

All Saints Catholic Primary School

Subject specific knowledge, core learning and progression of content

Art	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key stage 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing / Mark making	<p>Introduce a range of drawing materials. Eg 2a, HB pencils (concentrating on pencil grip for sketching), soft colouring pencils, oil pastels, wax crayons, broad felt tip pens.</p> <p>Explore making marks, investigate and experiment.</p> <p>Make imaginative drawings using colour, shape and pattern.</p> <p>Close observational drawings of simple shaped objects such as flowers, animals and vehicles.</p>	<p>Introduce a range or mark making materials such as 4B pencil, charcoal, chalk, pastels.</p> <p>Use line and marks for texture and pattern.</p> <p>Begin to control lines (colour inside lines)</p> <p>Work on different papers, both textured and coloured.</p> <p>Draw lines of different sizes and thickness.</p>	<p>Introduce shading :light and dark.</p> <p>When observing looking for different qualities, shape, colour.</p> <p>Notice what can be seen and what is obscured.</p> <p>Draw from different view points – above, below, front and back.</p> <p>Develop shape and position.</p> <p>Use a variety of lines to convey meaning..</p>	<p>Use different hardness of pencils.</p> <p>Build upon knowledge and proficiency of KS1 skills/equipment.</p> <p>Represent feeling through human form via sketch.</p> <p>Use shadows, cross hatching, shading.</p> <p>Lightening and darkening colours using black and white.</p>	<p>Develop skills to draw the reality of what can be seen. Using tone, light and shade to make things appear 3D. Develop use of hatching and cross hatching to show tone and texture.</p> <p>Begin to represent proportion.</p> <p>Draw both fast and slow depending on the chosen outcome (e.g. fast sketch to quickly record what is seen, slower drawing when wanton to record an accurate interpretation of reality).</p> <p>Draw with precision and care.</p> <p>Draw freely to capture movement and rhythm.</p> <ul style="list-style-type: none"> Use previously realistic sketches to develop semi abstract drawings of human form. 	<p>Begin to develop proportions .</p> <p>Develop the perspective techniques previously taught, as well as using tone, light and shade to make things appear 3D.</p> <p>Develop previously taught skills of hatching and cross hatching to show tone and texture.</p> <p>Further develop shadow skills by observing the direction of the source of light.</p>	<p>Select appropriate tools independently.</p> <p>Use perspective to show fore, back and middle ground.</p> <p>Continue to use proportion and build accuracy.</p> <p>Use a variety of taught techniques to represent movement.</p> <p>Develop previous skills using light and shade to make things appear 3D.</p>
Painting / Colour	<p>Experiencing and using primary colours predominantly – to ensure they know their names.</p> <p>Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours.</p> <p>Learn the names of different tools that bring colour, glue,</p>	<p>Use thick and thin brushes to create art work.</p> <p>When is it appropriate to use each brush (thick for colouring, thin for detail, outline).</p> <p>Use colour to convey emotion.</p> <p>Begin to colour mix.</p>	<p>Consolidate year 1 knowledge of using thick and thin brushes.</p> <p>Extend knowledge of emotive colours.</p> <p>Understand appropriate use of warm and cold colours.</p>	<p>Develop knowledge of thick and thin brushes by building on techniques and using variety of brushes.</p> <p>Experiment with creating mood with colour.</p> <p>Build on knowledge of warm and cold</p>	<p>Develop brush techniques and use a variety of brushes – including use of thick and thin brush strokes where appropriate.</p> <p>Begin to use light and shadow in background and foreground.</p>	<p>Increase proficiency when drawing/painting with proportions and occlusion.</p> <p>Develop the paint techniques previously taught for backgrounds within the artwork as a whole.</p>	<p>Continue to develop appropriate brush strokes and techniques for larger flat areas of colour and more detailed foreground objects.</p> <p>Extend skills using finer brush stroke skills when painting human form. Use over-painting</p>

