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| **St Stephens Community Academy: ART Knowledge and Skills Progression**  Metacognition: Metacognition can take many forms. This includes knowledge about when and how to use particular strategies for learning or problem solving.  **Aims**: The National Curriculum for Art and Design aims to ensure that all pupils:   * Produce creative work, exploring their ideas and recording their experiences * Become proficient in drawing, painting, sculpture and other art, craft, design and techniques * Evaluate and analyse creative works using language of art, craft and design * Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms | | | | | |
| Art | Term | Term | | Term | |
| **EYFS** | Autumn | Spring | | Summer | |
| Concept | **Community and inheritance** | **Innovation and Sources** | | **Trade and Exploration** | |
| Knowledge |  |  | |  | |
| Skill progression |  |  | |  | |
| Metacognition:  Teaching strategies | Classroom discussion | Cognitive task analysis | | Jigsaw method | |
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| **Year 1** | Autumn - Drawing | Spring - Painting | Summer – Printing or Collage/3D | | |
| Concept | **Community and inheritance** | **Innovation and Sources** | **Trade and Exploration** | | |
| Knowledge SB | To learn to develop line skills through:  - Observational drawing  - Creating line patterns  - Fantasy drawing  - Use of a range of tools- pencils, black felt pens and white and coloured chalk | Develop understanding of colour. Learn to:  - Use primary colours only and mix a variety of oranges, greens, purples in paints  - Use in painted & blown paint pictures, sometimes with wax crayons  - Develop control of paint with brushes and blowing | Develop printing techniques through shape, pattern and colour. Learn to:  - Print with found objects to create pictures from primary colours.  - Make simple block and print repeat patterns using tones of secondary colour | | **Collage:** Develop understanding of shape and colour. Learn to:  - Cut/tear shapes from paper, glue to enhance a drawn background  - Use shapes to create a picture  - Use primary coloured tissue to create secondary colours in a picture.  **3D:** develop techniques to create shape and form. Learn to:  - Combine clay and painting to create a clay tile. Make pictures with impressed shapes  - Make papier mache objects & decorate with paint/print or collage patterns  - Draw objects & create mini models from salt dough |
| Skill progression | **Drawing Techniques**   * Layer different media e.g. crayons/ pastels. * Understand the basis use of a sketchbooks and work out ideas for drawings. * Draw for a sustained period of time from the figure and real objects, including single and grouped objects. * Experiment with the visual elements, line, shape, pattern and colour.   **Drawing Skills:**   * Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate marks and represent their observation, memories and ideas with purpose/intention * Can use a viewfinder to select a view, or shapes and visual clues in an image and then record what is selected within the frame. * Can draw carefully in line from observation, recording shapes | * Experiment with tools and techniques, including layering, mixed media. * Mix and match colours including artefacts and objects. * Work on a range of scales e.g. Suggest large brushes for large paper. * Mix a range of secondary colours, shades and tones. * Can spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context | * Can apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. * They can use hands, feet, shapes, objects and found materials * Can Monoprint by marking onto an ink block, or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure. * Can take rubbings from texture to understand and inform their own texture prints. * Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks. | | **Collage**:   * Use a wide variety of materials including fabric, plastic, tissue, crepe paper etc * Can select with thought, different materials from the teachers resources, considering content, shape, surface and texture * Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea   **3D**   * Manipulate clay for different purposes including thumb pots, coil pots and models. * Understand the safety and basis care of materials and tools. * Experiment with, construct and join recycled, natural and man-made materials more confidently. * Explore shape and form * Can handle and manipulates rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things * Can model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features |
| Explore and evaluate | * Ask and answer questions about the starting points for their outcomes and develop their ideas. * Explore the differences and similarities within the work of artists, craftspeople and designers. * Review what they and others have done and say what they think and feel about it * Identify what they might change in their current learning or develop in the future. | | | | |
| Metacognition:  Teaching strategies | Classroom discussion | Cognitive task analysis | Jigsaw method | | Classroom discussion |
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| **Year 2** | Autumn - Drawing | Spring - Painting | Summer - Printing or 3D | | |
| Concept | **Community and inheritance** | **Innovation and Sources** | **Trade and Exploration** | | |
