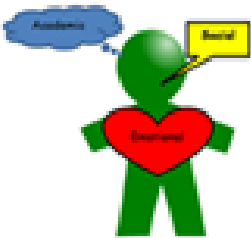


Wansbeck Primary School



Progression in Art Knowledge and Skills



Wansbeck Primary School Progression in Art

In Art substantive knowledge sets out the content that is to be learned about the great artists their style and the period of art along with the knowledge of the elements of art. The national curriculum and other art education literature presents this through 4 areas:

- 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

Disciplinary knowledge in art is the interpretation of the elements, how they can be used and combined in order to create a specific and desired effect. It is also the critical evaluation of artists work; evaluating style and technique and having the ability to appraise a piece of work.

| | | | | | | | | |
|---|--|---|--|--|---|---|---|--------|
| Chronology in Art | Prehistoric Art (40,000 BC - 4000 BC) Ancient Art (4,000 BC - AD 400) Medieval Art (500 - 1,400 AD) Renaissance (1400 - 1600) Romanticism (1780 - 1850) Impressionism Post (1865 - 1885) Impressionism (1885 - 1910) | | Fauvism (1900 - 1935) Expressionism (1905 - 1920) Cubism (1907 - 1914) Aboriginal art (1916 - 1950) Abstract (1940s - 1950s) Pop Art (1960s) | | Modern Art Street Art Primitivism British Artists (YBA) Digital Art Illustrators and animators | | | |
| Artists, Designers and Craftspeople to be covered | EYFS | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | Andy Goldsworthy Aboriginal Art Henri Matisse | Paul Klee Alfred Wallis Piet Mondrian | Medieval Art Andy Warhol Frederic Edwin Church Scott Naismith | Leonardo DaVinci Digital Art depicting climate change (various) Pablo Picasso | Henry Moore John Allen Hamilton Walt Disney Van Gogh | Claud Monet (Water lilies) Banksy Ancient Art | |
| Sequence of Work KS1 | | | | National Curriculum Links | | | | |
| <ul style="list-style-type: none"> • study of an artist or period • Evaluating the artists' or periods work to inform own art work; • experimenting and investigating with different techniques and media; • creating own artwork, applying new techniques, skills and media to own art work; • Evaluate their own artwork; • Improving work after evaluation | | | | <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about 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 | | | | |
| Sequence of Work KS2 | | | | National Curriculum Links | | | | |
| <ul style="list-style-type: none"> • study of an artist or period (including knowing previous study) • critically evaluating the artists' or periods work to inform own art work; • experimenting and investigating with different techniques and media; • creating own artwork, applying new techniques, skills and media to own art work; • critically evaluating their own artwork; • Improving work after evaluation. | | | | Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. | | | | |

Progression of Key Knowledge in Art

| | EYFS | Year 1 | Year 2 | Year 3 / 4 | Year 5/6 |
|---|--|--|--|---|--|
| Knowledge of artists, designers and craftspeople | | Describe what can be seen and give an opinion about the work of an artist Know the name of the artist studied Ask questions about a piece of art Begin to talk about the style of a chosen artist, craft maker or designer. | Suggest how artists have used colour, pattern and shape Know how to create a piece of art in response to the work of another artist Recognise the styles of artists, craft makers or designers and use this to inform their own work. Talk about the similarities and differences between different artists, craft makers or designers | Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work. Understand the historical and / or cultural significance of the work of a chosen artist / art form. Know the techniques used by different artists Know how to compare the work of different artists Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. | Know about the style of some notable artists, artisans and designers. Explain some of the features of art from historical periods Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work. Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation Create original pieces that show a range of influences and styles. |
| Exploring and developing ideas | Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Explore, use and refine a variety of artistic effects to express their ideas and feelings. | Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. Beginning to work creatively e.g. with a range of media on different scales. | Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. Show confidence in working creatively e.g. with a range of media on different scales. | Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences. Begin to record their thoughts and experiences in a sketch book. Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed. Show confidence and independence when working creatively e.g. with a range of media on different scales | Investigate different starting points for their work, and choose which idea to develop further. Record their thoughts and experiences in a sketch book, and begin to annotate these. Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art. Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette. |

Evaluating own Work

Be able to express a view point. Articulate their ideas and thoughts in well formed sentences

Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture.

