



Park Grove Primary Academy: National Curriculum – Knowledge and Skill Progression in Art and Design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Skills	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • (begin) to use a range of materials creatively to design and make a 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 • 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>*Explain what he/she likes about the work of others</p> <p>*Know the names of tools, techniques and elements that he/she uses</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 and tone • 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>*Know that different artistic works are made by craftspeople from different cultures and times</p> <p>* Give reasons for his/her preferences when looking at art/craft or design work</p> <p>* Select particular techniques to create a chosen product and develop some care and control over materials and their use</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) • about great artists, architects and designers in history. <p>* Experiment with different materials to create a range of effects and use these techniques in the completed piece of work</p> <p>* Explain what he/she likes or dislikes about their work</p> <p>* Know about some of the great artists, architects and designers in history and describe their work</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) • about great artists, architects and designers in history. <p>*Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied</p> <p>* Articulate how he/she might improve their work using technical terms and reasons as a matter of routine</p> <p>* Use taught technical skills to adapt and improve his/her work</p> <p>* Collect ideas and develop a plan for a completed piece of artwork</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Introduce a range of tools which can produce marks on a variety of backgrounds. • Use parts of a pencil to create different mark making effects. • To begin to produce simple observational drawings of objects. <p>*Develop different ideas which can be used and explain his/her choices for the materials and techniques used.</p> <p>* Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work</p> <p>* Evaluate his/her work against their intended outcome</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Introduce a range of tools which can produce marks on a variety of backgrounds. • Use parts of a pencil to create different mark making effects. • To begin to produce simple observational drawings of objects. <p>*Follow a design brief to achieve an effect for a particular function</p> <p>*Create intricate printing patterns by simplifying and modifying sketchbook designs</p> <p>* Explain and justify preferences towards different styles and artists</p> <p>* Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</p> <p>* Adapt his/her own final work following feedback or discussion based on their preparatory ideas</p> <p>* Refine his/her use of learnt techniques</p> <p>* Select ideas based on first hand observations, experience or imagination and develop these through open ended research</p>

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Key Vocabulary	pinch pot, texture, artist, collage, print, charcoal, repeating pattern, sort, detail	Coils, slabs, media, running stitch, relief, tone, watercolour, chalk, techniques, observe, crafts, people, culture	Form, slip, cross stitch, block printing, relief, tone, shading, natural, manmade, architect, designer	Natural, manmade, architect, designer, mood, proportion, architect, designer	Weave, foreground, background, hue, hint, tone, layers, overlay, architect, designer, process	Modroc, stippling, bleed, composition, perspective, focal point, malleable, intricate, scale, proportion, horizon
Line, Shape and Form - Examples	<p><i>Begin to control lines to create simple drawings from observations</i></p> <p><i>Use thick felt tip pens/chalks/charcoal/wax crayon/pastel</i></p> <p><i>Hold a large paint brush correctly</i></p> <p><i>Make marks using paint with a variety of tools</i></p> <p><i>Consider consistency when applying paint</i></p> <p><i>Colour within the line</i></p> <p><i>Draw on smaller and larger scales</i></p> <p><i>Begin to add detail to line drawings</i></p>	<p><i>Use sketchbooks to record drawings from observation</i></p> <p><i>Experiment with different tones using graded pencils</i></p> <p><i>Include increased detail within work</i></p> <p><i>Draw on a range of scales</i></p> <p><i>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</i></p> <p><i>Use a variety of brushes and experiment with ways of marking with them</i></p> <p><i>Develop shadows</i></p> <p><i>Use of tracing</i></p>	<p><i>Use first hand observations using different viewpoints, developing more abstract representations</i></p> <p><i>Introduce perspective, fore/back and middle ground</i></p> <p><i>Investigate proportions</i></p> <p><i>Use a range of mediums on a range of backgrounds</i></p> <p><i>Work indoors and outdoors</i></p> <p><i>Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</i></p>			
Printing - Examples	<p><i>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control</i></p> <p><i>Develop controlled printing against outline /within cut out shapes</i></p> <p><i>Use matchbox to print to explore possibilities - different sized matchboxes create different lines/shapes/patterns</i></p> <p><i>Experiment with marbling, investigating how ink floats and changes with movement</i></p>	<p><i>Use roller and ink printing. Use simple block shapes formed by children</i></p> <p><i>Blend two colours when printing</i></p> <p><i>Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays</i></p> <p><i>Form string roller prints to create continuous patterns</i></p>	<p><i>Create polystyrene printing blocks to use with roller and ink</i></p> <p><i>Explore monoprinting (see below for artists)</i></p> <p><i>Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point</i></p> <p><i>Experiment with screen printing</i></p> <p><i>Design and create motifs to be turned into printing block images</i></p> <p><i>Investigate techniques from paper printing to work on fabrics</i></p>			

