



Borough Green Primary School Skills and Knowledge Progression

Subject Area: Art and Design

The Key Stage One curriculum builds on the foundation work completed throughout Early Years. The Early Learning Goals that link most closely to the Art and Design National Curriculum are as follows:

EARLY LEARNING GOALS	
Expressive Arts and Design	Physical Development
Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children show good control and co-ordination in large and small movements.
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	They handle equipment and tools effectively, including pencils for writing.

The following progression grids outline the skills and vocabulary to be taught across each phase, along with famous artists pupils will explore.

Skills:	Year 1 & 2	Year 3 & 4	Year 5 & 6
Exploring and developing ideas (ONGOING)	<ul style="list-style-type: none"> Record and explore ideas from first hand experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, exploring ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, exploring ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers in different times and cultures.
Evaluating and developing work (ONGOING)	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it, e.g. annotate sketch books. Identify what they might change in their current work or develop in future work. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work saying what they think and feel about them. Adapt their work according to their views and describe how they might develop further. Annotate work in sketchbooks. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work saying what they think and feel about them. Adapt their work according to their views and describe how they might develop further. Annotate work in sketchbooks.
Drawing	<ul style="list-style-type: none"> Use a variety of tools including pencils, 	<ul style="list-style-type: none"> Experiment with ways in which surface detail 	<ul style="list-style-type: none"> Work with a variety of sources including

	<p>rubbers, crayons, felt tips, charcoal, ballpoints, chalk and other media.</p> <ul style="list-style-type: none"> • Use a sketchbook to gather and collect artwork. • Begin to explore and control the use of line, shape, colour, tone and texture. 	<p>can be added to drawings.</p> <ul style="list-style-type: none"> • Use a sketchbook to collect and record visual information from different sources. • Draw for a sustained period of time at an appropriate level. • Begin to show awareness of objects having a third dimension, of variations in tone and texture. 	<p>observation, photographs and digital images.</p> <ul style="list-style-type: none"> • Use a sketchbook to collect and record visual information from different sources and to develop ideas. • Work in a sustained and independent way to create a detailed drawing. • Develop close observation skills using a variety of view finders. • Identify artists who have worked in a similar way to their own.
Painting	<ul style="list-style-type: none"> • Use a variety of tools and techniques, including the use of different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. • Experiment with tools and techniques. • Identify primary colours by name; mix primary shades and tones. 	<ul style="list-style-type: none"> • Experiment with different effects and textures inc. blocking in colour, washes, thickened paints etc; and working on a range of scales inc. thin brush on small picture etc. • Mix colours and know which primary colours make secondary colours; use more specific colour language. 	<ul style="list-style-type: none"> • Develop a painting from a drawing, carrying out preliminary studies and trying out different media and materials. • Mix and match colours to create atmosphere and light effects. • Be able to identify primary, secondary, complementary and contrasting colours; use more specific colour language; work with complementary colours. •
Printing	<ul style="list-style-type: none"> • Print with a range of hard and soft materials, including natural and manmade objects; make rubbings to collect texture and patterns. • Take simple prints, for example monoprint, block relief and resist printing. • Build repeating patterns and recognise pattern in the environment. 	<ul style="list-style-type: none"> • Create printing blocks using a relief or impressed method. • Create repeating patterns. • Print with two colour overlays. 	<ul style="list-style-type: none"> • Create printing blocks using a relief or impressed method. • Simplify an initial idea in a sketch book. • Print with three colour overlays. • Work into prints with a range of materials.
Textiles/collage	<ul style="list-style-type: none"> • Work with fabric and thread, matching, sorting, changing and modifying, weaving and dyeing. • Cut and shape fabric using scissors. • Apply shapes and decoration with glue or stitching. 	<ul style="list-style-type: none"> • Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textual effects. • Match tools to materials. • Develop skills in stitching, cutting and joining. • Experiment with a range of collage techniques such as tearing, overlapping and layering. 	<ul style="list-style-type: none"> • Use fabrics to create 3D structures. • Use different grades of threads and needles e.g. Victorian cross stitch. • Experiment with a range of media to overlap and layer, creating interesting colours, textures to create collage.
3 D Form	<ul style="list-style-type: none"> • Manipulate malleable materials in a variety of ways e.g. rolling, kneading and shaping; exploring sculpture. • Understand safety and care of materials and tools. • Experiment with constructing and joining. • Create texture by changing surfaces of malleable materials. 	<ul style="list-style-type: none"> • Plan, design and make models from observation and imagination. • Join clay adequately and construct a simple base for extending and modelling other shapes. • Create surface patterns and textures in a malleable material. • Use paper to create a simple 3D object. 	<ul style="list-style-type: none"> • Shape, form, model and construct from observation or imagination. • Use recycled, natural and manmade materials to create sculptures e.g. Mayan masks. • Plan a sculpture through drawing and other preparatory work. • Develop skills in using clay including slabs, coils, slips etc. • Produce intricate patterns and textiles in malleable materials.
Digital Media	<ul style="list-style-type: none"> • Explore ideas using digital media. • Record visual information using cameras and video recorders. 	<ul style="list-style-type: none"> • Record visual information using cameras and video recorders, presenting visual images with software. 	<ul style="list-style-type: none"> • Record visual information using cameras and video recorders, presenting visual images with software such as Photostory or Powerpoint.

