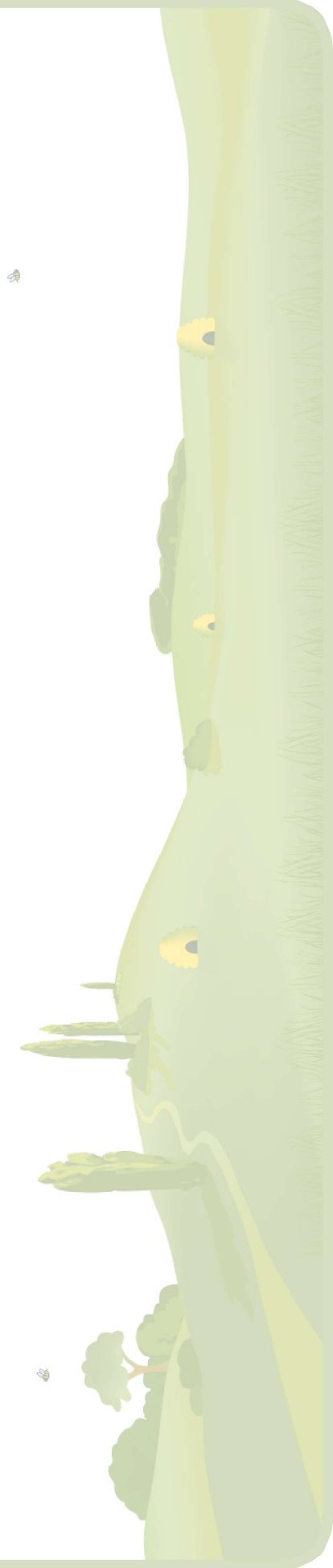




Knowledge and Skills Progression Document



Knowledge and Skills Progression : Year 1 to Year 6

Art Curriculum



Year	Term	Scheme of work	Drawing - Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3-D art	Responding to artwork and using a sketchbook
1	Aut	Mark Making	<ul style="list-style-type: none"> I can explore ways of drawing lines between two points I can experiment with how I hold a pencil when sketching I can discuss what a line is I can use adjectives to describe lines I can experiment with pressure when drawing pencil lines I can experiment with different kinds of pencils and observe the different marks they make I can create different repeated line patterns I can discuss and comment on the texture in artwork I can use rubbing to recreate texture 	<ul style="list-style-type: none"> I can hold a paintbrush correctly when painting I know what 'loading' the paintbrush is I know how to create a smooth sweeping brushstroke I can use paint to create differently shaped lines I can use my paintbrush to create lines of different thicknesses I can experiment with different ways to make marks using a paintbrush 		<ul style="list-style-type: none"> I can explore how Kandinsky used different lines in his artwork I can discuss how a line or a dot can be a piece of art using the story 'The Dot' by Peter H Reynolds I can discuss the artworks of Paul Klee and say what I like and dislike about them I can spot different mark making techniques in Klee's work I can attempt to recreate some of the mark making in Klee's artwork
1	Spr	Colour Creations		<ul style="list-style-type: none"> I can name a variety of colours I can choose a favourite colour and give reasons for my choices I know what primary colours are I can mix primary colours to make secondary colours I know how to create lighter shades of colour I know how to create darker shades of colour I can use a paintbrush to make basic marks using paint I can use paint to create artwork in the style of an artist we have studied 	<ul style="list-style-type: none"> I can use collage to create artwork inspired by Piet Mondrian I can use collage and mixed media to create artwork inspired by Wassily Kandinsky 	<ul style="list-style-type: none"> I can say if I like or dislike Piet Mondrian's art I can spot similarities and differences between different pieces by Mondrian I can create a piece of art inspired by Mondrian I can comment on Kandinsky's use of colour to create effects I can create a piece of art inspired by Kandinsky
1	Sum	Self Portrait	<ul style="list-style-type: none"> I can discuss how artists have created different effects I can investigate how to make different marks using sketching pencils I can comment on how different grades of sketching pencil make different marks I can make a choice about which pencil I need to use for a purpose I can use a variety of media to create different effects I can apply a variety of techniques when drawing I can evaluate my work and the work of others and identify strengths and weaknesses 	<ul style="list-style-type: none"> I can use clay to create a self-portrait I can show an understanding and use of some basic clay skills I can begin to use tools to help me manipulate clay I can use coloured paper to create a collage self-portrait 	<ul style="list-style-type: none"> I can explore portraits by a variety of artists, including Matisse, Kahlo, Rembrandt, Van Gogh, Opie and more I can comment on how portraits by different artists make me feel I understand that portraits can tell you about the person in them I can make decisions about what I want my self-portrait to say about me I can say what I like and dislike about different portraits 	

