

# PROGRESSION OF SKILLS AND KNOWLEDGE



**LAURANCE HAINES**  
SCHOOL

## Art and Design

Heading	Knowledge	Skills	Vocabulary
<b>Year 1</b>	<p><u>Knowledge</u> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.</p> <p>Focus on complimentary colours – opposite colours on the colour wheel (Blue and Orange) and Primary colours.</p> <p>Drawing Painting Printing Collage</p> <p><u>Artist Focus</u> <b>Andy Goldsworthy</b> <b>William Morris</b> <b>Henri Rousseau</b> <b>Ntombephi Ntobela</b></p>	<p><u>Generating Ideas</u> Explore ideas and collect visual information Respond to ideas and starting points Explore different methods and materials as ideas develop Investigate a variety of landscapes in different seasons</p> <p><u>Making</u> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. Mix materials to create texture. Experiment with paper – curling, cutting, scrunching up etc. Investigate flowers and leaves – William Morris</p> <p><u>Evaluating</u> When looking at creative work express clear preferences and begin to include some reasons for these (“I like that because ...”)</p>	<p>2D, artists, background, block print, chalk, charcoal, collage, cold, colour, colour chart, control, cut, description, design, draw, drawing, experiment, felt tip, images, lines, make, mark, materials, mix, objects, outline, paint, paintbrush, painting, paper, pattern, primary, portrait, rubbing, sculpture, secondary, shade, shape, sketchbook, straight tearing, techniques, textile, texture, thick, thin, warm, wavy, weave</p>
<b>Year 2</b>	<p><u>Knowledge</u> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.</p> <p>Textiles Drawing Painting Sculpture</p> <p><u>Artist Focus</u> <b>Picasso</b> <b>Amirita Sher-Gil</b> <b>S.H. Raza</b></p>	<p><u>Generating Ideas</u> Explore different methods and materials as ideas develop Respond to ideas and starting points Explore ideas and collect visual information</p> <p><u>Making</u> Draw lines of different sizes and thickness using different media Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting. Use a wide range of tools to create different textures, lines, tones, colours and shapes. Shape and stitch materials.</p> <p><u>Evaluating</u> When looking at work express clear preferences and give reasons for these (“I like that because.....”)</p>	
<b>Year 3</b>	<p><u>Knowledge</u> Create original pieces that are influenced by studies of others.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers.</p>	<p><u>Generating Ideas</u> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Comment on artworks using visual language.</p> <p><u>Making</u> Use different hardnesses of pencils to show line, tone and texture.</p>	<p>abstract, art, artists, artistic vocabulary, blend, block shapes, brushes, chalk, charcoal, clay, collage, colour, complimentary, continuous patterns, design, designer, detail, develop,</p>

	<p>Create original pieces that are influenced by studies of others.</p> <p>Drawing Printing Painting Sculpture</p> <p><u>Artist Focus</u> <b>Frida Kahlo</b> <b>Francis Hatch</b></p>	<p>Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Use repeating or overlapping shapes. 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. Create images, video and sound recordings and explain why they were created. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.</p> <p><u>Evaluating</u> Regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve</p>	<p>digital cameras, drawing, embroidery, experiment, fabric, felt, improve, ink, intensity, marking, match, materials, mix, observation, opposing, palettes, pastel, pattern, printing, prints, record, roller, scales, scratch, sculpture, sew, shade, shadows, stitches • string print ,surfaces, tessellations, texture, threads, tones tools, tracing, watercolour, vibrant</p>
<b>Year 4</b>	<p><u>Knowledge</u> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p> <p>Drawing Printing Collage Textiles</p> <p><u>Artist Focus</u> <b>Giuseppe Arcimboldo</b> <b>James Green</b></p>	<p><u>Generating Ideas</u> Explore ideas in a variety of ways. Adapt and refine ideas as they progress. Develop ideas from starting points throughout the curriculum.</p> <p><u>Making</u> 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). Make precise repeating patterns. Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. 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 basic cross stitch and back stitch. Use clay and other mouldable materials. Add materials to provide interesting texture.</p> <p><u>Evaluation</u> Regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve</p>	
<b>Year 5</b>	<p><u>Knowledge</u> Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists.</p> <p>Drawing Sculpture Textiles</p> <p><u>Artist Focus</u> <b>Andy Warhol</b> <b>Clare Burchell</b></p>	<p><u>Generating Ideas</u> Collect information, sketches and resources and present ideas imaginatively in a sketch book. Spot the potential in unexpected results as work progresses. Use the qualities of materials to enhance ideas. Develop and imaginatively extend ideas from starting points throughout the curriculum. Comment on artworks with a fluent grasp of visual language.</p> <p><u>Making</u> 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. Show precision in techniques. Chose from a range of stitching techniques Combine previously learned techniques to create pieces 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.</p> <p><u>Evaluation</u></p>	<p>abstract, acrylic, annotation, background, copper etching, covered, creasing, cross hatching, culture, cutting, dashes, design, designers, develop, drawing, embroidery frames, fine brush strokes, foreground, form, highlight, human forms, ink, intensity, ironing, knotting, limited, malleable, mask, mastery, material, medium, middle ground, mixed media, Modroc, mono-printing, motifs, movement, newspaper, observation, padded, paper printing, pencil point,</p>

		Provide a reasoned evaluation of both their own and artists work which takes account of the starting points, intentions and context behind the work.	perspective, pointillism, points, polystyrene printing, process, proportion, representations, review,
<b>Year 6</b>	<p><u>Knowledge</u> Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Create original pieces that show a range of influences and styles.</p> <p>Drawing Painting Textiles Collage</p> <p><u>Artist Focus</u> <b>Henry Moore</b> <b>Richard Dack</b></p>	<p><u>Generating Ideas</u> Collect information, sketches and resources and present ideas imaginatively in a sketch book. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</p> <p><u>Making</u> 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. Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists</p> <p><u>Evaluation</u> Provide a reasoned evaluation of both their own and artists work which takes account of the starting points, intentions, and context behind the work.</p>	<p>revisit, sculpture, sculptural, sidestrokes, strokes, styles, suitable, tearing, technique, tradition, viewpoint, visual, watercolour</p>