painting techniques used by artists studies – over painting and blending wet paint- and use them in their own work They will mix colours, lighten and darken them, and use cool and warm colours in own work.</p>	<p>People in Action Look at other artists’ work in terms of ideas, media, tone, form, looking for similarities and differences. Explore ways that artists represent feelings and facial expressions and movement in work and relate to own work. Study painting techniques used by artists ie impressionists such as Degas, Renoir and relate to own work. Paint their own composition based on own studies and other artists work. Mix colours, creating light and dark Use warm and cool colours in own work, matching colours to those found in environment. Use techniques learnt in year 3 such as overpainting and blending wet paint. Barbara Hepworth Make observational drawings and paintings from the natural or man-made environment including colour studies and notes.</p>	<p>Rainforest Learn about significant South American artists, looking at how artists use colour to reflect a mood, feeling or time, Learn about composition, perspective, light and dark. Investigate techniques and ideas in these artists’ work and relate to own work. Show increased attention to detail and subtle variations in colour. Create their own compositions based on the rainforest environment, learn techniques to show perspective. Still life Learn about work of artists across different times and places ie Carl Warner, Cezanne, Hans Holbein, Pieter Claesz producing still life; Show awareness of composition, perspective, light and dark, moods when discussing artists work. Children will plan and paint still life compositions based on their own observations, showing an awareness of perspective. They will handle paint with increasing control, using subtle variations in colour</p>	<p>Draw in memory of how objects environments appear when working from memory and imagination Blitz Art Study wartime propaganda posters and paintings from World War 2. Discuss and demonstrate awareness of compositions, light and dark, mood and representation of feelings when looking at artists’ work. Explore perspective and show in own work increasingly effectively Consider composition when creating own blitz paintings, choosing appropriate media and mixed media and painting technique Work independently, show control and carefully chosen use of colour to create mood and emotions.</p> <p>Wassily Kandinsky Produce own paintings based on studies of Kandinsky and in response to music, expressing moods and feelings through colour, shape, line, pattern and texture</p> <p>African Art To analyse the paintings of Tingatinga, focussing on shape, texture, pattern and form. Use this as inspiration to create own designs using increased control of media including paint. Create a traditional Adinkra design based on these studies and drawing from own observations, sketches and imagination, working with increasing attention to detail. To learn about the work of Esther Mahlangu and Ndebele designs, discuss key themes and motifs and the use of colour and pattern to express feeling and mood.</p>

Art Knowledge and Skills Progression

						working with increasing attention to detail and using subtle variations in colour to express mood.
Printing						
Reception	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
<p>Exploring different ways of printing – folding to create symmetrical patterns, using bubbles</p> <p>Pupils will explore the texture of found objects outdoors and produce rubbings. They will create monoprints linked to abstract artists studied.</p>	<p>Joan Miro The children will be inspired by the shapes in Joan Miro’s work to create prints using natural and man-made objects and materials.</p>	<p>William Morris Experiment with different ways of printing including using everyday objects, fruit and vegetables and string before creating their own printing blocks. They will experiment with printing with more than 1 colour. Produce repeating patterns, overlapping, rotating and using tessellating shapes</p>		<p>Printing Explore different paper and fabrics in terms of texture, colour, pattern. Study crafts people from different cultures, identifying motifs and exploring ideas, themes, colour, pattern. Look at patterns in the environment and record as a starting point for own designs. Produce sketches of observation and imagination in pencil and paint.</p>		<p>Wassily Kandinsky Study print in magazines, posters and discuss other artists work Combine mixed media with collage and monoprinting to create a unique, abstract print. Look at intentions of a piece of work; discuss the process of creation and modifications to be made throughout the process. Use software to aid the design process. Draw on previous printing experiences to print independently, printing with increased detail and use of overlapping, rotating, reflecting. Experience relief (lino printing) and silk screen printing Develop designs for wallpaper, wrapping paper, T-shirts</p>

