Buckminster Primary School – **Art Knowledge and Skills Progression**

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Children will be taught they can experiment with different medium; they will always have mark making activities to explore the medium and what they can do with it. In our art lessons children will be given opportunities to be creative, and be able to make choices about their work and their learning. They will be given opportunities to develop their own artistic style, so rather than “all draw a tree” consider….. “Your work is your own creation and must include a tree, a full moon and at least one bird using the skills of ……”

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|  | **Reception** | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** | | |
| **Work of Artists** | **Foundation Stage ELG’s**  *Pupils should be taught to:* | ***National Curriculum***  *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* | ***National Curriculum***  *Pupils should be taught:*   * *About great artists, architects and designers in history* | | | |
|  | * Study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms. * Evaluate and analyse creative works using the language of art, craft and design.   **Key Vocabulary:**  **art gallery**  **museum**  **artwork**  **impressionism**  **sculptors** | * Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. * Evaluate and analyse creative works using the language of art, craft and design.   **Key Vocabulary:**  **Style**  **Masterpiece**  **Composition**  **Technique**  **Artistic**  **Architecture**  **exhibition** | * Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. * Evaluate and analyse creative works using the language of art, craft and design.   **Key Vocabulary:**  **media/medium**  **abstract**  **naturalism**  **subject matter**  **form**  **creativity**  **exhibit** | | |
| **Exploring and Evaluating Ideas** | **Foundation Stage ELG’s**  *Pupils should be taught to:*   * *Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.* | ***National Curriculum***  *Pupils should be taught to:*   * *Use drawings, painting and collage to develop and share their ideas, experiences and* ***imagination*** | ***National Curriculum***  *Pupils should be taught to:*   * *Create sketchbooks to record their observations and use them to review and revisit ideas* * *Improve their mastery of art, including drawing, painting and collage with a range of materials* | | | |
| * Work spontaneously and enjoy the act of making/creating * Sustain concentration and control when experimenting with tools and materials * Understand that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities * Explain what they are doing * Recognise and describe key features of their own and others’ work * Look and talk about what they have produced, describing simple techniques and the media used. * Say what they like and dislike about different artworks.   **Key Vocabulary:**  **Evaluate** | * Record and explore ideas from first hand observations. * Ask and answer questions about starting points for their work. * Develop and share their ideas, try things out and make changes. * Describe the differences and similarities between different practices and disciplines, and making links to their own work. * Think critically about their art and design work.   **Key Vocabulary:**  **Pattern** | * Create sketch books to record their observations and use to review and revisit ideas. * Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. * Think critically about their art and design work.   **Key Vocabulary:**  **Illustrate**  **Image**  **Critique** | * Create sketch books to record their observations and use to review and revisit ideas. * Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes * Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. * Think critically about their art and design work.   **Key Vocabulary:**  **Balance**  **Asymmetrical**  **Motif**  **Critique**  **Etching**  **Illustrate**  **Portray**  **portfolio** | | |
| **Drawing** | **Foundation Stage ELG’s**  *Pupils should be taught to:*   * *Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.* | ***National Curriculum***  *Pupils should be taught to:*   * *Use drawing to develop and share their ideas, experiences and imagination* * *Develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space* | ***National Curriculum***  *Pupils should be taught to:*   * *Create sketchbooks to record their observations and use them to review and revisit ideas* * *Improve their mastery of art, including drawing.* | | | |
