



Progression of Knowledge, Skills and Understanding- Art

Autumn Term Spring Term Summer Term



	Year 1	Year 2
Exploring and Developing Ideas	<ul style="list-style-type: none">Respond to other's ideas as starting points.Practise and share learning and skills with others.Receive and offer feedback.Begin to demonstrate ideas in a sketch book.	<ul style="list-style-type: none">Explore ideas and collect information.Describe similarities and differences and make links to their own work.Receive feedback and use different materials and techniques to improve.Keep notes in a sketch books about how I have changed my work.
Drawing	<ul style="list-style-type: none">Extend the variety of drawings tools* e.g. a variety of pencils, pens, chalks, charcoal, crayons.Explore different texturesObserve and draw landscapesObserve patternsObserve anatomy (faces, limbs).Create different tones using light and dark.Begin to show different textures and patterns drawingsMake observational drawingsExplore a range of techniques in drawings showing line and tone. (different lines and marks including cross hatching, shading to show light and dark).Start to use charcoal, pastel and pencil in drawings*.	<ul style="list-style-type: none">Experiment with tools* and surfaces draw a way of recording experiences and feelingsdiscuss use of shadows, use of light and darkSketch to make quick recordsExplore drawing lines of different shapes and thickness, using 2 different grades of pencil.*Demonstrate a range of techniques in drawings showing line and tone. (different lines and marks including cross hatching, shading to show light and dark).Make observational drawingsUse charcoal, pencil and pastels in drawings*.Show patterns and texture in my drawings.Use a view finder* to focus on a specific part of an object before drawing it.
<u>Colour</u> Painting	<ul style="list-style-type: none">Know the terms primary and secondary colour.Mix all secondary colours.Use a paint brush correctly*Starting to choose a thick or thin brush to suit a given task.Begin to make tints by adding white to primary coloursBegin to use techniques like dotting.	<ul style="list-style-type: none">Begin to describe colours by objects (sky blue, grassy green).Make as many tones of one colour as possible (using white)Darken colours without using blackUse colour on a large scaleBe able to use techniques like dotting.Start to make backgrounds.Select brushes from a range (thick, thin, flat or round) to complete a given task.Apply paint in a range of strokes, dots and lines.

Collage	<ul style="list-style-type: none"> • sort according to specific qualities how textiles create things • Explore the properties of various papers, fabrics, thread (e.g. cutting, folding, creasing, scrunching). • Use scissors accurately to cut out shapes for attaching.* 	<ul style="list-style-type: none"> • overlapping and overlaying to create effects • combine collage and textile materials in different ways. • Attach fabrics or paper in a variety of ways.* • Combine materials into a mixed media image.
Textiles	<ul style="list-style-type: none"> • Create a simple weaving pattern with paper or yarn. • Begin to attach fabrics or shapes in a variety of ways e.g. running stitch* 	<ul style="list-style-type: none"> • Use running stitch with increased control and success.* • Simple appliqué work • Start to explore other simple stitches
Printing	<ul style="list-style-type: none"> • Create patterns • Develop impressions • Make printed marks with a variety of objects. • Make simple printing blocks mono printing for (e.g. adapt foam blocks/make marks on a polystyrene tile)* • Be able to make a simple wax or pencil rubbing 	<ul style="list-style-type: none"> • Print with a growing range of objects Identify the different forms printing takes. • Make simple printing blocks for mono and two-tone printing (e.g. potato printing)* • Be able to make repeating patterns on a variety of surfaces.
Sculpture	<ul style="list-style-type: none"> • Construct • Use materials to make representations of known objects. • Carve, pinch and roll coils and slabs using a modelling media. • Make simple joins • Make models from boxes and can cut, bend, fold and stick. • Modify the texture of playdough using a range of objects. • Use clay to pinch a pot. • Make an assemblage from found or natural materials on a large/small scale (e.g. clay) 	<ul style="list-style-type: none"> • Awareness of natural and man-made forms • Expression of personal experiences and ideas to shape and form from direct observation (malleable and rigid materials) • decorative techniques • Replicate patterns and textures in a 3-D form work and that of other sculptor • collect ideas and image and make drawings to inform future work. • Combine and manipulate materials to explore structure and form. • Work collaboratively as part of a project that is either inside or outdoors. • Make experimental assemblages or sculptures on a large or small scale.
Artist's Work	<ul style="list-style-type: none"> • Begin to talk about the work of artists; craft makers and designers. • Talk about my own artwork and I am beginning to make references to artists techniques. 	<ul style="list-style-type: none"> • Talk about the work of artists; craft makers and designers and be aware of the differences between different techniques and artwork. • Talk about my own artwork in relation to the work of others.

KS1 National Curriculum Objectives- Art and Design

- 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
- To know 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

Notes for Teachers

Artistic language and terms

Find out if children have a prior awareness /knowledge of new vocabulary. Explicitly teach and, where possible, teach through first hand experiences.

Check understanding of technical language throughout art teaching and address possible misconceptions as they arise.

Art terms are **highlighted** for your reference.

Tools and Equipment *

Can children tell teacher how to keep safe using tools/equipment before use? Reinforce knowledge, address any misunderstandings/gaps in safety awareness and directly teach how to be safe with new tools/equipment.

Children should be shown how equipment is (used previously or new) used and used safely while taking into account children's initial understanding first.

Introducing and Revisiting Techniques

Follow guidance on artistic language and terms, and tools and equipment.

Model ALL new and previously taught techniques.

Give examples from other artists.

Allow children time to explore new techniques for themselves.

Give time for reflection, evaluation and further exploration so children can deepen their skills and understanding.

Drawing underpins Art and should be taught/will continue throughout each term. Colour will also be revisited throughout but may be taught explicitly in the Autumn term.

Glossary

2 tone printing- similar to a mono-print but is made up of two colours

Applique- to decorate something with pieces of fabric to form pictures or patterns

Collage- a piece of art made by attaching various different materials onto a backing

Dark- An area of something that is darker than its surroundings

Impression- an imprint on an object

Landscape- the visible features of an area of land

Light- An area of something that is brighter or paler than its surroundings

Line- a mark made using a drawing tool or brush. There are many types of lines thick, thin horizontal, vertical, zig-zag, diagonal, curly, curved, spiral etc. and are often very expressive.

Malleable- the quality of something that can be shaped into something else without breaking e.g. clay

Manmade- made or caused by human beings

Mono-printing- a single impression of an image made from a re-printable block

Natural- existing in or derived from nature. Not made or caused by human kind

Overlapping- to lay or lie over (something) to partly cover

Overlaying- to cover the surface of something with a coating

Pattern- a repeated decorative design

Primary colours- Red, yellow and blue. They can not be made by mixing colours together

Rigid- unable to bend or be forced out of shape

Sculpture- an art form made in 3 dimensions (length, width and height)

Secondary colours- A colour resulting from the mixing of two primary colours.

Shadow- The dark shape made when something blocks light from a light source like the sun, flashlight, or campfire

Textiles- a type of cloth or woven fabric

Texture- the feel, appearance or consistency of a surface or substance

Tint- A shade or a variety of colour

Tone- the general effect of colour or of light and shade in a picture

Weaving- the interlacing of two sets of threads or yarns, usually at right angles