

Art Knowledge and Skills Progression Map

<u>Year 1</u>	Knowledge	Skills
Autumn 1	<ul style="list-style-type: none"> • Drawing is a physical activity. • Lines can be controlled • Observational drawing is looking at something in front of you and drawing it • Colour can make a piece of art more engaging • The way you hold a drawing tool, and move the body, will affect the drawings made 	<ul style="list-style-type: none"> • Gripping a drawing tool in a variety of ways • mark-making and using the body to move the tool • Blending with pencils and graphite • Collage using tissue paper
Spring 1	<ul style="list-style-type: none"> • Printing is like making copies of a picture or pattern. • Tools can be used to print such as objects from the natural world, stamps and clay • Prints can be layered to create dimension • A print can be made by folding the paper 	<ul style="list-style-type: none"> • Pushing down hard will make the print darker, pushing down lightly will make the print lighter/less defined • To use hands and body parts to create different shapes • To create own stamp using objects in plasticine and create a relief print
Summer 1	<ul style="list-style-type: none"> • Textures can be added to clay using tools and hands • Clay hardens and can only be moulded for a short amount of time • Pieces of clay can be added together using a hatch method and a slip/slurry (watered down clay) • 	<ul style="list-style-type: none"> • To roll a ball and sausage with clay • To coil a rolled piece of clay • To pinch, press and pull the clay • To use tools to create a desired effect in the clay

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LAURANCE HAINES
SCHOOL

Year 2	Knowledge	Skills
Autumn 1	<ul style="list-style-type: none"> • That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. • That we can use the things we find to draw from, using close observational looking. • The shape of the page, and the way elements are arranged on the page can create compositions which we like. 	<ul style="list-style-type: none"> • To control the pressure of a pencil to create different shades and tones. • To pay close attention to details and capturing them accurately whilst drawing. • To identify the shade and light in art work
Spring 1	<ul style="list-style-type: none"> • For an effective monoprint a brayer is used to spread the ink/paint evenly in all directions. • A monoprint is a single print but can be layered • Designs are transferred by pushing the paper down onto the plate/cardboard design. • Tools needed are: printing plates (like cardboard or plastic), water-based inks or paints, brayers (rollers), and paper 	<ul style="list-style-type: none"> • To roll paint/ink evenly on the plate • To arrange elements on the printing page for a visually appealing piece of work • To develop fine motor skills using the printing tools and hand eye co-ordination • To mix colours using the colour wheel
Summer 1	<ul style="list-style-type: none"> • As they encounter challenges during the transformation process, they will practice critical thinking and adaptability in finding solutions. • They will gain insight into different cultures and traditions, fostering an appreciation for diversity (such as from Guatemala). • 	<ul style="list-style-type: none"> • crafting techniques such as wrapping, gluing, or painting, developing fine motor skills • To use the sketchbook to develop ideas by planning, experimenting and making notes of things that have/haven't worked. • To combine different materials (like fabric, beads, or buttons) to create features and details

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Year 3	Knowledge	Skills
Autumn 1	<ul style="list-style-type: none"> To know gestural marks and expressive lines can create a sense of movement, energy, and intensity. The qualities of the material, such as charcoal's ability to create dark tones, can be used to emphasize dramatic elements. Moving around while drawing can allow you to see and capture your subject from various angles, adding depth and interest to your work. 	<ul style="list-style-type: none"> To use the body as a drawing tool To blend charcoal using fingers, newspaper and material to give different effects To use shade to create dimension
Spring 1	<ul style="list-style-type: none"> To know that positive space is the main subject or areas of interest, while negative space is the background or area that surrounds the subject. To know that we can see shapes around us in the natural world. To know that artists use shapes in artwork and can be seen in cubism and abstract art. 	<ul style="list-style-type: none"> To arrange shapes to form pictures. To layer materials and shapes To use positive and negative space in a piece of work.
Summer 1	<ul style="list-style-type: none"> To know that the sketchbook can be used to write down ideas and sketch designs and concepts for the sculpture. To know that certain colours can portray certain emotions. To know that structures need a base and strong joints to ensure stability. 	<ul style="list-style-type: none"> To use colour to evoke emotion and enhance the character's personality. To use different textures to add depth and interest to the sculpture. To arrange the elements of the sculpture in a visually appealing way.

