|  |
| --- |
| **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 |
|  |
| **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 asketchbooks and work outideas for drawings.
* Draw for a sustained period oftime from the figure and realobjects, including single andgrouped objects.
* Experiment with the visualelements, line, shape, patternand colour.

**Drawing Skills:*** Can hold and use drawing toolssuch as pencils and crayonsusing 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 fromobservation, recording shapes
 | * Experiment with tools and techniques, including layering, mixed media.
* Mix and match coloursincluding 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 orsurface to experiment withprinting and improving thequality and placement of the image.
* They can use hands, feet, shapes, objects and foundmaterials
* Can Monoprint by markingonto 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 manipulatesrigid and malleable materialssuch as clay, card and foundobjects to represent something known and suggest familiar objects or things
* Can model in malleable/plasticmaterials and control form toassemble 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 |
|  |  |
| **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 asketchbooks and work outideas for drawings.
* Draw for a sustained period oftime from the figure and realobjects, including single andgrouped objects.
* Experiment with the visualelements, line, shape, patternand colour.

**Drawing Skills:*** Can hold and use drawing toolssuch as pencils and crayonsusing 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 fromobservation, recording shapes
 | * Experiment with tools and techniques, including layering, mixed media.
* Mix and match coloursincluding 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 orsurface to experiment withprinting and improving thequality and placement of the image.
* They can use hands, feet, shapes, objects and foundmaterials
* Can Monoprint by markingonto 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 manipulatesrigid and malleable materialssuch as clay, card and foundobjects to represent something known and suggest familiar objects or things
* Can model in malleable/plasticmaterials and control form toassemble 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 |
|  |  |
| **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 indrawing including paper andmedia.
* Uses a sketchbook toplan and develop ideas, gatherevidence and investigatetesting media
* Plan, refine and alter theirdrawings.
* Explores shading, usingdifferent media to achieve arange of light and dark tones,black to white
* Draws familiar things fromdifferent viewpoints andcombines images to make newimages

**Drawing Skills:*** Begin to explore relationships between line and tone, patternand shape, line and texture.
* Can use and manipulate arange of drawing tools withcontrol
* Can draw in line with carewhen taking a line for a walk,or in scale applying rules ofsimple perspective
* Can use a sketchbook to support the development of a design
 | * Can understand how artists use warm and cool colour using thiswhen 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 implementsappropriately.
* Can represent things observed,remembered or imagined, using colour selectingappropriate 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 animage.
* Can explore images andrecreate texture in a Collagraph print using e.g. corrugated card, string, press print
* Can explore colour mixingthrough printing, using twocoloured inks a roller andstencil or press print
* Printing including marbling,silkscreen and coldwater paste.(where able)
 | **Collage:*** Collect visual information froma variety of sources, describingwith vocabulary based on thevisual and tactile elements
* Can experiment with creatingmood, feeling, movement andareas of interest using differentmedia
* Can use the natural / townenvironment as a stimulus for amixed media work to conveymeaning

**3D:*** Show an understanding ofshape, space and form.
* Can create textured surfacesusing rigid and plastic materialsand a variety of tools
* Can construct a structure inlinear or soft media beforethen covering the surface tomake a form
* Can design and make a 3D formas a maquetté for a largerimagined piece and considerform / function
* Can identify and assemblefound materials to make a newform, carefully covering withModRoc or papier maché
* Can build in clay a functionalform using two/three buildingtechniques and some surfacedecoration
 |
| 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 |
|  |  |
| **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 bodyUse cardboard materials to create an object |
| Skill progression | **Drawing techniques:*** Make informed choices indrawing including paper andmedia.
* Uses a sketchbook toplan and develop ideas, gatherevidence and investigatetesting media
* Plan, refine and alter theirdrawings.
* Explores shading, usingdifferent media to achieve arange of light and dark tones,black to white
* Draws familiar things fromdifferent viewpoints andcombines images to make newimages

**Drawing Skills:*** Begin to explore relationships between line and tone, patternand shape, line and texture.
* Can use and manipulate arange of drawing tools withcontrol
* Can draw in line with carewhen taking a line for a walk,or in scale applying rules ofsimple perspective
* Can use a sketchbook to support the development of a design
 | * Can understand how artists use warm and cool colour using thiswhen 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 implementsappropriately.
* Can represent things observed,remembered or imagined, using colour selectingappropriate 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 animage.
* Can explore images andrecreate texture in a Collagraph print using e.g. corrugated card, string, press print
* Can explore colour mixingthrough printing, using twocoloured inks a roller andstencil or press print
* Printing including marbling,silkscreen and coldwater paste.(where able)
 | **Collage:*** Collect visual information froma variety of sources, describingwith vocabulary based on thevisual and tactile elements
* Can experiment with creatingmood, feeling, movement andareas of interest using differentmedia
* Can use the natural / townenvironment as a stimulus for amixed media work to conveymeaning

