

Art and Design at West Ashton – knowledge and skills progression document

| | | | EYFS (Early Learning Goals) | Y1/2 | Y3/4 | Y5/6 |
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| Making Skills (Procedural knowledge) | Drawing | | <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | <p>Explore mark making, experiment with drawing lines and use 2D shapes to draw.</p> <p>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</p> | <p>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</p> <p>Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.</p> | <p>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</p> <p>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</p> |
| | Painting | | | <p>Develop and improve skill and control when painting. Paint with expression and creativity.</p> | <p>Increase and develop skill and control when painting. Apply greater expression and creativity to own paintings. Analyse painting by artists.</p> | <p>Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression, applying tonal techniques and more complex colour theory to own work.</p> |
| | Craft, design, materials and techniques | | | <p>Learn a range of materials and techniques such as clay-etching, printing and collage.</p> <p>Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</p> | <p>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</p> <p>Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.</p> | <p>Create mixed media art using found and reclaimed materials. Select materials for a purpose.</p> <p>Make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</p> |
| | Knowing and applying the formal elements | Colour | | <p>Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.</p> | <p>Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use</p> | <p>Select and mix more complex colours to depict thoughts and feelings.</p> |

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| | | | | <p>Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</p> | <p>aspects of colour such as tints and shades, for different purposes.</p> <p>Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</p> | <p>Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.</p> |
| | | Form | | <p>Learn about form and space through making sculptures and developing language.</p> <p>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</p> | <p>Further develop their ability to describe 3D form in a range of materials, including drawing.</p> <p>Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.</p> | <p>Further extend their ability to describe and model form in 3D using a range of materials.</p> <p>Express and articulate a personal message through sculpture. Analyse and study artists' use of form.</p> |
| | | Line | | <p>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</p> <p>Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</p> | <p>Express and describe organic and geometric forms through different types of line.</p> <p>Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</p> | <p>Extend and develop a greater understanding of applying expression when using line.</p> <p>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</p> |
| | | Pattern | | <p>Understand patterns in nature, design and make patterns in a range of materials.</p> <p>Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and man-</p> | <p>Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.</p> <p>Create original designs for patterns using geometric repeating shapes. Analyse and</p> | <p>Construct patterns through various methods to develop their understanding.</p> <p>Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.</p> |

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| | | | made patterns. Create patterns of their own. | describe how other artists use pattern. | |
| | | Shape | <p>Identify, describe and use shape for purpose.</p> <p>Compose geometric designs by adapting the work of other artists to suit their own ideas.</p> | <p>Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.</p> <p>Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.</p> | <p>Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</p> <p>Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.</p> |
| | | Texture | <p>Use materials to create textures.</p> <p>Identify and describe different textures. Select and use appropriate materials to create textures.</p> | <p>Analyse and describe texture within artists' work.</p> <p>Use a range of materials to express complex textures.</p> | <p>Develop understanding of texture through practical making activities.</p> <p>Understand how artists manipulate materials to create texture.</p> |
| | | Tone | <p>Understand what tone is and how to apply this to their own work.</p> <p>Experiment with pencils to create tone. Use tone to create form when drawing.</p> | <p>Develop skill and control when using tone. Learn and use simple shading rules.</p> <p>Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.</p> | <p>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</p> <p>Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.</p> |

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| Generating Ideas (Conceptual knowledge) | Sketchbooks | | To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. | To use sketchbooks to: generate ideas record thoughts and observations make records of visual experiments plan and refine work record observations and ideas develop skill and technique | Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks. |
| | Creating original artwork | Share their creations, explaining the process they have used. | Explore and create ideas for purposes and intentions. Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world. | Create personal artwork using the artwork of others to stimulate them. Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives. | Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images. |
| Knowledge (Factual knowledge) | Artists, craftspeople, designers | | Beatrice Milhazes (Abstract) Bridget Riley (Drawing) David Hockney and Vija Celmins (Drawing) Louis Wain (Movement) Vincent Van Gogh (Texture) | Carl Giles (Drawing) Diego Velazquez (Tone) Prehistoric Artists Luz Perez Ojeda David Hockney Paula Rego | Hundertwasser Banksy Andy Warhol John Singer Sargent Magdalene Odundo Claude Monet |

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| | | | <p>Jasper Johns (Painting) Renoir, Sorolla, Kroyer (Landscape)</p> <p>Max Ernst (Frottage) Ed Ruscha (Shading, Tone) Clarice Cliff (Design) Nancy McCrosky (Mural)</p> | <p>Edward Hopper Pieter Brueghel Fiona Rae Giuseppe Archimboldo Sokari Douglas Camp El Anatsui Barbara Hepworth</p> | <p>William Morris Edward Hopper Kathe Kollwitz Pablo Picasso Mark Wallinger Paul Cezanne, Jaromir Funke, Ben Nicholson</p> |
| Evaluation | Identify similarities and differences to others' work | | <p>Recognise and describe key features of their own and other's work.</p> <p>Compare other's work, identifying similarities and differences.</p> | <p>Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).</p> <p>Build a more complex vocabulary when discussing your own and others' art.</p> | <p>Develop a greater understanding of vocabulary when discussing their own and others' work.</p> <p>Use the language of art with greater sophistication when discussing own and others art.</p> |
| | Reflecting | | <p>Describe what they feel about their work and the art of others.</p> <p>Describe choices and preferences using the language of art.</p> | <p>Reflecting on their own work in order to make improvements.</p> <p>Use their own and other's opinion of work to identify areas of improvement.</p> | <p>Regularly analysing and reflecting on their intentions and choices.</p> <p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> |