

ART: PROGRESSION OVERVIEW 24-25



= knowledge = skills

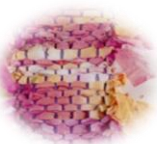
Learning Objectives

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>Drawing/ Painting/ sculpture</u> Children will need to talk about the artwork of different artists and compare past and present artwork. Children should know how to comment on pieces of work created by artists and talk about what they like/dislike. Children should know what primary and secondary colours are. Children should be able to choose and explain colour choices in their art. Know the difference between landscape and portrait.	<u>Drawing/ painting/ sculpture:</u> Comment on the work of artists, particular with links to colours, pattern and shape. Predict outcomes of colour mixing. Know how colours link to natural and man-made objects. Know how to create darker and lighter tones Know the difference between sketching and drawing styles. Know how to reflect on their own work Draw lines of varying thickness and use techniques such as	<u>Drawing/ Painting/ sculpture:</u> Know which sources can be used to research historical art. Know about a range of historical art and its significance in history (e.g. cave paintings) Know where colours sit on a colour wheel. Know how to comment on works of art and the techniques used with links to historical knowledge. Know how to evaluate art work giving reasons for their evaluations Use a range of pencil types to shade and add darker and lighter tones.	<u>Drawing/ Painting/ sculpture:</u> Know the names of a range of artistic tools; oil pastels, water colours, charcoal, chalk, pencils. Understand how to use computing to research different historical art. Know how to comment on works of art and the techniques used with links to historical knowledge. Understand the significance of planning and design at the beginning of a task Know how to create a full range of colours for painting, building on knowledge acquired in	<u>Drawing/ Painting/mixed media/ sculpture:</u> Know the names and purposes of different (types) mediums of art and make their own choices for their use. Understand how to use computing to research different historical art. Understand how to sketch real life artefacts. Understand how to use proportion in drawing. Analyse the colours, shape and form used in artwork from a historical period as well as from famous artists in order to create links between time or art movement. Show an understanding	<u>Drawing/ Painting/ sculpture:</u> Know which pencils are best for sketching, shading and adding detail. Know what the foreground, middle ground and background of a landscape are. Name and describe a number of artists and artistic movements, showing an understanding of how art can be abstract. Understand the importance of artwork in culture and religion. Show an understanding of symbolism and pattern in religious art

Understand how to sketch basic outlines using a pencil. Children should be able to draw with increasing detail as the year progresses, showing clear shape and form. Show an understanding of expressions and feelings in their drawings of people. Understand how to mix primary colours to create secondary colours Use a paintbrush with increasing control. Use malleable materials and tools to create simple sculptures Use scissors and other tools to cut and assemble materials. <u>Colour, pattern, texture, line, form, space and shape:</u> Use a variety of drawing tools – crayon, chalk, pencil, felt tips, poster paint.	dotting to create texture. Use a range of materials for drawing; HB pencils, chalks, pastels and felt tips/fine line pens Show ‘movement’ in their artwork (e.g. waves for their Turner paintings) Use a range of different water colour techniques Understand how to mix secondary and tertiary colours. Use a range of brushstrokes in their work to create different textures. Know about the work of different artists and comment on them, particularly with links to colours, pattern and shape. Use malleable materials and tools to sculptures in the style of a chosen artist Use a range of age appropriate tools such	Use a range of brushes to create effects in painting. Understand how to create different tints and tones using paints. Create a background/backwash using watercolours or pastels. Blend oil pastels to create new shades and effects. Understand how to use watercolours with increasing control and technique to add texture and movement. Reflect on the artwork of famous artists using linked vocabulary. Explore and choose appropriate materials to create sculptures inspired by famous artists <u>Collage:</u> Recognise when art is from different historical	KS1 and Year 3 Reflect on pieces of historical artwork, asking sensible questions linked to colour, shape and form. Understand how to ‘design’ before creating a piece of artwork. Use pencils with increasing control with attention to size, shape and form. Understand how to use watercolours effectively to enhance a drawn design. Draw people, animals and objects with increasing detail and attention to shape, form and scale. Use pencils and charcoal to add shade and tone to work. Develop their artwork by using new media to recreate or improve on a previous design. Begin to compare	of symbolism and pattern in historical art. Use a range of different HB and 2B pencils to add shade as well as darker and lighter tones. Use a range of media (charcoal, watercolours paints, pencils and pastels) with an increasing understanding of the different effects that can be created. Explore how to combine different media to create a piece of artwork (e.g. Pharaoh profiles) Develop their drawn ideas through sketches and plans over a number of sessions, returning to and evaluating their own work. Explore different techniques for ‘layering’ in artwork, building on their work from previous lessons (e.g. Spring-Metepec suns) Know about the work of famous artists and	Draw with an understanding of scale and perspective for large and smaller scale pieces. Use a full range of pencils, pastels and charcoals when sketching and building on their portfolio of work, showing an understanding of different techniques to create textures (hatching, contour hatching, cross hatching, random hatching, stippling) Use a full range of drawing and shading techniques using dark and light tones and textures Sketch with accuracy linked to their observations. Use feedback to make changes to their artwork and explain their choices Explain the tools and techniques they believe will be necessary before
---	--	--	--	--	--