| * Begin to use a variety of drawing tools e.g. fingers, chalk, pens and pencils. * Use drawings to tell a story * Investigate different lines * Explore different textures * Create simple representations of people and other things   **Key Vocabulary:**  **Line drawing**  **Outline**  **Different media** | * Experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks. * Draw lines and shapes from observations using different surfaces. * Invent lines and shapes in drawing. * Investigate tone by drawing light/dark lines, patterns and shapes. * Investigate pattern and texture by describing, naming, rubbing and copying   **Key Vocabulary:**  **Shading**  **Sketching** | * Draw with care for a sustained periods of time. * Use a sketchbook to collect and develop ideas from a range of sources. * Experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc. * Experiment with different grades of pencil to achieve varied tone. * Create texture and pattern in drawing with a range of implements.   **Key Vocabulary:**  **Portrait**  **still-life**  **portraiture**  **2 dimensional**  **Hatching**  **cross hatching**  **erase**  **Illustrate**  **Caricature**  **shade** | * Work on sustained, independent, detailed drawings. * Develop close observational skills. * Use a sketchbook to collect and develop ideas. * Experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing. * Use different techniques for different purposes i.e. shading, hatching, blending. * Develop drawing using tonal contrast and mixed media. * Begin to use simple perspective in their work i.e. by using single focal point on horizon. * Begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background.   **Key Vocabulary:**  **Calligraphy**  **Geometric**  **Highlight**  **scale** | | |
| **Digital Media** | **Foundation Stage ELG’s**  *Pupils should be taught to:* | ***National Curriculum***  *Pupils should be taught to:*   * *Develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space* | ***National Curriculum***  *Pupils should be taught to:*   * *Create sketchbooks to record their observations and use them to review and revisit ideas* * *Improve their mastery of art, including drawing,* | | | |
|  | * Explore ideas using digital sources i.e. internet, ipads. * Record visual information digitally. * Use a simple graphics package to create images and effects with lines, shapes, colour and texture. | * Explore ideas using digital sources i.e. internet, ipads. * Record, collect and store visual information digitally. * Present recorded visual images using software e.g. Photostory, Powerpoint * Use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images.   **Key Vocabulary:**  **Animation**  **Stop-frame** | | * Explore ideas using digital sources i.e. internet, ipads. * Record, collect and store visual information digitally. * Present recorded visual images using software e.g. Photostory, Powerpoint. * Use a graphics package to import or create/manipulate images. * Create digital layered images from original ideas in sketchbooks   **Key Vocabulary:**  **Graphic design** | |
| **Painting** | **Foundation Stage ELG’s**  *Pupils should be taught to:*   * *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.* | ***National Curriculum***  *Pupils should be taught to:*   * *Use painting to develop and share their ideas, experiences and imagination* * *Develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space* | ***National Curriculum***  *Pupils should be taught to:*   * *Improve their mastery of art, including drawing, painting and collage with a range of materials* | | | |
| * Experiment with and use primary colours * Name primary colours * Mix paint * Learn the names of different tools that bring colour * Use a range of tools to make coloured marks on paper * Make colours darker using black and lighter using white   **Key Vocabulary:**  **Dark colours**  **Light colours**  **Primary colours**  **Mixing** | * Use a variety of tools and techniques i.e. brush sizes and types. * Mix and match colours to artefacts and objects. * Work on different scales. * Experiment with tools and techniques e.g. layering, mixing. * Name and mix primary colours, shades and tones. * Create textured paint by adding material, i.e. sand or plaster.   **Key Vocabulary:**  **colour wheel**  **warm colours**  **cool colours**  **brushstroke**  **blending**  **brightness** | * Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. * Create different effects and textures with paint.   Use language of and mix primary and secondary colours and use tints and shades  **Key Vocabulary:**  **Blending**  **Resist**  **Tone**  **Palette**  **Portrait**  **Canvas**  **still-life**  **landscape**  **seascape**  **watercolour** | | | * Develop a painting from a drawing. * Experiment with different media and materials for painting. * Create imaginative work from a variety of sources e.g. observational drawing, music, poetry. * Mix and match colours to create atmosphere and light effects. * Identify, mix and use primary, secondary, complimentary and contrasting colours.   **Key Vocabulary:**  **Pigments**  **Hue**  **vanishing point**  **acrylic paint**  **airbrush**  **stippling**  **undertone** |
| **Printing** | **Foundation Stage ELG’s**  *Pupils should be taught to:*   * *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.* | ***National Curriculum***  *Pupils should be taught to:*   * *Develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space* | ***National Curriculum***  *Pupils should be taught to:*   * *Improve their mastery of art, including drawing, painting and collage with a range of materials* | | | |