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2	Aut	Yayoi Kusama	<ul style="list-style-type: none"> I can experiment with different materials to make marks I can make attempts to mimic the art of a famous artist I can experiment with different mediums to create a polka dot pattern I can experiment with the kind of polka dot patterns I am making I can follow instructions to create the basis for my sketching I can make visual observations to inform my sketches 	<ul style="list-style-type: none"> I can experiment with different mediums to create a polka dot pattern I can experiment with the kind of polka dot patterns I am making I can describe and make observations on a piece of artwork's colour and pattern I can make choices about the tools I will use when painting 	<ul style="list-style-type: none"> I can develop my scissor/cutting skills when cutting out circles I can use paper art to recreate an installation piece by Yayoi Kusama I can comment on the shape/form of 3-D objects and sculptures I can use the rolling technique effectively to manipulate clay I can recreate the form of a pumpkin, inspired by Kusama's sculptures 	<ul style="list-style-type: none"> I can join in discussions about a famous artist's work I can remember and give some facts about Yayoi Kusama I can respond appropriately to a piece of art by Yayoi Kusama I can say if I like or dislike a piece of artwork
2	Spr	Earth Art	<ul style="list-style-type: none"> I can identify repeating patterns in rangoli patterns I can identify repeating patterns in mandala patterns I can spot the symmetry in mandala patterns 	<ul style="list-style-type: none"> I know that natural materials can be used to make different mark making materials, including paints I can experiment with different ways to paint a rock I can comment on the colours of natural materials and how this can add to my artwork I can use given colours to finish a mandala pattern 	<ul style="list-style-type: none"> I can describe what a sculpture is I can comment on what different sculptures are made from I can use natural materials such as twigs and sticks to create a sculpture I can recreate rangoli patterns using natural materials such as leaves I can use clay to create imprints of natural materials such as leaves I can describe what weaving is I can create a simple loom I can weave using interesting natural materials I can recreate a mandala using natural materials I can use natural materials to create a collage scene 	<ul style="list-style-type: none"> I can name ways that rocks were used in ancient artworks I understand what is meant by 'abstract' artwork I can comment on the patterns created in woven rugs and tapestry I can discuss and explore mandalas with the class I can comment on the shapes, colours and patterns I can see in a mandala
2	Sum	Henri Rousseau	<ul style="list-style-type: none"> I can sketch and draw plants and flowers in the style of Rousseau I can sketch and create a 'portrait-landscape' I can use my imagination to generate ideas for my sketch 	<ul style="list-style-type: none"> I can use natural materials to create prints I can create prints inspired by Rousseau's paintings 	<ul style="list-style-type: none"> I can use paper to create a shoebox model of one of Rousseau's paintings I can use paper and other materials to create a mask I can use glue to help me attach different parts to my mask and/or model 	<ul style="list-style-type: none"> I can say who Henri Rousseau was and recall facts about his life I can discuss a painting by Henri Rousseau I can discuss and explain how I feel when looking at a Rousseau painting I can discuss portraits, landscapes, and Rousseau's genre of 'portrait-landscape'