	Draw light and dark lines (tone) Create rubbings (texture) Observe and draw shapes. Observe and draw patterns.	to cut, mould and adapt materials. <u>Textiles:</u> Children should be able to weave using a simple in and out motion.	periods Use collage to create different artistic effects such as textures and silhouettes. Create a repeating pattern and apply this to creating a mosaic. Use an artefact as inspiration for their own art work.	colours to a commercial colour chart to extend knowledge of variation of colour. Reflect on the artwork of famous artists using linked vocabulary. Know what a sculpture is and the different forms they can take. Construct with malleable materials, adapting their design and adding accurate details. Use small tools to mould and add textures and fine details to their sculpture.	individuals by using their own research. Explore a range of materials and choose the best material to create a finished design Use a range of tools to cut, assemble and join with an increasing understanding of the 'end product'	commencing work on a piece and reflect on this throughout the project Explain the processes they have undertaken in their artwork and talk about outside influences such as other famous artwork or art movements. <u>Printing/collage:</u> Use their own research to find out about different styles of art, art movements and specific artists Explore a range of materials and choose the best material to create a finished design Use a range of tools to cut, assemble and join with an increasing understanding of the 'end product' Talk about a range of artists and artistic movements, showing an understanding of how art can be abstract
--	---	---	---	--	--	--

Disciplinary Knowledge

Drawing	Painting	Printing	3D/Textiles	Collage	Sculpture	Sketchbooks	ICT
							
Pupils learn drawing-specific meanings for line, colour, form and shape (receptive expertise), and how to create lines using pencils, brushes, pens, wires or string. They learn how to use colour, generate form and depict shape for themselves (productive expertise).	Pupils learn elements such as shape, colour (including 'cold' colours and 'warm' colours), form and value (receptive expertise). They learn how to mix colours, to use complementary or contrasting colours and value to give the illusion of light, and to create shape and form (productive expertise).	Know how to create a repeating pattern in print. know how to print onto different materials using at least four colours. know how to create an accurate print design following given criteria. Know how to overprint to create different Patterns.	Pupils learn about techniques such as appliqué, beadwork and sewing stitches, and how craft-makers use machinery (receptive expertise). They also learn how to create 2- or 3-dimensional, abstract or figurative works using a range of techniques (productive expertise).	Make collages using different media – e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea. Experiment with overlapping and layering in collages, using a range of media. embellish decoratively using more layers of found materials to build complexity to collage.	Pupils learn the meaning of shape and form, the way 3-dimensional forms occupy their space (receptive expertise), and how to manipulate materials such as clay into 3 dimensions to create form. At the early stages of sculpture in particular, they also learn how to join elements and how to carve or incise surface detail (productive expertise).	Use a range of materials creatively to design and make products. Create sketchbooks to record their observations and use them to review and revisit ideas.	Know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others. Know how to integrate digital images into artwork.