



## Pirbright Village Primary School

### Progression of Knowledge & Skills in ART & DESIGN

<b>Subject Intent</b>	We believe that art and design stimulate <b>imagination</b> and <b>creativity</b> ; involving children in a range of <b>visual, tactile</b> and <b>sensory</b> experiences, which enable them to confidently <b>communicate their ideas</b> through art by the time they leave Year 6.			
<b>National Curriculum KS1</b>		<b>National Curriculum KS2</b>		
<ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products.</li> <li>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• Know 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.</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>• Create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</li> <li>• Pupils should be taught about great artists, architects and designers in history.</li> </ul>		
<b>Progression of Skills</b>				
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• I can explore the work of artists and copy their style.</li> <li>• I can talk about my work explaining my thinking, what I like and what I'd change about my work.</li> <li>• I can safely explore materials and tools.</li> <li>• I can select from a given range of appropriate materials and used them imaginatively.</li> <li>• I can experiment with a variety of media.</li> </ul>			
	<b>Drawing:</b>	<b>Painting:</b>	<b>Sculpture:</b>	<b>Printing:</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• To use a range of sketching pencils to control and create a variety of lines, including straight, curved, zig-zag, wavy, dotted, spiral, diagonal, vertical, and horizontal lines.</li> <li>• To draw and combine basic shapes and line</li> </ul>	<ul style="list-style-type: none"> <li>• To hold and control a paintbrush correctly to create lines, shapes, and textures.</li> <li>• To use watercolour paint on wet and dry paper, including wet-on-wet techniques.</li> <li>• To control water to vary the intensity, transparency,</li> </ul>	<ul style="list-style-type: none"> <li>• To use hands to manipulate malleable materials in different ways (rolling, kneading, squashing, pinching).</li> <li>• To create models using Play-Doh.</li> </ul>	

	<p>patterns to develop an artwork.</p> <ul style="list-style-type: none"> <li>To sketch and combine lines and shapes to create a recognisable image.</li> </ul>	<p>and effects of watercolour.</p>		
<b>Year 2</b>	<ul style="list-style-type: none"> <li>To use a range of mark-making techniques and line types to show perspective.</li> <li>To experiment with pen, ink, and markers to create different marks.</li> <li>To use markers to develop tone and texture in drawings.</li> </ul>	<ul style="list-style-type: none"> <li>To identify, mix, and represent primary and secondary colours, including sorting warm and cool colours using a colour wheel.</li> <li>To paint and experiment with different background effects.</li> <li>To use thick and thin brushes appropriately to achieve different painting effects.</li> </ul>		<ul style="list-style-type: none"> <li>To look at printmaking in the environment (e.g. wallpapers and fabrics)</li> <li>To create printing blocks using stencil method</li> <li>To create press prints using printing paint.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>To use one-point perspective and apply a range of mark-making techniques to show depth and perspective from one vanishing point.</li> <li>To use graded pencils, hatching, and cross-hatching to create tone and texture, and to annotate observations.</li> <li>To control pressure and handling of drawing tools to achieve desired effects.</li> </ul>	<ul style="list-style-type: none"> <li>To identify, revisit and use primary and secondary colours on the colour wheel.</li> <li>To mix and refine colours, including exploring contrasting colour combinations.</li> <li>To use colour purposefully to convey mood and meaning in artwork.</li> </ul>	<ul style="list-style-type: none"> <li>To use and explore clay as a medium.</li> <li>To apply a range of techniques with clay, including coil, slab, pinch, roll, twist, score, slip, and smoothing.</li> <li>To use carving and mark-making tools to add detail, texture, and expression to clay work.</li> </ul>	
<b>Year 4</b>		<ul style="list-style-type: none"> <li>To explore a range of painting techniques and effects, including dripping, stippling, blowing, flicking,</li> </ul>	<ul style="list-style-type: none"> <li>To explore a range of paper techniques such as folding, rolling, curling, fringing, and shaping.</li> </ul>	<ul style="list-style-type: none"> <li>To examine how artists use colour, shape, and line to create pattern, including the use of positive and negative space.</li> </ul>