| Knowledge SB | Begin to show an understanding of landscape and how to create different textures. Learn to:  - Use a variety of lines  - Use a range of tools and mediums | Develop colour mixing skills. Learn to:  - Mix tints of orange and purple and tones of grey, blue and green  - Understand tint is adding white, tones adding black  - Control paint using small brushes delicately, use spatula or blowing to create texture | Develop use of line within printing.  - Make block, transfer and press-print designs evenly in controlled manner  - Use colour in interesting & varied ways, experimenting with coloured backgrounds | | **Collage:** Develop knowledge of shape, texture and colour. Learn to:  - Use fabric effectively in design of picture  - Combine different media to create an appropriately scaled collage  - Show ability to select and control materials  **3D**: Learn to:  -Create textured clay tiles  - Draw shape outlines onto tile  - Make distinct patterns with impressed shapes and items  - Make papier mache relief picture  - Select appropriate colours |
| Skill progression | **Drawing Techniques**   * Layer different media e.g. crayons/ pastels. * Understand the basis use of a sketchbooks and work out ideas for drawings. * Draw for a sustained period of time from the figure and real objects, including single and grouped objects. * Experiment with the visual elements, line, shape, pattern and colour.   **Drawing Skills:**   * Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate marks and represent their observation, memories and ideas with purpose/intention * Can use a viewfinder to select a view, or shapes and visual clues in an image and then record what is selected within the frame. * Can draw carefully in line from observation, recording shapes | * Experiment with tools and techniques, including layering, mixed media. * Mix and match colours including artefacts and objects. * Work on a range of scales e.g. Suggest large brushes for large paper. * Mix a range of secondary colours, shades and tones. * Can spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context | * Can apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. * They can use hands, feet, shapes, objects and found materials * Can Monoprint by marking onto an ink block, or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure. * Can take rubbings from texture to understand and inform their own texture prints. * Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks. | | **Collage:**   * Use a wide variety of materials including fabric, plastic, tissue, crepe paper etc * Can select with thought, different materials from the teachers resources, considering content, shape, surface and texture * Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea   **3D**   * Manipulate clay for different purposes including thumb pots, coil pots and models. * Understand the safety and basis care of materials and tools. * Experiment with, construct and join recycled, natural and man-made materials more confidently. * Explore shape and form * Can handle and manipulates rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things * Can model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features |
| Explore and evaluate | * Ask and answer questions about the starting points for their outcomes and develop their ideas. * Explore the differences and similarities within the work of artists, craftspeople and designers. * Review what they and others have done and say what they think and feel about it * Identify what they might change in their current learning or develop in the future. | | | | |
| Metacognition:  Teaching strategies | Classroom discussion | Cognitive task analysis | Jigsaw method | | Classroom discussion |
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| **Year 3** | Autumn – Drawing | Spring – Painting | Summer - Printing or 3D | | |
| Concept | **Community and inheritance** | **Innovation and Sources** | **Trade and Exploration** | | |
| Knowledge SB | - Create line, pattern & tone with pencil, chalk, charcoal  - Use skills to draw from observations - large and small scale  - Create an abstract design based on observational drawings  - Create imaginative drawing | Learn to:  -mix and use a range of secondary colour tones  - Use primary colours to mix a range of tints  - Develop use of tones and tints to colour or decorate drawings and create paintings – imaginary, silhouette & observed | Learn to:  -Make and use a stencil in a controlled manner, building a picture in layers  - Understand potential of adding other elements to a print  - Understand effects of overlapping colours  - Using press-print to create linear designs | | **Collage:** Learn to:  -Appreciate outline in silhouettes  - To handle materials making cuts and tears to suit purpose  - To chose appropriate textures for subject matter  - To give an idea of space and distance  - Mix translucent materials to gain colour mixes  **3D:** Learn to:  - Create real life and giant sized objects from observational drawings using clay, papier mache and cardboard/paper  - Use tools with increasing accuracy  - Decorate using impressions, engraving and painting |