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	<p>pastels, and paint, felt tips, crayons.</p> <p>Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers.</p>	<p>Mix paints to match tones; mixing with two colours – adding black and white for lighter/darker tones and tints.</p> <p>Control the consistency of paint.</p> <p>Recognise and begin to use colour wheel</p>	<p>Begin to mix secondary colours/use of colour wheel.</p> <p>Consider consistency when applying paint.</p>	<p>colours. Use primary and secondary colours to enhance mood.</p> <p>Begin to use water colours.</p>	<p>Develop increasing accuracy when representing proportions in art work.</p> <p>Begin to use complementary and opposing colours.</p> <p>Develop use of water colours.</p> <p>Develop making texture in artwork.</p>	<p>Colour mix and apply acrylic paint responding to its fast drying quality and how you can layer and over-paint.</p> <p>Develop appropriate brush strokes and techniques for larger flat areas of colour and more detailed foreground objects.</p> <p>Develop finer brush stroke skills when painting human form.</p> <p>Use over-painting to emphasise contrasts, and qualities of shape and tone.</p>	<p>to emphasise contrasts, and qualities of shape and tone.</p> <p>Further develop use of acrylic paint and/or watercolours.</p> <p>Develop and refine brush stroke techniques</p> <p>Use a limited palette to create artwork.</p>
<p>Collage</p>	<p>Handling, manipulating and enjoying using materials</p> <p>Simple collages, using paper, pasta, beans and larger tactile things.</p> <p>Selects, sorts, tears and glues items down.</p>	<p>Collect natural materials to create a temporary collage.</p> <p>Begin to arrange materials in symmetrical and/or aesthetically pleasing fashion.</p> <p>Experiment combining different materials.</p> <p>To sort and arrange materials effectively.</p>	<p>Develop planning skills.</p> <p>Begin to make artistic choices from a range of paper based materials.</p> <p>Develop tearing and cutting</p> <p>Introduce layering of materials.</p> <p>Mix materials to create texture.</p> <p>Arrange materials in symmetrical and/or aesthetically pleasing fashion.</p> <p>Combine different materials to create effective design.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p>	<p>Select a range of materials for a striking effect.</p> <p>Make use of interesting patterns within the work.</p> <p>Begin to develop a critical response to the work of artists.</p> <p>Begin to mix contrasting textures:</p> <p>rough/smooth plain/patterned.</p> <p>Record experimental work for future reference and using it when creating final piece.</p>	<p>Select a range of materials for a striking effect.</p> <p>Develop ideas and apply knowledge of previously taught processes.</p> <p>Create collage using fabric as a base.</p> <p>Develop abstract ways to show ideas for effect.</p> <p>Work collaboratively to form a class image</p> <p>Explore collage techniques in sketchbooks to be used as reference in later work.</p> <p>Layer and overwork materials with different media.</p> <p>Select materials by colour and texture</p> <p>Continue to improve</p>	<p>Understand that artists use different starting points for their work.</p> <p>Using photographic images from printed materials as a starting point for artwork. Understand differences between painted portraits and photographic images and be able to articulate this within discussion.</p> <p>Be proficient in cutting and sticking techniques.</p> <p>Using own images as a starting point for further work.</p> <p>Transposing imagery using different media and techniques.</p> <p>Plan and design a collage by consistently</p>	<p>Develop visual and tactile qualities.</p> <p>Mix contrasting textures:</p> <p>rough/smooth plain/patterned.</p> <p>Experiment with techniques that use contrasting textures, colours and patterns</p> <p>Combine pattern, tone and shape.</p> <p>Add collage to a painted or printed background.</p> <p>Use a range of mixed media.</p> <p>Make independent artistic choices based on skills previously taught by applying experience of different materials and a variety of techniques to communicate ideas.</p> <p>Understanding</p>