| * Make rubbings * Print with a variety of objects * Print with block colours Patterns: (Drawing/Painting/ Printing) * Repeat patterns * Simple symmetry * Take rubbings of different objects – e.g. leaves and coins. * Create simple pictures and patterns by printing with a variety of objects. * Use stencils to create a picture. * Imprint into dough or clay.   **Key Vocabulary:**  **Modelling**  **Pattern**  **Symmetry**  **Rub**  **print** | * Print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables. * Take simple prints i.e. mono-printing. * Design and build repeating patterns and recognise pattern in the environment. * Create simple printing blocks for press print. * Experiment with overprinting motifs and colour. | * Create printing blocks using relief or impressed method. * Develop print techniques i.e. mono-printing, block printing, relief or impressed method. * Create repeating patterns. * Print with two colour overlays.   **Key Vocabulary:**  **Blending**  **Resist**  **Tone**  **Palette**  **Portrait**  **Canvas**  **still-life**  **landscape**  **seascape**  **watercolour**  **batik** | | | * Create printing blocks using sketchbook ideas. * Develop techniques i.e. mono-printing, block printing, relief/impressed method. * Experiment with overprinting motifs and colour   **Key Vocabulary:**  **Blending**  **Resist**  **Tone**  **Palette**  **Portrait**  **Canvas**  **still-life**  **landscape**  **seascape**  **watercolour**  **batik** |
| **Textiles** | **Foundation Stage ELG’s**  *Pupils should be taught to:*   * *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.* | ***National Curriculum***  *Pupils should be taught to:*   * *Develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space* | ***National Curriculum***  *Pupils should be taught to:*   * *Improve their mastery of art, including drawing, painting and collage with a range of materials* | | | |
|  | * Handle, manipulate and enjoy using different materials and textiles. * Explore different sensory experiences. * Decorate a piece of fabric. * Use appropriate language to describe colours, media, equipment and textures   **Key Vocabulary:**  **Texture**  **Material**  **decorate** | * Choose fabrics/threads based on colour, texture and shape. * Cut and shape fabric using scissors/snips. * Apply shapes with glue or stitching. * Apply decoration using beads, buttons, feathers etc. * Apply colour with printing, dipping, fabric crayons. * Create fabrics by weaving materials, i.e. grass through twigs   **Key Vocabulary:**  **Texture**  **Decorate** | * Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. * Develop skills in stitching, cutting and joining.   **Key Vocabulary:**  **Contrast**  **Decorative** | | | * Use fabrics to create 3D structures * Experiment with a range of media to overlap and layer creating textures, effects and colours.   **Key Vocabulary:**  **Tactile** |
| **Collage** | **Foundation Stage ELG’s**  *Pupils should be taught to:*   * *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.* | ***National Curriculum***  *Pupils should be taught to:*   * *Develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space* | ***National Curriculum***  *Pupils should be taught to:*   * *Improve their mastery of art, including drawing, painting and collage with a range of materials* | | | |
| * Create simple collages, layering different materials and fabrics. * Simple collages   Simple weaving  Key Vocabulary:  **Collage**  **Texture**  **Weaving** | * Create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc * Collect, sort and group materials or different purposes in different ways/shapes, i.e. texture, colour. * Arrange and glue materials to different backgrounds. * Fold, crumple, tear and overlap papers.   **Key Vocabulary:**  **Collage**  **Texture** | * Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. * Use collage as a means of collecting ideas and information and building up a visual vocabulary.   **Key Vocabulary:**  **Mixed media**  **mosaic** | | | * Add collage to a printed or painted background. * Use a range of media to create collages. * Use different techniques, colours and textures when designing and making pieces of work. * Use collage as a means of extending work from initial ideas. |

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| **Art AREA OF STUDY** | | | | | | |
|  | Autumn Cycle A | Autumn Cycle B | Spring Cycle A | Spring Cycle B | Summer Cycle A | Summer Cycle B |
| Reception | All about me  Self portraits  Drawing  Dinosaurs  Printing/modelling | Under the sea  Painting sea creatures  Transport  Printing  Modelling with clay sea creatures | The world is my oyster  Aboriginal art- printing  Famous artists | People who help us  Collage  Weaving | All creatures great and small  Drawing and painting animals and minibeasts | How does your garden grow  Leaf printing  Colour mixing |
| Year 1 and 2 | Compare and contrast artists Thomas Moore and  Stubbs | Harvest art  Van Gogh – Night Time picture | Arctic landscapes  Seasonal changes | Henri Rosseux – The Tiger  Observational drawing – spring | Monet  Transport  David Hockney deckchairs | Georgia O Keefe  Observational drawing  Plants |
| Year 3 and 4 | Digital art – landscapes  Portraits – Andy Warhol | Using different materials – Silhouettes  Clay  Cave paintings | Printing – Emma Majury  Clay – Cartouche – The Wave | Roman sandals  Mosaics | Collage – Jeannie Baker  Observational drawing | Lowry - bridges |
| Year 5 and 6 |  |  |  |  |  |  |