| Skill progression | **Drawing techniques:**   * Make informed choices in drawing including paper and media. * Uses a sketchbook to plan and develop ideas, gather evidence and investigate testing media * Plan, refine and alter their drawings. * Explores shading, using different media to achieve a range of light and dark tones, black to white * Draws familiar things from different viewpoints and combines images to make new images   **Drawing Skills:**   * Begin to explore relationships between line and tone, pattern and shape, line and texture. * Can use and manipulate a range of drawing tools with control * Can draw in line with care when taking a line for a walk, or in scale applying rules of simple perspective * Can use a sketchbook to support the development of a design | * Can understand how artists use warm and cool colour using this when mixing paint to express a mood in a work * Make and match colours with increasing accuracy. * Use more specific colour language e.g. tine, tone, shade. * Choose paints and implements appropriately. * Can represent things observed,remembered or imagined, using colour selecting appropriate paint and brushes * Can explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting (Optional) | * Can explore lines, marks and tones through mono-printing on a variety of papers to create an image. * Can explore images and recreate texture in a Collagraph print using e.g. corrugated card, string, press print * Can explore colour mixing through printing, using two coloured inks a roller and stencil or press print * Printing including marbling, silkscreen and coldwater paste.(where able) | | **Collage:**   * Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements * Can experiment with creating mood, feeling, movement and areas of interest using different media * Can use the natural / town environment as a stimulus for a mixed media work to convey meaning   **3D:**   * Show an understanding of shape, space and form. * Can create textured surfaces using rigid and plastic materials and a variety of tools * Can construct a structure in linear or soft media before then covering the surface to make a form * Can design and make a 3D form as a maquetté for a larger imagined piece and consider form / function * Can identify and assemble found materials to make a new form, carefully covering with ModRoc or papier maché * Can build in clay a functional form using two/three building techniques and some surface decoration |
| Explore and evaluate | * Question about starting points and select ideas to use in their outcomes. * Explore the roles and purposes of artists, craftspeople and designers working in different times. * Compare ideas, methods and approaches in their own and others outcomes. * Adapt their outcomes according to their views and describe how they might develop it further. | | | | |
| Metacognition:  Teaching strategies | Classroom discussion | Cognitive task analysis | Jigsaw method | | Classroom discussion |
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| **Year 4** | Autumn – Drawing | Spring - Painting | Summer - Printing or 3D | | |
| Concept | **Community and inheritance** | **Innovation and Sources** | **Trade and Exploration** | | |
| Knowledge SB | Learn to:  - Use pencil, charcoal and chalk to create contrasting effects of line, texture and tone  - Blend charcoal and chalk  - Make observational drawings of objects to show shape and pattern  - Develop new drawing to design own version which meets a brief  - Combine painted background with drawing in felt pen or thinner dark paint (fine brushes) | Learn to:  - Mix autumnal colours & create interesting textures  - Use Scrafitto techniques  - Mix tones of grey and use thin watery paint as a base atmosphere  - Use collage & paint to create objects and reflections.  - Create a design using warm or cold colours & curved or straight lines | Learn to:  -Create transfer, black, offset & paper strip prints  - Use observational & preliminary drawings as stimuli  - Create repeat patterns, use 2 primary & their secondary colour to create stencils | | Learn to:  **Collage:** Learn to create a variety of collages using different techniques-  -Make symmetrical shapes by drawing & cutting paper  - Explore qualities of materials & use them effectively  - Create a small scale collage from an observational drawing of an object using torn paper  **3D:** Learn to:  -Make a clay object using pinch/thumb pot technique, blending attached pieces for strength  - Create a richly textured clay relief tile from an observational drawing  - Create a sculpture from observational drawing of part of the human body  Use cardboard materials to create an object |
| Skill progression | **Drawing techniques:**   * Make informed choices in drawing including paper and media. * Uses a sketchbook to plan and develop ideas, gather evidence and investigate testing media * Plan, refine and alter their drawings. * Explores shading, using different media to achieve a range of light and dark tones, black to white * Draws familiar things from different viewpoints and combines images to make new images   **Drawing Skills:**   * Begin to explore relationships between line and tone, pattern and shape, line and texture. * Can use and manipulate a range of drawing tools with control * Can draw in line with care when taking a line for a walk, or in scale applying rules of simple perspective * Can use a sketchbook to support the development of a design | * Can understand how artists use warm and cool colour using this when mixing paint to express a mood in a work * Make and match colours with increasing accuracy. * Use more specific colour language e.g. tine, tone, shade. * Choose paints and implements appropriately. * Can represent things observed,remembered or imagined, using colour selecting appropriate paint and brushes * Can explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting (Optional) | * Can explore lines, marks and tones through mono-printing on a variety of papers to create an image. * Can explore images and recreate texture in a Collagraph print using e.g. corrugated card, string, press print * Can explore colour mixing through printing, using two coloured inks a roller and stencil or press print * Printing including marbling, silkscreen and coldwater paste.