Talk about the features they like in their own work and in the work of others.

Talk about what they might change in their own work.

Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'.

Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'.

Adapt and make changes to their work and the tools they use as it develops.

Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture

Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work.

Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.

Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work.

Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop.

Annotations reflect their critical evaluations and development of ideas. Reflect on the ways in which their imaginative work has developed from a range of starting points

Knowledge needed to master techniques

Know how to show how people feel in drawings
Know how to use pencils to create lines of different thickness
Know how to create moods in art work
Know the names of the primary and secondary colours

Choose and use three different grades of pencil when drawing
Know how to use charcoal, pencil and pastel to create art
Know how to mix paint to create all the secondary colours
Know how to create brown with paint
Know how to create tints with paint by adding white
Know how to create tones with paint by adding black

Know how to show facial expressions in art
Know how to use different grades of pencil to shade and to show different tones and textures
Know how to create a background using a wash
Know how to use a range of different brushes to create different effects
Know how to use line, tone, shape and colour to represent figures and forms in movement
Know how to show reflections

Know how to use shading to create mood and feeling
Know how to express emotion in art
Know how to organise line, tone, shape and colour to represent figures and forms in movement
Know how to overprint to create different patterns
Use a full range of pencils, charcoal and pastels when creating a piece of art

Progression of Key Skills in Art

| | Year Group | | | | |
|-----------------|--|---|--|--|--|
| | EYFS | Year 1 | Year 2 | Year 3/4 | Year 5/6 |
| Drawing | <p>Can hold and use drawing tools with some dexterity and control to investigate marks</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>*Explore, use and refine a variety of artistic effects to express their ideas and feelings (across all medium)</p> | <p>Draw lines of different sizes and thickness.</p> <p>Paint dots of different sizes</p> <p>Colour (own work) neatly following the lines.</p> | <p>Show pattern and texture by adding dots and lines.</p> <p>Show different tones by using coloured pencils.</p> <p>Show different tones by using coloured pencils. Choose and use 3 different grades of pencil</p> <p>Know how to use charcoal, pencil and pastel</p> | <p>Use different hardnesses of pencils to show line, tone and texture.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture.</p> | <p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Use lines to represent movement.</p> |
| Painting | <p>Explore colour and colour mixing</p> <p>* as above</p> | <p>Use thick and thin brushes</p> <p>Use different brushes and fingers to make dots</p> <p>Mix primary colours to make secondary.</p> | <p>Use thick and thin brushes to produce lines and dots</p> <p>Mix primary colours to make secondary colours to use in our art work</p> <p>Add white to colours to make tints and black to colours to make tones.</p> <p>Create colour wheels.</p> | <p>Use a number of brush techniques using thick and thin brushes to produce shapes and lines.</p> <p>Mix colours effectively.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Experiment with creating mood with colour.</p> | <p>Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> |

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|------------|--|--|---|--|---|
| | | | | | Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. |
| Collage | Join different materials and explore different textures * as above | Use one material that is cut, torn and glued. Sort and arrange materials. | Use a combination of materials that are cut, torn and glued. Sort and arrange materials fitting to a theme Mix materials to create texture. | Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. | Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic materials and techniques. |
| Sculpture | Explore different materials freely to develop their ideas about how to use them and what to make * as above | Use shapes with malleable materials based on a teachers model Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as moulding and carving. | Use a combination of shapes with malleable materials Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, joining, moulding and carving. | Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail. | Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form. |
| Print | * as above | Use repeating or overlapping shapes with support Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. | Use repeating or overlapping shapes. Create own prints based on ones observed. Use objects to create prints (e.g. fruit, vegetables or sponges) and say why they have chosen them Press, roll, rub and stamp to make prints. | Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block or foam). Make precise repeating patterns. | Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work. |
| Vocabulary | | | | | |

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