

PROGRESSION OF KNOWLEDGE AND SKILLS 2023/24 – ART AND DESIGN

NATIONAL CURRICULUM REQUIREMENTS	KS1		KS2			
	Pupils should be taught: - <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		Pupils should be taught: - <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) About great artists, architects and designers in history 			
STRAND	Y1	Y2	Y3	Y4	Y5	Y6
TO DEVELOP IDEAS	I can respond to simple ideas to start my work. I can explore ideas and pictures. I can try some different methods and materials.	I can respond to ideas and starting points. I can explore ideas and collect visual information. I can explore different methods and materials as ideas develop.	I am beginning to develop ideas from starting points throughout the curriculum. I am learning how to collect information, sketches and resources.	I can adapt and refine ideas as progress. I can explore ideas in a variety of ways. I can comment on art work using visual language.	I can develop and start to imaginatively extend ideas from starting points throughout the curriculum. I can begin to collect information, sketches and resources and present ideas more imaginatively in a sketch book. I can comment on artworks using a wide range of visual language.	I can use the qualities of materials to enhance ideas. I can spot the potential in unexpected results as work progresses. I can comment on artwork with a fluent grasp of visual language.
TO MASTER TECHNIQUES DRAWING	I can draw different lines using different pencils (e.g. 6B, HB) I can colour my own work carefully, following the lines as much as I can. I can show some pattern and texture by adding dots or lines. I can show some tones by using coloured pencils.	I can draw lines of different size and thickness. I can colour my own work neatly, following the lines. I can show pattern and texture by adding dots and lines. I can show different tones by using coloured pencils.	<u>SELF PORTRAITS (D)</u> I can use different grades of pencils to show line, tone and texture. I can sketch lightly (no need to use a rubber to correct mistakes). I can use shading to show light and shadow. I can use hatching, cross-hatching and blending to show tone and texture. I can make marks and create texture using different drawing implements – pencils, oil pastels, charcoal. I can annotate sketches to explain and elaborate ideas.	As Year 3 plus, I can show an awareness of objects have a third dimension.	<u>SKETCHES (COASTS) (D)</u> I can make marks and lines with a wide range of drawing implements, chalk, pastels, pencils, fine liners, felt tips, paint. I can use different media to make marks and lines in dry media – digital mark making, pencil, charcoal, oil pastels. I can use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). I can choose a style of drawing suitable for the work (e.g. realistic or impressionistic). I can use lines to represent movement.	<u>SELF PORTRAITS (D)</u> I can experiment with wet media to make marks, lines, patterns, textures and shapes – ink, paint, watercolour pencils. I can produce accurate drawings from observation and use tonal contrast in drawings. I can use mixed media in artworks using a combination of areas taught – print, ink, paint, fabric, collage etc – use pattern and texture. I can develop an awareness of composition, scale and proportion, foreground, middle ground and background.

<p>PAINTING</p>			<p>JUNGLE PAINTING (P) I am beginning to use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines (experiment with effects and textures – dotting, scratching, splashing). I am beginning to mix colours effectively (know which are primary, secondary and tertiary colours, make colour wheels). I am beginning to use watercolour paint to produce washes for backgrounds then add detail. I am beginning to use specific colour language – primary colour, secondary colour, tertiary colours, hue, shades (black added), tints (white added).</p>	<p>MOUNTAIN PAINTINGS (P) I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. I can mix colours effectively. I can use watercolour paint to produce washes for backgrounds then add detail. I can use specific colour language – primary colour, secondary colour, tertiary colours, hue, shades (black added), tints (white added). I can experiment with creating mood with colour.</p>		
<p>SCULPTURE</p>			<p>EGYPTIAN CARTOUCHE (S) I can explore sculpture on malleable materials and manipulate malleable materials for a purpose. I can join two parts successfully. I can include texture to create an effect.</p>	<p>JUNK MODELLING (S) I can show an awareness of objects have a third dimension. I can use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. I can shape, form and construct malleable and rigid materials. I can add materials to provide interesting details.</p>	<p>GREEK MASKS (S) I can create surface patterns and textures in a malleable material. I can construct a base for extending and modelling other shapes. I can use tools to carve and add shapes texture and pattern. I can combine visual and tactile qualities.</p>	<p>3D SCULPTURE (S) I can shape, form, model and construct from observation or imagination. I can use recycled, natural and man-made materials to create sculptures. I can plan a sculpture through drawing and other preparatory work. I can develop skills in using clay including slabs, coils, slips, etc. I can produce intricate patterns and textures in a malleable media.</p>
<p>PRINTING</p>				<p>ROMAN MOSAICS (PR) I can use layers of two colours. I can replicate patterns observed in natural or built environments. I can make precise repeated patterns.</p>		<p>ISLAMIC ART (PR) I can build up layers of more than two colours confidently and effectively. I can create an accurate pattern, showing fine detail. I can use a wide range of visual elements to reflect the purpose of the work.</p>
<p>DIGITAL MEDIA</p>					<p>DIGITAL ART I can use a graphics package to create images and effects with Lines by controlling the brush tool with increased precision. I can create shapes by making selections to cut, duplicate and repeat. I can experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.</p>	

TO TAKE INSPIRATION			I can replicate some of the techniques used by notable artists, artisans and designers.	I can create original pieces that are influenced by studies of others.	I can give details (including my own sketches) about the style of some notable artists, artisans and designers.	I can show how the work of those studied was influential in both society and to other artists. I can create original pieces that show a range of influences and styles.
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