**3D:*** Show an understanding ofshape, space and form.
* Can create textured surfacesusing rigid and plastic materialsand a variety of tools
* Can construct a structure inlinear or soft media beforethen covering the surface tomake a form
* Can design and make a 3D formas a maquetté for a largerimagined piece and considerform / function
* Can identify and assemblefound materials to make a newform, carefully covering withModRoc or papier maché
* Can build in clay a functionalform using two/three buildingtechniques and some surfacedecoration
 |
| 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 |
|  |  |
| **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 potentialproperties of line, tone, pattern, texture, colour and shape.
* Develop ideas using differentor mixed media, using a sketchbook.
* Plans and completes extendedsets of drawings in sketchbook to plan a painting,print or 3D piece
* Builds up drawings and imagesof whole or parts of items using various techniques, e.g. card, relief, found materials, torn and cut materials
* Manipulate and experimentwith the elements of art: line,tone, pattern, texture, form,space, colour and shape.
* Confidently and strongly usescharcoal/pastels in response tolight and dark, shadows andwell-lit areas

**Drawing Skills:*** Can select , use and manipulate a range of drawing tools, using them with control and dexterity to accuratelyrepresent from observation
* Can select a view and use aviewfinder to record what is inthe frame and compile anddevelop several studies asvisual 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 adaptand 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 andtechniques such as dots, scratches and splashes, andapplying paint in layers
* Can plan/paint symbols, forms and shapes whenexploring the work of other artists informing their painting
 | * Choose the printing methodappropriate to the task.
* Familiar with layering prints.
* Can make connectionsbetween own work andpatterns in their localenvironment (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 mixingthrough printing, using twocoloured inks a roller andstencil or press print/ Easiprint
* Can recreate a scene and detail remembered, observed or imagined, through collage relief‘’collagraph’’ printing
* Can design prints for a purposee.g. fabrics, book covers,wallpaper or wrapping paper
 | **Collage:*** Can embellish a surface using avariety of techniques, includingdrawing, painting and printing
* Can select and use foundmaterials with art media andadhesives to assemble andrepresent a surface or thinge.g. water

**3D:*** Develop skills in using clayincluding slabs, coils and slips
* Can explore how a stimuli canbe used as a starting point for3D work with a particular focuson form, shape, pattern,texture, colour
* Can use study of 3D work froma variety of genres and culturesto develop their own responsethrough models,experimentation and design stages
* Can recreate 2D images in 3D,looking at one area ofexperience, e.g. recreate alandscape or figure focusing onform/ 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 |
|  |
| **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 potentialproperties of line, tone, pattern, texture, colour and shape.
* Develop ideas using differentor mixed media, using a sketchbook.
* Plans and completes extendedsets of drawings in sketchbook to plan a painting,print or 3D piece
* Builds up drawings and imagesof whole or parts of items using various techniques, e.g. card, relief, found materials, torn and cut materials
* Manipulate and experimentwith the elements of art: line,tone, pattern, texture, form,space, colour and shape.
* Confidently and strongly usescharcoal/pastels in response tolight and dark, shadows andwell-lit areas

**Drawing Skills:*** Can select , use and manipulate a range of drawing tools, using them with control and dexterity to accuratelyrepresent from observation
* Can select a view and use aviewfinder to record what is inthe frame and compile anddevelop several studies asvisual 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 adaptand 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 andtechniques such as dots, scratches and splashes, andapplying paint in layers
* Can plan/paint symbols, forms and shapes whenexploring the work of other artists informing their painting
 | * Choose the printing methodappropriate to the task.
* Familiar with layering prints.
* Can make connectionsbetween own work andpatterns in their localenvironment (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 mixingthrough printing, using twocoloured inks a roller andstencil or press print/ Easiprint
* Can recreate a scene and detail remembered, observed or imagined, through collage relief‘’collagraph’’ printing
* Can design prints for a purposee.g. fabrics, book covers,wallpaper or wrapping paper
 | **Collage:*** Can embellish a surface using avariety of techniques, includingdrawing, painting and printing
* Can select and use foundmaterials with art media andadhesives to assemble andrepresent a surface or thinge.g. water

**3D:*** Develop skills in using clayincluding slabs, coils and slips
* Can explore how a stimuli canbe used as a starting point for3D work with a particular focuson form, shape, pattern,texture, colour
* Can use study of 3D work froma variety of genres and culturesto develop their own responsethrough models,experimentation and design stages
* Can recreate 2D images in 3D,looking at one area ofexperience, e.g. recreate alandscape or figure focusing onform/ 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 |
|  |  |