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			Record experimental work for future reference. Identify primary, secondary and complementary colours.		cutting and sticking skills. Compare ideas and approaches in their own and others work.	referring back to annotated plans.	differences between silhouettes and photographic images.
Sculpture	<p>Handling, feeling, manipulating materials</p> <p>Constructing and building from simple objects</p> <p>Pulls apart and reconstructs</p> <p>Able to shape and model from observation and imagination.</p> <p>Impress and apply simple decoration.</p> <p>Simple language created through discussion of feel, size, look, smell etc</p>	<p>Think about shape and simple proportion.</p> <p>Develop understanding of 2D and 3D in terms of artwork.</p> <p>Create distinct, strong shapes.</p> <p>Add detail with paint.</p> <p>Explore how to block in a large area and how to use the tip of the brush for fine detail.</p> <p>Choose correct brush for the job.</p>	<p>Investigate materials and processes such as: folding, scrunching, tearing, cutting joining, modelling, layering and constructing.</p> <p>Learn how to control the materials.</p> <p>Know which glues, tapes, etc. work best for the task.</p>	<p>Investigate and develop modelling skills with mod roc to make large sculptures.</p> <p>Make informed artistic choice as to which clay techniques work best for final piece.</p> <p>Make a sculpture structurally robust to stand independently.</p>	<p>Begin investigating papier mache techniques in order to represent ideas.</p> <p>Use previously taught techniques to make a sculpture structurally robust to stand up independently.</p> <p>Add materials to provide interesting detail.</p> <p>Add details to convey expression/movement</p>	<p>Use prior knowledge of clay to investigate clay techniques in order to represent ideas.</p> <p>Make a sculpture structurally robust to stand up independently.</p> <p>Add materials to provide interesting detail.</p> <p>Add details to convey expression/movement</p>	<p>Develop skills to represent figurative human forms in the style of Giacometti.</p> <p>Use previously taught techniques to explore form and perspective.</p> <p>Use frameworks to provide stability and form.</p>
Printing / Textile	<p>Make rubbings showing a range of textures and patterns.</p> <p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> <p>Produce simple pictures by printing objects.</p> <p>Able to work from imagination and observation.</p> <p>Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.</p>	<p>Develop control through outlined printing by using “press and stamp” to create prints.</p> <p>Use repeating or overlapping shapes.</p> <p>Decorate strips of fabric using a variety of media.</p> <p>Take rubbings from a range of interesting surfaces (leaf and bark rubbings).</p>	<p>Use different materials to create printed images.</p> <p>Begin to print clearly using rollers, ink and blocks with increasing accuracy.</p> <p>Begin to organise workspace, keeping clean and inky areas separate with support from teacher.</p> <p>Work cooperatively with a partner, sharing materials.</p> <p>Make different</p>	<p>Create texture: Using man-made objects (e.g. corrugated card etc.)</p> <p>Using print blocks: Make and create repeating patterns.</p> <p>Choose from a range of different materials to create printed images.</p> <p>Use taught technique to create clear precise prints using blocks with increasing accuracy.</p>	<p>Organise work stations, tools and materials to produce a clear and clean print.</p> <p>Develop repeating patterns and begin to show tessellations.</p> <p>Create block print with increasing accuracy using stencil and rollers.</p> <p>Develop dip dye and resist techniques</p> <p>Design and create own textile print.</p> <p>Modify and improve prints in light of</p>	<p>Develop skills introduced in Y4 to create polystyrene printing blocks to use with roller and ink.</p> <p>Design and create motifs to be turned into printed blocks.</p> <p>Understand the mechanics of how paint resists the stencilled part of the screen.</p> <p>Organise work stations, tools and materials to produce a clear and clean print.</p>	<p>Investigate ideas in sketchbook to turn into fabric.</p> <p>Begin to use screen printing techniques independently and accurately.</p> <p>Draw directly onto fabric with correct amount of pressure.</p> <p>Add glue onto areas of print that ink will not pass through.</p> <p>Use the squeegee to transfer ink across fabric evenly.</p> <p>Select and develop linear designs into</p>

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	Print with block colours.			kinds of prints, using foam board.	Developing understanding of rotation and reflection. Explore ways of making and creating their own patterns.	discussions Combine textile dyeing and print making techniques. Select materials and processes and organise and combine these in their work.	Experiment with pieces of fabric to show the effects of different ideas and techniques to alter its appearance. Develop skills and knowledge of colouring, layering, construction and destruction of textile material. Develop knotting, threading, binding and dyeing techniques. Make a raised fabric surface using folding and scrunching techniques. Decorating the raised surface with paints and dyes. Become proficient in selecting materials and processes and organise and combine these in their work	relief print blocks. Transfer designs onto different scales and surfaces. Develop linear designs using graphic mark makers onto dyed backgrounds. Use skill of relief block printing on dyed fabric. Adapt and improve work to realise their intentions.
Knowledge about other artists.	Warhol – Print Making Klimt – Gold Trees Matisse – Goldfish Mondrian inspired paper pictures Kandinsky – felt circles	Pollock – Splatter Van Gogh – Starry Night Monet – Wax resist	Paul Klee: Landscapes and buildings.	Aboriginal art. Pointillism.	African Artefacts	Pisacco Roman mosacis	Portraits of Tudor Kings and Queens.	Kente clothing Monet