



Manor Primary School

Art and Design Progression of Skills, Knowledge, Technique, Expectation Overview

Art and Design Progression of Skills and Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Drawing</p>	<p>Can create symbols and scribble patterns. Can use texture when drawing (eg. brick rubbings). Can consolidating fine motor control through the use of different pencils. Can move towards solid in-filling with colour pencils. Can begin to produce lines in a range of different tones using the same pencil. Can work from observation. Can begin to use pastels in different ways, mixing and hatching. Can begin to Beginning shape drawing correctly. Can begin to scale drawing correctly (eg. relative sizes in a composition).</p>	<p>Can show increasing pencil control (eg. can draw selected detail). Can produce a growing range of patterns and textures with a single pencil. Can use a range of tones using a single pencil. Can work from direct observation and imagination. Can use a range of drawing media in different ways: hatching, scribble, stippling, blending, etc. Can solidly in-fill shapes using colour pencils, pastels, etc. Can use soft pastels competently. Can begin to experiment with oil pastels. Can use appropriate language.</p>	<p>Can control a pencil with increasing confidence. Can draw whole sketches. Can experiment with different types of line to create a composition e.g. thick and thin, wavy, curved etc (looking closely at the type of line to fit the form). Can create texture through rubbings and creating surface patterns with pencils (focus on different textures). Can confidently work from observation.</p>	<p>Can draw whole sketches with detail of surrounds (i.e. including the background). Can confidently work from imagination. Can solidify in-fill shapes with coloured pencils and can produce a range of tones with each. Can express different feelings through drawing. Can use appropriate language.</p>	<p>Can use a range of pencil (including different grades of pencil). Can begin to create depth in a composition through the use of very simple perspective. Can draw the layout of the face and figure. Can experiment with shading techniques (light/dark – pencil) Can use language appropriate to skill and techniques</p>	<p>Can use a range of drawing media (pencil (including different grades of pencil), ink, biro, pastel, charcoal) Can use perspective in their drawings. Can draw the layout of the figure in motion. Can select different techniques for different purposes: shading, smudging, etc Can confidently use language appropriate to skill and techniques. Exceeding: Can draw using tonal contrast. Can consider scale and proportion in compositions i.e. figures and faces, landscapes etc. Can use mixed media in completed work.</p>



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Painting	<p>Can mix primary colours.</p> <p>Can begin to use black and white to create tints and tones.</p> <p>Can create a range of marks with a paintbrush and a variety of tools – fingers, card, twigs, etc.</p> <p>Can create texture using colour and different thicknesses of paint.</p> <p>Can begin to work using different coloured, sized, shaped papers.</p> <p>Can work from direct observation and imagination.</p> <p>Can begin to look at work of other artists.</p>	<p>Can mix a range of colours (eg. secondary).</p> <p>Can mix colours to represent objects.</p> <p>Can begin to explore the relationship between colour and moods / feelings – red - angry fire , blue calm - seaside</p> <p>Can work in different consistencies.</p> <p>Can colour matching, replicating patterns and textures around them.</p> <p>Can use the brush to create a wide range of marks that are being used in their work.</p> <p>Can work in different ways and on a variety of different coloured, shaped paper.</p> <p>Can use appropriate language.</p>	<p>Can use paint and equipment correctly</p> <p>Can predict colour mixing results with increasing accuracy – colour wheel</p> <p>Can use colour washes to build up thicker layers and paint detail.</p> <p>Can use a brush to produce marks appropriate for work eg, teaching how to use dots and dashes.</p>	<p>Can use paint and equipment correctly with increasing confidence.</p> <p>Can use the colour wheel to mix different shades of the same colour.</p> <p>Can understand how to use tints and tones - to lighten and darken with the use of black and white.</p> <p>Can competently works with different consistencies of paint.</p> <p>Can use language appropriate to skill.</p>	<p>Can begin to use tints in their work</p> <p>Can confidently apply paint to large flat areas of colour and use appropriate brushwork to the method of painting.</p> <p>Can use of colours and their relationships – eg. hot and cold colours</p> <p>Can confidently work from direct observation.</p> <p>Can use language appropriate to skill and technique.</p>	<p>Can use complimentary colours</p> <p>Can replicate patterns, colours and textures in their work.</p> <p>Can confidently work from imagination.</p> <p>Can begin to use different kinds of paints (Chromar, acrylics, watercolour)</p> <p>Can confidently use language appropriate to skill and technique.</p> <p>Exceeding:</p> <p>Can use mixed media experimentations in their work: working on a surface made up of torn pasted pieces, working on cardboard, involving biro and coloured pencils.</p> <p>Can paint using a limited palette – eg, shades of 1 colour only</p> <p>Can use perspective in their paintings and compositions</p>