		<p>and methods used by famous artists</p> <ul style="list-style-type: none"> <li>• To combine, mix, and match colours and shades purposefully to reflect meaning and to represent natural and man-made forms.</li> <li>• To use variety of painting techniques and colour choices to create a completed artwork that demonstrates understanding and creativity.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore shape and form by applying paper techniques to create three-dimensional models.</li> <li>• To model and construct sculptures using paper and card, applying learned techniques effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• To create and use printing blocks, such as card and string collagraphs, to explore printing methods.</li> <li>• To experiment with a range of materials and techniques to produce printed artworks.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• To explore blending using oil pastels and how to create tone.</li> <li>• To use shading and blending.</li> <li>• To use stippling, scribbling and circles.</li> </ul>	<ul style="list-style-type: none"> <li>• To recap and apply painting techniques, including colour mixing and blending methods.</li> <li>• To independently mix and match colours to represent natural and man-made objects accurately.</li> <li>• To use tonal variation, showing the effects of adding black or white and creating smooth colour gradients.</li> </ul>		
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• To recap how much pressure to apply to drawing implements.</li> <li>• To use shading to show shadows and reflections.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix and combine colours to create tints, tones, and shades for realistic effects.</li> <li>• Observe and replicate skin tones by mixing a range of flesh colours.</li> <li>• Blend colours smoothly to achieve soft gradients with minimal visible transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• To recap paper techniques and use tearing and cutting.</li> <li>• To explore the effects of different glues.</li> <li>• To look at examples of different structures.</li> </ul>	

EYFS		
<ul style="list-style-type: none"> <li>To know how to grip a pencil comfortably and explore making marks.</li> <li>To experiment with different brush sizes and select the appropriate brush size for artwork.</li> <li>To know who Jackson Pollock is and his style of art.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to draw a person – head, body, arms, legs and facial features.</li> <li>To know how to mix primary colours to make secondary colours.</li> <li>To know who Kandinsky is and his style of art.</li> <li>To know how to make 2D collages.</li> <li>To know how to make different shades of the same colour.</li> </ul>	<ul style="list-style-type: none"> <li>To know who Matisse is and his style of art.</li> <li>To know what style of art Giuseppe Arcimboldo creates.</li> <li>To know how to mono print.</li> <li>To know how to look carefully to sketch observational drawings of plants and animals.</li> </ul>
Year 1		
Autumn – Earth, Wind & Fire	Spring – Far, Far Away	Summer – Nurturing Nature
What is a portrait?	How can we use watercolour to create lines and shapes?	How can we make a 3D object?
<ul style="list-style-type: none"> <li>To know the parts of the face and which shapes and lines compliment their portrait.</li> <li>To know that famous artists use lines and shapes to create works of art.</li> <li>To know what a portrait is.</li> <li>To know who Matisse is and his style of art.</li> </ul>	<ul style="list-style-type: none"> <li>To know water colour needs water.</li> <li>To understand how much water to use.</li> <li>To know the difference between water colour paint and poster paints.</li> <li>To know the different effects water colour has compared to poster paint.</li> <li>To know who Hundertwasser is and their style of art.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand what is meant by the term 'sculpture'</li> <li>To begin to understand what 3D means.</li> <li>To know how Play-Doh is different to clay.</li> <li>To know who Lisa Larsen is and her style of art.</li> </ul>
Year 2		
Autumn - Passports to the World	Spring - Living, Dead and Never Been Alive	Summer - Victorians
How do different pens create perspective in my drawing?	What are primary and secondary colours?	How do you use Styrofoam to print?
<ul style="list-style-type: none"> <li>To know how different pens create different sized markings</li> <li>To know about Romero Britto's style</li> <li>To know who Romero Britto is.</li> </ul>	<ul style="list-style-type: none"> <li>To know the names of primary and secondary colours.</li> <li>To know who Lucy Arnold is and her style of art.</li> <li>To know the effects of thick and thin paint brushes.</li> <li>To know what a colour wheel is.</li> </ul>	<ul style="list-style-type: none"> <li>To look at famous artists who have used colours in their artwork.</li> <li>To know the areas pushed down on Styrofoam will show up in white when printed onto paper.</li> <li>To know who William Morris is and his style of art.</li> <li>To know that art is more than just something on the wall.</li> <li>To know what Styrofoam is and why it is used.</li> </ul>