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Colour - Examples	<p><i>Recognise and name primary and secondary colours</i> <i>Mix primary colours to make secondary colours</i> <i>Share colour charts to compare variations of the same colour</i> <i>Create and experiment with shades of colour and name some of these</i> <i>Recognise warm and cold colours</i> <i>Create washes to form backgrounds</i> <i>Explore the relationship between mood and colour</i></p>	<p><i>Mix and match colours (create palettes to match images)</i> <i>Lighten and darken tones using black and white</i> <i>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</i> <i>Experiment with watercolour, exploring intensity of colour to develop shades</i> <i>Explore complementary and opposing colours in creating patterns</i></p>	<p><i>Build on previous work with colour by exploring intensity</i> <i>Introduce acrylic paint</i> <i>Develop watercolour techniques</i> <i>Explore using limited colour palettes</i> <i>Investigate working on canvas experiment with colour in creating an effect</i> <i>Mark make with paint (dashes, blocks of colour, strokes, points)</i> <i>Develop fine brush strokes</i></p>
Sculpture - Examples	<p><i>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures</i> <i>Investigate a range of different materials and experiment with how they can be connected together to form simple structures</i> <i>Look at sculptures and try to recreate them using everyday objects/range of materials</i> <i>Begin to form own 3D pieces</i> <i>Consider covering these with papier-mâché</i> <i>Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</i> <i>Look at sculptures by known artists and natural objects as starting points for own work</i></p>	<p><i>Develop confidence working with clay adding greater detail and texture</i> <i>Add colour once clay is dried</i> <i>Investigate ways of joining clay - scratch and slip</i> <i>Introduce 'modroc'</i> <i>Create work on a larger scale as a group</i> <i>Use pipe cleaners/wire to create sculptures of human forms</i></p>	<p><i>Design and create sculpture, both small and large scale</i> <i>Make masks from a range of cultures and traditions, building a collage element into the sculptural process</i> <i>Use objects around us to form sculptures</i> <i>Use wires to create malleable forms</i> <i>Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)</i> <i>Create human forms showing movement</i></p>
Textile - Examples	<p><i>Develop collages, based on a simple drawing, using papers and materials</i> <i>Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)</i> <i>Weave using recycled materials – paper, carrier bags</i> <i>Investigate a range of textures through rubbings</i> <i>Simple batik work</i> <i>Develop tearing, cutting and layering paper to create different effects</i> <i>Dye fabrics using tea, red cabbage, beetroot, onion, spinach</i> <i>Weave with wool</i></p>	<p><i>Research embroidery designs from around the world, create own designs based on these</i> <i>Sew simple stiches using a variety of threads and wool</i> <i>Investigate tie-dying</i> <i>Create a collage using fabric as a base</i> <i>Make felt</i> <i>Develop individual and group collages, working on a range of scales</i> <i>Use a range of stimulus for collage work, trying to think of more abstract ways of showing views</i></p>	<p><i>Introduce fabric block printing</i> <i>Create tie dye pieces combining two colours</i> <i>Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.</i> <i>Weave using paintings as a stimulus / the natural world</i> <i>Experiment with circular embroidery frames</i> <i>Create detailed designs which can be developed into batik pieces</i></p>

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