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Collage	Can impress and apply simple decoration. Can use glue and paste carefully. Can cut shapes using scissors.	Can cut a variety of shapes to complete a composition. Can investigate texture with paper e.g. scrunching and screwing paper up to create a composition. Can use a range of decorative techniques.	Can use ripping as a technique for collage	Can use the technique of overlaying - building up layers on the surface/colour mixes	Can use the techniques of folding, repeating and overlapping with a variety of different collage mediums	Can arrange and rearrange colours, shapes and texture for effect before completion of the final composition Exceeding: Can produce collages, that express mood (use of all other previous techniques consolidated)



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<p>Three – dimensional artwork</p>	<p>Can shape and model from observation and imagination. Can join using a modelling media. Can use techniques such as pinching and rolling when working with mouldable materials (eg clay, plasticine and doughs etc). Can build a construction/sculpture from a variety of objects. Can carve into media using tools. Can use appropriate language to describe tools, media, etc.</p>	<p>Can use equipment in a correct and safe way. Can shape and form from direct observation or imagination. Can join with confidence. Can use range of decorative techniques: applied, impressed, painted, etc. Can use simple tools for shaping, mark making, etc. Can construct from found junk materials. Can replicate patterns and textures in a 3-D form. Can look and discuss their own work and that of other sculptors. (Moore, African, Native American).</p>	<p>Can shape, form, model and construct from observation. Can work safely,</p>	<p>Can shape, form, model and construct from imagination Can use surface patterns / textures.</p>	<p>Can shape, form, model and join with confidence. Can work directly from observation with confidence. Can use appropriate language Can use appropriate to skill and technique.</p>	<p>Able to produce more intricate patterns and textures. Can work directly from imagination with confidence. Can confidently use appropriate language Able to take into account the properties of media being used and use appropriate media for a specific purpose</p>



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Printing	<p>Can take a rubbing showing a range of textures and patterns.</p> <p>Can take a print from object: leaf, hand, onion, etc.</p> <p>Can develop simple patterns by using objects: tops, vegetables, leaves, etc.</p> <p>Can produce simple pictures by printing objects.</p> <p>Can work from imagination and observation.</p>	<p>Can create patterns and pictures by printing from objects using more than one colour.</p> <p>Can develop impressed images with some detail.</p> <p>Can use relief printing: string, card, etc.</p> <p>Can use equipment and media correctly,</p> <p>Can produce clean printed image.</p> <p>Can use appropriate language to describe tools, media, process, etc.</p> <p>Can identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</p>	<p>Can use the equipment and media with increasing confidence.</p> <p>Can create repeating patterns.</p> <p>Can print two colour overlays.</p>	<p>Can relief and impressed printing processes.</p> <p>Can use language appropriate to skill.</p>	<p>Can modify and adapt print as work progresses.</p> <p>Can make a two colour print and begins to experiment with additional colours.</p>	<p>Can combine prints taken from different objects to produce an end piece.</p> <p>Can produce pictorial and patterned prints.</p> <p>Can use printing techniques such as relief works (batik) and tie dye.</p> <p>Exceeding:</p> <p>Can overlay multiple colours</p> <p>Can produce detailed relief print.</p> <p>Can screen print.</p> <p>Can begin to overwork prints with biro / colour pencils / paints, etc.</p>



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Exploring	Can respond to ideas to create a composition, image or artefact. Can communicate ideas using a variety of media	Can explore their own ideas. Can communicate their own ideas and meanings through a range of materials and processes. Can identify the different forms art takes: books, pictures, wallpaper, fabrics, etc.	Can create sketch books to record their observations and use them to review and revisit ideas Can explore their own ideas Can use visual and other information for their work	Can communicate their own ideas and meanings through a range of materials and processes for a range of purposes Can identify the different forms art takes: books, pictures, wallpaper, fabrics, etc.	Can create sketch books to record their observations and use them to review and revisit ideas	Can explore and experiment to plan and collect source material for future work. Exceeding: Can develop their work taking into account purpose.