<b>Year 3</b>		
<b>Autumn - Clubs and Cavemen</b>	<b>Spring - Exhilarating Egyptians</b>	<b>Summer - Engaging Environment</b>
<b>How do I mix colours to create an effect?</b>	<b>How do I use tools to create texture with clay?</b>	<b>How can I use shading to create perspective?</b>
<ul style="list-style-type: none"> <li>To know how to mix primary colours to make secondary colours.</li> <li>To know the effects of adding white and black.</li> <li>To know what a silhouette is.</li> <li>To know what Stone Henge is.</li> <li>To know what 'architecture' means.</li> </ul>	<ul style="list-style-type: none"> <li>To know where clay comes from.</li> <li>To know clay was used many years ago in different cultures.</li> <li>To know what a canopic jar is.</li> <li>To know what the techniques coil, score, smooth, pinch, slab, roll, carve, twist and slip mean.</li> </ul>	<ul style="list-style-type: none"> <li>To know that 'h' pencils will produce light marks best for technical drawing.</li> <li>To know that 'b' pencils are soft and produce darker tones, best used for tonal drawings and shading.</li> <li>To know who Leonardo Perezniето is and his style of art.</li> <li>To know what 2D and 3D means and what makes them different on paper.</li> </ul>
<b>Year 4</b>		
<b>Autumn - Extreme Earth</b>	<b>Spring - Are all animals the same? Myths and Legends</b>	<b>Summer - Should we thank for the Romans for invading Britain?</b>
<b>What techniques can I use in my paintings? (dripping, stippling, blowing, flicking)</b>	<b>What is collagraph printing? (animal prints)</b>	<b>How can I use paper and card to create a 3D effect?</b>
<ul style="list-style-type: none"> <li>To know different painting techniques.</li> <li>To know the impact of the technique on their painting.</li> <li>To know who Nick Rowland is and his style of art.</li> <li>To know what the terms dripping, stippling, blowing and flicking mean and the effect they give to paint.</li> </ul>	<ul style="list-style-type: none"> <li>To know a collagraph print is made by gluing different materials to cardboard and creating a kind of collage.</li> <li>To know who Sarah Ross Thompson is and her style of art.</li> <li>To know what collagraph printing is.</li> <li>To know that different objects create different effects when printed, such as pasta makes lines and beans makes circles.</li> </ul>	<ul style="list-style-type: none"> <li>To know different techniques to create 3D effects from paper.</li> <li>To know the paper can be folded and manipulated to create 3D sculptures and shapes.</li> <li>To know who Daryl Wakelam is and his style of art.</li> <li>To know what the techniques of folding, rolling, curling, fringing and shaping mean.</li> </ul>
<b>Year 5</b>		
<b>Autumn - To Infinity and Beyond &amp; In Your Imagination</b>	<b>Spring - Journey Around the World &amp; The Diversity of Life</b>	<b>Summer - Raiders &amp; Invaders</b>
<b>How can I use oil pastels to create perspective?</b>	<b>How can I use different tools and methods to create effect?</b>	<b>How do I join and mould clay? (Viking figure heads)</b>
<ul style="list-style-type: none"> <li>To identify background and foreground in a landscape.</li> <li>To study and analyse landscapes.</li> </ul>	<ul style="list-style-type: none"> <li>To have a secure knowledge of primary, secondary, tertiary, complimentary, warm and cold and contrasting colours.</li> <li>To know who Hokusai is and his style of art.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to join clay.</li> <li>To know how to use tools to create facial features</li> </ul>

<ul style="list-style-type: none"> <li>• To know who Peter Thorpe is and his style of art.</li> <li>• To know what the terms shading, blending and stippling mean.</li> </ul>	<ul style="list-style-type: none"> <li>• To know what the term 'tone' and 'gradient' means.</li> <li>• To recap what stippling means.</li> </ul>	<ul style="list-style-type: none"> <li>• To know who Henry Moore, Rodin or Donatello were and their style of art.</li> <li>• To know what shaping, joining and finishing mean in terms of clay.</li> </ul>
<b>Year 6</b>		
<b>Autumn - To Be A Child In WWII</b>	<b>Spring - Marvellous Me</b>	<b>Summer - Visit to Central &amp; South America</b>
<b>How do I use charcoal to show an emotion?</b>	<b>How do I paint a self-portrait?</b>	<b>How do I make a paper mâché model?</b>
<ul style="list-style-type: none"> <li>• To know that emotion can portrayed through art.</li> <li>• To know why a particular medium is used to create art.</li> <li>• To know who L S Lowry was and his style of art.</li> <li>• To know what charcoal is and how it is different to crayon or chalk.</li> </ul>	<ul style="list-style-type: none"> <li>• To know precise colour language (tone, tint, shade and hue).</li> <li>• To know who Roy Lichtenstein is and his style of art.</li> <li>• To recap what is meant by gradient.</li> <li>• To know what is meant by the term 'proportion' in terms of facial features.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to apply layers for strength and smoothness.</li> <li>• To know how to prepare the paper for paper mâché.</li> <li>• To know how to prepare the paste for paper mâché.</li> <li>• To know who Mungo Martin is and his style of art.</li> <li>• To know how PVA glue compares to a glue stick when sticking something 2D and 3D.</li> </ul>