(where able) | | **Collage:**   * Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements * Can experiment with creating mood, feeling, movement and areas of interest using different media * Can use the natural / town environment as a stimulus for a mixed media work to convey meaning   **3D:**   * Show an understanding of shape, space and form. * Can create textured surfaces using rigid and plastic materials and a variety of tools * Can construct a structure in linear or soft media before then covering the surface to make a form * Can design and make a 3D form as a maquetté for a larger imagined piece and consider form / function * Can identify and assemble found materials to make a new form, carefully covering with ModRoc or papier maché * Can build in clay a functional form using two/three building techniques and some surface decoration |
| Explore and evaluate | * Question about starting points and select ideas to use in their outcomes. * Explore the roles and purposes of artists, craftspeople and designers working in different times. * Compare ideas, methods and approaches in their own and others outcomes. * Adapt their outcomes according to their views and describe how they might develop it further. | | | | |
| Metacognition:  Teaching strategies | Classroom discussion | Cognitive task analysis | Jigsaw method | | Classroom discussion |
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| **Year 5** | Autumn – Drawing | Spring - Painting | Summer - Printing or 3D | | |
| Concept | **Community and inheritance** | **Innovation and Sources** | **Trade and Exploration** | | |
| Knowledge SB | Learn to:  - Use a pencil to create line, tone, texture and pattern  - Create a collage of pencil drawings  - Use chalk on black and charcoal on white paper to create observational drawings  - Use water soluble fine liners to make observational drawings & wash techniques  - Design a label appropriate for an item – clear and eye-catching  - Create a still life in the style of a well-known artist | Learn to:  - Mix paint to match the colours in real objects  - Make a realistic collage using paint  - Use thick paint, applying with a spatula in the style of a well-known artist  - Design a class alphabet showing a variety of paint techniques  - Design a logo which represents the name, colour & products of a given shop | Learn to:  - Create mood with a transfer print using line and colour  - Create a press print from observational drawing, enhancing mood with line and colour  - Create a successful mono-print from an observation line drawing  - Use plastic to make an interesting print block with various textures  - Use plastic print block to create a distorted image | | **Collage**: Learn to:  - Create a mosaic picture of part of a face (eye)  -Interpret a portrait painting in collage using appropriate materials  - Create a 3D symmetrical face showing feeling from card  - Create a portrait using appropriate materials to show character  **3D:** Learn to:  - Select part of a picture and reproduce a pencil drawing of it  - Create a textured clay tile based on the drawing  - Create a 3D clay sculpture from paintings/drawings  - Create an abstract 3D papier mache image on paper from paintings/drawings  - Colour the papier mache with tissue papers |
| Skill progression | **Drawing techniques:**   * Explore the potential properties of line, tone, pattern, texture, colour and shape. * Develop ideas using different or mixed media, using a sketchbook. * Plans and completes extended sets of drawings in sketchbook to plan a painting, print or 3D piece * Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief, found materials, torn and cut materials * Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. * Confidently and strongly uses charcoal/pastels in response to light and dark, shadows and well-lit areas   **Drawing Skills:**   * Can select , use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation * Can select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose * Can convey tonal qualities well, showing good understanding of light and dark on form | * Create shades and tints using black and white. * Choose appropriate paint, paper and implements to adapt and extend their outcomes. * Carry out preliminary studies, test media and materials and mix appropriate colours. * Can create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers * Can plan/paint symbols, forms and shapes when exploring the work of other artists informing their painting | * Choose the printing method appropriate to the task. * Familiar with layering prints. * Can make connections between own work and patterns in their local environment (e.g. curtains, wallpaper) * Can recreate images through relief printing using card and mark making tools to control, line, shape, texture and tone * Can explore colour mixing through printing, using two coloured inks a roller and stencil or press print/ Easiprint * Can recreate a scene and detail remembered, observed or imagined, through collage relief ‘’collagraph’’ printing * Can design prints for a purpose e.g. fabrics, book covers, wallpaper or wrapping paper | | **Collage:**   * Can embellish a surface using a variety of techniques, including drawing, painting and printing * Can select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water   **3D:**   * Develop skills in using clay including slabs, coils and slips * Can explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour * Can use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages * Can recreate 2D images in 3D, looking at one area of experience, e.g. recreate a landscape or figure focusing on form/ surface |