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Evaluating	Can describe what they think and feel about their own work. Can demonstrate some knowledge about the work of a range of artists, craft makers and designers.	Can comment on differences in the work of others. Can suggest ways of improving their own work. Can discuss 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.	Can comment on differences and similarities in their own work and the work of others Can adapt and improve their own work	Can look at and talk about the work of other artists.	Can comment on ideas, methods and approaches in their own work and the work of others. Can relate ideas, methods and approaches to context in which a work was created. Can adapt and improve their own work to realise their own intentions.	Can look at and talk about the work of other artists. (about great artists, architects and designers in history.) Can adapt and refine their work to reflect and their view of its purpose and meaning Exceeding: Can analyse and comments on ideas, methods and approaches in their own and others work relating these to context.



Art and Design Progression of Skills and Knowledge	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<p>Skills and Techniques</p> <p>Creating ideas</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>For instance:</p> <ul style="list-style-type: none"> Work from observation and known objects Use imagination to form simple images from given starting points or a description Begin to collect ideas in sketchbooks Work with different materials Begin to think what materials best suit the task 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) <p>For instance:</p> <ul style="list-style-type: none"> Develop sketch books Use a variety of ways to record ideas including digital cameras and iPads Develop artistic/visual vocabulary to discuss work Begin to suggest improvements to own work Experiment with a wider range of materials Present work in a variety of ways 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) <p>For instance:</p> <ul style="list-style-type: none"> Select and develop ideas confidently, using suitable materials confidently Improve quality of sketchbook with mixed media work and annotations Select own images and starting points for work Develop artistic/visual vocabulary when talking about own work and that of others Begin to explore possibilities, using and combining different styles and techniques



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Skills and Techniques Drawing	For instance: Begin to control lines to create simple drawings from observations Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel Hold a large paint brush correctly Make marks using paint with a variety of tools Consider consistency when applying paint Colour within the line Draw on smaller and larger scales Begin to add detail to line drawings	For instance: Use sketchbooks to record drawings from observation Experiment with different tones using graded pencils Include increased detail within work Draw on a range of scales Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) Use a variety of brushes and experiment with ways of marking with them Develop shadows Use of tracing	For instance: Use first hand observations using different viewpoints, developing more abstract representations Introduce perspective, fore/back and middle ground Investigate proportions Use a range of mediums on a range of backgrounds Work indoors and outdoors Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight
Working with colour	For instance: Recognise and name primary and secondary colours Mix primary colours to make secondary colours Share colour charts to compare variations of the same colour Create and experiment with shades of colour and name some of these Recognise warm and cold colours Create washes to form backgrounds Explore the relationship between mood and colour	For instance: Mix and match colours (create palettes to match images) Lighten and darken tones using black and white Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves) Experiment with watercolour, exploring intensity of colour to develop shades Explore complementary and opposing colours in creating patterns	For instance: Build on previous work with colour by exploring intensity Introduce acrylic paint Develop watercolour techniques Explore using limited colour palettes Investigate working on canvas experiment with colour in creating an effect Mark make with paint (dashes, blocks of colour, strokes, points) Develop fine brush strokes