Art Knowledge and Skills Progression

Textiles/collage						
Reception	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
<p>Weaving paper to create a Mothers' day card. Learning how to join materials using simple sewing techniques to create a flower gift for Mothers' day.</p> <p>Pupils will study examples of Muslim prayer mats, looking at colour, shapes and patterns and thinking about purpose. They will learn how to join fabrics using simple stitches. Pupils will create their own prayer mat</p> <p>Sorting fabrics in terms of colour, texture, pattern</p>	<p>Study fabric through a magnifying glass and produce a piece of weaving from paper/fabric. They will create a collage inspired by these artists using a range of materials including fabric. Weaving – learn words warp, weft, loom</p>	<p>Great Fire of London Use different materials to create a collage inspired by the paintings studied</p> <p>William Morris They will experiment with different colour and produce repeating patterns. Children will develop their sewing skills using simple stitches to add detail to their final printed pieces. They will consider how their work relates to the work of William Morris.</p>	<p>Use collage to explore ideas for Clarice Cliffe designs Use crumpling , folding, layering , curling</p>		<p>Dragons Represent ideas in collage / fabric work- using studies from natural world and studies of artists work to create fabric collage using mixed media, and considering texture, line and pattern. Explore different techniques when working with fabric and thread: applique, padding, quilting, cross-stitch.</p>	

Art Knowledge and Skills Progression

Sculpture/clay work						
<p>Continuous provision ie playdough, model making and construction using junk modelling techniques,</p> <p>They will learn how to cut and folding paper, joining materials to create their own Chinese lanterns.</p> <p>Study the work of Andy Goldsworthy, looking at materials used, patterns, shapes, line, form. They will create their own sculptural pictures using natural objects then use to print.</p> <p>Making models to complement big books and the theme, such as minibeast pebbles and bug ball accessories.</p> <p>Continuous provision: Experience a variety of materials for making models – building bricks, construction kits, sand, dough, junk , papier mache</p>	<p>Miro</p> <p>Work with clay, rolling, squeezing and using simple tools to make marks, creating a thumb pot.</p>	<p>Henry Moore and Paul Mckee</p> <p>Recognise and talk about shape, texture, colour, pattern of surfaces of the sculptures and similarities and differences.</p> <p>Children will use the natural and man-made environments as inspiration and will produces sketches through observation and develop ideas for their models.</p> <p>Work will link to their history topic Samuel Fox and Sheffield Steel.</p> <p>They will create sculptures from clay, developing ability to show texture, shape, detail using simple tools and fingers and joining using slip. The children will also make structures that show an understanding of weight and balance using waste materials and objects found in nature.</p> <p>They will consider the purpose and intention of the models and consider where to place them in the school environment and at Fox Valley.</p>	<p>Clarice Cliffe</p> <p>Study ceramics from different places and times and consider purpose, materials and construction techniques – focus on the work of Clarice Cliff and ceramicists from other cultures.</p> <p>Use fingers to shape clay and use simple techniques of rolling, squeezing and joining.</p> <p>Use simple tools to make marks, texture and pattern, on clay. Choose and use suitable techniques e.g. joining using slip, pinch and coil pots.</p> <p>Evaluate everyday objects in terms of features and purpose. Design a model based on observational sketches and the work of other artists. Evaluate the success of the model made.</p>	<p>Study the work of Barbara Hepworth first hand during a visit to Hepworth gallery Wakefield. Consider her work in terms of shape, line, pattern, texture.</p> <p>Compare and contrast with classical Greek sculpture.</p> <p>Use these observations and imagination when making models. Explore a wide range of rigid and malleable materials make models and evaluate in terms of possibilities and limitations. Create surface texture and pattern to sculptures using appropriate tools. Talk about and evaluate own work. Relate Hepworth's work to their own in terms of ideas represented, media used and visual elements, looking for similarities and differences.</p>	<p>Study the art of the Mayans and use sketches to create a clay model.</p> <p>Explore different techniques for working with clay e.g. slab pots, relief tiles.</p> <p>Still Life</p> <p>Develop ideas from studies to when working with clay, choosing from a range of different techniques for working ie slab pots, relief tiles. Look at composition, space and balance of models and explore these independently and finish model by decorating the surface.</p>	<p>African art</p> <p>Use studies of African artists to draw up own 3 – d design and choose materials appropriate to express ideas.</p> <p>Finish model appropriately decorating surface.</p> <p>Evaluate own and others work and discuss the process and modifications made using appropriate vocabulary.</p>