<p>Vocabulary Elements of Art</p> <p>Colour – (hue, intensity, value, shade, tint)</p> <p>Form (2D, 3D, sculpture, perspective)</p> <p>Line (lines, curves, length, width, strokes, direction)</p> <p>Shape (shape names)</p> <p>Space (background, foreground, middle ground, distance, in between, around, within)</p> <p>Texture (feel, look, smooth, bumpy, hard, soft, clear, rough)</p> <p>Value (lightness, darkness, contrast, shades, tints)</p>	<ul style="list-style-type: none"> Use a simple graphics package to create images and effects. <p>sketching book, self-portrait, sketching, observation, thick, thin, lines, crosshatching, primary/ secondary colours, poster paint, watercolours, pastels, light/dark, brush sizes, textures, collage, silhouette, join, sculpture, malleable, knead, roll, join, pattern, natural, manmade, recycled</p>	<ul style="list-style-type: none"> Use a graphics package to create images and effects e.g. Scratch. <p>As before plus:</p> <p>Observational skills, still life grades of pencil, scale, refine, smudge, blend, shading, brush size, effects, colour match, acrylic, block printing, relief/impressed, rollers, overlays, sculpture, slip, construct, texture, embroidery, tapestry, digital art</p>	<ul style="list-style-type: none"> Use a graphics package to create, import and manipulate images and effects e.g. Scratch. <p>As before plus:</p> <p>theory of colour, warm/cold colours, complementary/harmonious colours, atmosphere, light/dark/shadow, composition, shading, perspective, 3D, horizon, contrast, mixed media, cross-stitch, sculpt, slabs, coils, slip</p>
<p>Knowledge Artists explored</p>	<p>Giuseppe Arcimboldo (Italian Artist) 1527-1593</p> <p>Pablo Picasso (Spanish Artist) 1881-1973</p> <p>Vincent Van Gogh (Dutch Artist) (1853–1890)</p> <p>Clarice Cliffe (English Ceramic Artist) 1922 to 1963</p> <p>Henri Rousseau (French Artist) 1844-1910</p> <p>Katsushika Hokusai (Japanese Artist) 1760-1849</p> <p>L.S. Lowry (British Artist) 1887-1976</p>	<p>Prehistoric Cave Artists Roughly 40,000 and 14,000 years ago</p> <p>Leonardo da Vinci (Italian Artist, Engineer, Scientist) 1452 – 1519</p> <p>Claude Monet (French Artist) 1840-1926</p> <p>Alberto Giacometti (Swiss Sculptor) 1901-1966</p> <p>Andy Warhol (American Artist) 1928-1987</p> <p>Georges Seurat (French Artist) 1859 - 1891</p>	<p>Ancient Maya Culture (South America) 1800 B.C. to A.D. 250</p> <p>Shaun Tan (Australian Artist) 1974-present</p> <p>Paul Klee (Swiss-born German Artist) 1879 - 1940</p>

Knowledge Simple Chronology of Art	Prehistoric 140,000 – 4,000 BC Ancient Art 14,000 BC – 400 AD Medieval 500 – 1550	Baroque 1600 – 1750 Romanticism Art 1780 – 1850 Realism 1840 – 1870 Impressionism 1870 – 1900	Fauvism 1900 - 1935 Cubism 1908 – 1920 Abstract Art From 1910 Pop Art 1956 – 1960	Surrealism 1970 – present Street Art 1970 – present Contemporary Art (Late 20 th century – present)
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Donna Bowers

Art and Design Subject Leader

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