| Explore and evaluate | * Question about starting points and select ideas to use in their outcomes. * Explore the roles and purposes of artists, craftspeople and designers working in different times. * Compare ideas, methods and approaches in their own and others outcomes. * Adapt their outcomes according to their views and describe how they might develop it further. | | | | |
| Metacognition:  Teaching strategies | Classroom discussion | Cognitive task analysis | Jigsaw method | | Classroom discussion |
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| **Year 6** | Autumn – Drawing | Spring - Painting | Summer – Printing or 3D | | |
| Concept | **Community and inheritance** | **Innovation and Sources** | **Trade and Exploration** | | |
| Knowledge SB | Learn to: Observe & record human bodies through a range of experiences:  -Line, shape, form and texture of a hand  - Complete a half portrait using charcoal and chalk creating texture  - Quick-figure drawings from observation in fine and bold media  -Produce a distorted portrait in the style of a well-known artist | Learn to:  -Product a portrait using tones of grey which emphasise the dark and light of the head  - Use a spatula or different brush thicknesses to apply paint & create texture  - Mix colours to match the subtle colour of someone or something  - Produce a painting that captures the colour, tone and texture of an object  - Design and paint an object, creating humour in the design. | Learn to:  -Create a transfer print combining sharp line and soft colour  - Understand how to make an abstract design  - Make a controlled repeat pattern, experimenting with different ways to join blocks  - Make positive and negative monoprints based on a painting | | **Collage:** Learn to:  -Use art straws/card to create a 3D picture based on a painting  - Create a stained glass window effect picture using overlapping tissue to create colours & outline in black pen  -Use observational drawing of a natural object to create a wool/string collage showing texture and pattern  - Combine a mixture of materials to create a collage based on a painting/drawing  **3D:** Learn to:  - Design objects using paintings as inspiration  - Form curved & straight sided blocks out of clay  - Blend shapes of clay carefully & effectively to make a larger object  - Cut and model clay to required shape & texture  - Combine cardboard & papier mache to create a carefully made sculpture creating mood through colour |
| Skill progression | **Drawing techniques:**   * Explore the potential properties of line, tone, pattern, texture, colour and shape. * Develop ideas using different or mixed media, using a sketchbook. * Plans and completes extended sets of drawings in sketchbook to plan a painting, print or 3D piece * Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief, found materials, torn and cut materials * Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. * Confidently and strongly uses charcoal/pastels in response to light and dark, shadows and well-lit areas   **Drawing Skills:**   * Can select , use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation * Can select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose * Can convey tonal qualities well, showing good understanding of light and dark on form | * Create shades and tints using black and white. * Choose appropriate paint, paper and implements to adapt and extend their outcomes. * Carry out preliminary studies, test media and materials and mix appropriate colours. * Can create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers * Can plan/paint symbols, forms and shapes when exploring the work of other artists informing their painting | * Choose the printing method appropriate to the task. * Familiar with layering prints. * Can make connections between own work and patterns in their local environment (e.g. curtains, wallpaper) * Can recreate images through relief printing using card and mark making tools to control, line, shape, texture and tone * Can explore colour mixing through printing, using two coloured inks a roller and stencil or press print/ Easiprint * Can recreate a scene and detail remembered, observed or imagined, through collage relief ‘’collagraph’’ printing * Can design prints for a purpose e.g. fabrics, book covers, wallpaper or wrapping paper | | **Collage:**   * Can embellish a surface using a variety of techniques, including drawing, painting and printing * Can select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water   **3D:**   * Develop skills in using clay including slabs, coils and slips * Can explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour * Can use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages * Can recreate 2D images in 3D, looking at one area of experience, e.g. recreate a landscape or figure focusing on form/ surface |
| Explore and evaluate | * Question about starting points and select ideas to use in their outcomes. * Explore the roles and purposes of artists, craftspeople and designers working in different times. * Compare ideas, methods and approaches in their own and others outcomes. * Adapt their outcomes according to their views and describe how they might develop it further. | | | | |
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