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<p>Skills and Techniques</p> <p>Printing</p>	<p>For instance:</p> <p>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control</p> <p>Develop controlled printing against outline /within cut out shapes</p> <p>Use matchbox to print to explore possibilities - different sized matchboxes create different lines/shapes/patterns</p> <p>Experiment with marbling, investigating how ink floats and changes with movement</p>	<p>For instance:</p> <p>Use roller and ink printing.</p> <p>Use simple block shapes formed by children</p> <p>Blend two colours when printing</p> <p>Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture</p> <p>make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays</p> <p>Form string roller prints to create continuous patterns</p>	<p>For instance:</p> <p>Create polystyrene printing blocks to use with roller and ink</p> <p>Explore mono printing (see below for artists)</p> <p>Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point</p> <p>Experiment with screen printing</p> <p>Design and create motifs to be turned into printing block images</p> <p>Investigate techniques from paper printing to work on fabrics</p>
<p>Sculpture</p>	<p>For instance:</p> <p>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures Investigate a range of different materials and experiment with how they can be connected together to form simple structures</p> <p>Look at sculptures and try to recreate them using everyday objects/range of materials</p> <p>Begin to form own 3D pieces</p> <p>Consider covering these with papier-mâché</p> <p>Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</p> <p>Look at sculptures by known artists and natural objects as starting points for own work</p>	<p>For instance:</p> <p>Develop confidence working with clay adding greater detail and texture</p> <p>Add colour once clay is dried Investigate ways of joining clay - scratch and slip Introduce 'modroc'</p> <p>Create work on a larger scale as a group</p> <p>Use pipe cleaners/wire to create sculptures of human forms</p>	<p>For instance:</p> <p>Design and create sculpture, both small and large scale</p> <p>Make masks from a range of cultures and traditions, building a collage element into the sculptural process</p> <p>Use objects around us to form sculptures</p> <p>Use wires to create malleable forms</p> <p>Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)</p> <p>Create human forms showing movement</p>



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<p>Skills and Techniques</p> <p>Textile and Collage</p>	<p>For instance:</p> <ul style="list-style-type: none"> Develop collages, based on a simple drawing, using papers and materials Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc) Weave using recycled materials – paper, carrier bags Investigate a range of textures through rubbings Simple batik work Develop tearing, cutting and layering paper to create different effects Dye fabrics using tea, red cabbage, beetroot, onion, spinach Weave with wool 	<p>For instance:</p> <ul style="list-style-type: none"> Research embroidery designs from around the world, create own designs based on these Sew simple stitches using a variety of threads and wool Investigate tie-dying Create a collage using fabric as a base Make felt Develop individual and group collages, working on a range of scales Use a range of stimulus for collage work, trying to think of more abstract ways of showing views 	<p>For instance:</p> <ul style="list-style-type: none"> Introduce fabric block printing Create tie dye pieces combining two colours Investigate ways of changing fabrics – sewing, ironing, cutting, tearing, creasing, knotting etc. Weave using paintings as a stimulus / the natural world Experiment with circular embroidery frames Create detailed designs which can be developed into batik pieces



Art and Design Progression of Skills and Knowledge	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Skills and Techniques	<p>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, and making links to their own work</p>	<p>Pupils should be taught: About great artists, architects and designers in history</p>	<p>Pupils should be taught: About great artists, architects and designers in history</p>
Knowledge about Artists	<p>For instance: Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour) Georges Braque/Pablo Picasso (collage) Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces Consider specific works such as Richard Long's 'Mud Hand Circle' (printing) Consider works from different cultures e.g. Chinese block prints</p>	<p>For instance: Use the work of artists to replicate ideas or inspire own work e.g. Look at the work of David Hockney e.g. photo montages (drawing) Consider the work of artists e.g. Ruth Daniels, Mark Quinn, Carol Simms (colour) Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian Introduce work by artists such as Marc Quinn, as well as sculptures from Aztec and Benin civilizations (sculpture) Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc. (drawing) Look at the patterns/ optical illusions created by OP artist Bridget Riley (colour) Abstract paintings by Picasso (colour) Use the work of artist Stacey Chapman "car" and other images on the internet (print) Look at work of Henry Moore (sculpture) Consider work by contemporary textile artist Patricia Greaves (textiles).</p>	<p>For instance: Use the work of artists to replicate ideas or inspire own work e.g. Consider work by artists such as Cezanne, Derain, Van Gogh (colour) Look at the style of Fauve artists Derain, Vlaminck and Braque Consider the work of Seurat (pointillism –colour) Look at the work of artists that used monoprinting include David Hockney, Tracey Emin, Picasso and Jim Dine (print) Consider work of Cornelia Parker (sculpture) Consider the work from other cultures e, g Asia Consider Georgia O Keiffe flowers showing use of line or William Morris detailed tiles - natural sources (colour) Look at cubist artists such as Picasso, Duchamp to show movement/ layering Consider looking at Pop Art to represent popular objects from current culture (Andy Warhol) Artists such as Claude Lorrain, Poussin, Jan Beaney and Annemeike Mein could be discussed as starting points.</p>