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Year 4	Knowledge	Skills
Autumn 1	<ul style="list-style-type: none"> • Drawings can be used to convey stories and ideas visually. • Adding text to drawings can enhance their meaning and provide additional context. • Using elements like line, shape, colour, and composition can create evocative and engaging imagery that supports the storytelling. 	<ul style="list-style-type: none"> • To create images using pencils, pens, paints, and other tools. • To arrange elements in a visually pleasing way. • To create depth and dimension in artwork
Spring 1	<ul style="list-style-type: none"> • To know how shapes fit together and how to manipulate them to create a seamless pattern. • To know basic shapes like squares, triangles, hexagons, etc. • To know how shapes can be repeated and rotated and identify patterns. 	<ul style="list-style-type: none"> • To experiment with different shapes and sizes to find solutions to create a tessellation. • To explore colour combinations and design variations to create unique patterns. • To focus on precise placement of shapes to ensure the pattern flows smoothly.
Summer 1	<ul style="list-style-type: none"> • To know that artists can make things look bigger or smaller than they really are. This is called scale. • To know some famous artists who create food sculptures include Claes Oldenburg and Coosje van Bruggen. Their sculptures often depict everyday objects, like hamburgers and clothespins, at enormous sizes. 	<ul style="list-style-type: none"> • To use observational drawing skills on everyday objects, particularly food items, and draw them accurately. • To mix and blend colours to create a variety of hues and shades. • To use different sculpting techniques, such as modeling, carving, and assembling, using various materials.

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Year 5	Knowledge	Skills
Autumn 1	<ul style="list-style-type: none"> • Typography is the design of fonts and layout. This means how letters look and how they are arranged on a page. • Typography can communicate ideas and emotions. The way words are designed can affect how people feel about what they read. 	<ul style="list-style-type: none"> • To create art work out of letters and numbers • To use a variety of artistic tools to experiments with, eg: pen, pencil, graphite, paint, card, etc... • To cut precisely • To create 3D elements on a visual map – cutting, sticking & making stands to prop up element
Spring 1	<ul style="list-style-type: none"> • To know how to transfer ink from one surface to another to create unique prints in monotype printing. • To know that monotype printing is a printmaking technique that creates a single, unique print from each plate 	<ul style="list-style-type: none"> • To use sketchbooks to collect ideas, experiment with techniques, and track artistic progress. • To integrate monotype with other art forms like painting and collage to create more complex and dynamic pieces of art.
Summer 1	<ul style="list-style-type: none"> • To know how sets create the setting and atmosphere for a performance, helping to tell the story. • To know the different components of a set, such as backdrops, props, and scenery. • To know how visual elements like colour, shape, and texture can convey meaning and evoke emotions. 	<ul style="list-style-type: none"> • To construct 3D models using various materials like cardboard, paper, or fabric. • To experiment with different materials and their properties to achieve desired effects. • To use colour mixing skills to effectively decorate set design.

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Year 6	Knowledge	Skills
Autumn 1	<ul style="list-style-type: none"> Drawing can be used to design and plan three-dimensional objects. By manipulating lines, shapes, and other elements on a flat surface, artists can visualize and create objects in the real world. Techniques like the grid method and negative space can aid in drawing accuracy and understanding. These methods help artists transfer proportions and relationships from one surface to another. 	<ul style="list-style-type: none"> To use a grid drawing to draw accurately To use a sketch book to plan project and experiment with techniques To use collage and layering materials To cut with precision To mark making with purpose To use tone and shading
Spring 1	<ul style="list-style-type: none"> To know how to use colour to create different moods and effects. To analyse the work of other artists and identifying their techniques and styles. To have self-awareness and reflect on their own identity and experiences, acknowledging how other artists portray this. 	<ul style="list-style-type: none"> To draw accurately and expressively, including facial features, body proportions, and perspective. To cut, paste, and arrange different materials to create a cohesive composition. To practise sketching and experimenting with different materials and techniques in sketchbooks.
Summer 1	<ul style="list-style-type: none"> To know how shapes and forms can be used to create recognizable figures and objects. To know how different shapes can be combined to form recognizable objects. To know the importance of light source placement and intensity to create clear shadows. 	<ul style="list-style-type: none"> To create intricate shapes and details by cutting precisely. To manipulate shadow puppets to create movement and storytelling. To create working joints to manipulate puppets created.