Knowledge and Skills Progression : Year 1 to Year 6



Art Curriculum

Year	Term	Scheme of work	Drawing - Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3-D art	Responding to artwork and using a sketchbook	
3	Aut	William Morris	<ul style="list-style-type: none"> I can recreate a wallpaper pattern in the style of William Morris I can explain what still life sketching is I can use use soft, light sketching techniques to create a still life sketch I can adjust my pencil grip when sketching I can use careful observation skills to create a still life sketch I can make observations about different sketching mediums I understand how shading is linked to the light source in a drawing I can identify repeating patterns in wallpaper designs 	<ul style="list-style-type: none"> I can describe the process of block printing I can explain how different colours are achieved when using block printing to create a design I can design and create a relief printing tile to be used for block printing I can use a printing tile I have made to create a repeating pattern I can identify why a print may not have come out correctly I can create a half drop pattern with my printing 	<ul style="list-style-type: none"> I can find similarities and differences between the different works of William Morris I can analyse an existing piece of artwork using language associated with Art and Design I can describe what the Arts and Crafts movement was and explain why it was founded I can comment on why I had to make changes to my design 		
3	Spr	Famous Buildings	<ul style="list-style-type: none"> I can create areas of light and dark in my sketches using different shading methods such as hatching, cross-hatching, stippling and scumbling I can vary my shading further through my use of pressure I can comment on the patterns created in the architecture of St Basil's Cathedral I can recreate patterns using oil pastels and ink I can spot symmetry in the designs of famous buildings I can use tracing to create a symmetrical piece of art I can create texture in my artwork to reflect real-life buildings 	<ul style="list-style-type: none"> I can comment on the colours in the design of St Basil's Cathedral and the effect it has on the design I can change the value of a colour by creating tints and shades I can create colour blocks using oil pastels 	<ul style="list-style-type: none"> I can choose materials I think would be suitable to make a sculpture or collage of a famous building I can use my folding and cutting skills to recreate a simplified sculpture of a building 	<ul style="list-style-type: none"> I understand the role of an architect I can discuss the shapes and structures of famous buildings around the world I can say if I like or dislike the design of a building I can explore the work of Sir Christopher Wren and his design of St Paul's Cathedral I can choose elements of a building's design to fit a purpose I can follow a design brief in my own design of a building 	
3	Sum	Seurat and Pointillism	<ul style="list-style-type: none"> I can give a good description of what pointillism is I can experiment with a range of pointillism techniques I can apply pointillism techniques using different mediums I can evaluate techniques and mediums and say which one I prefer 	<ul style="list-style-type: none"> I can use a variety of tools to create a pointillism painting I can use a variety of mediums to create a pointillism painting I can identify primary and secondary colours and explain how secondary colours are made I can identify tertiary colours on the colour wheel I can identify complementary colours on the colour wheel I can mix colours using the pointillism method I can make decisions about the subjects and colours of my artwork, giving reasons for my choices 		<ul style="list-style-type: none"> I can explain who George Seurat was and why he was famous I can state how I feel about a piece of artwork and justify my thoughts I can experiment with a range of techniques and methods for creating Pointillism I can state which method I prefer and why I can name some Pointillist artists I can identify Pointillism in pieces of art I can give reasons for my choices of colour and subject in my artwork I can apply what I have learnt about Pointillism to create my own piece of artwork I can evaluate my finished artwork and compare it to that of my peers 	

Knowledge and Skills Progression : Year 1 to Year 6



Art Curriculum

Year	Term	Scheme of work	Drawing - Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3-D art	Responding to artwork and using a sketchbook
4	Aut	Plant Art	<ul style="list-style-type: none"> I can use my observational skills to create a detailed sketch of part of a plant I understand that constant observation is important when creating a detailed sketch of a plant I understand that attention to detail is important when creating a detailed sketch of a plant I understand that patience is important when creating a detailed sketch of a plant I can discuss how to represent a plant as a piece of art I can follow simple instructions to create a more realistic sketch of a tree I can compare a sketch from my imagination, and a visually informed sketch and evaluate the differences 	<ul style="list-style-type: none"> I understand the difference between tints, shades and tones I can create tints, shades and tones to match a given colour I can use tints, shades and tones to create a piece of artwork I can transfer a sketching method into the medium of painting effectively I understand what depth in an artwork is I can use colour and size to create the illusion of depth in my artwork 	<ul style="list-style-type: none"> I understand what a sculpture is and what different materials they can be made from I can define the differences between decorative and functional sculpture I understand how slip can be used to join two pieces of clay I can use tools to make marks in the clay for decorative purposes I can add or remove bits of clay to create detail I can make my own simple sculpture from clay I can use layers of different colour paper to create a collage with depth 	<ul style="list-style-type: none"> I can identify an artwork that is visually pleasing to me I can give my personal opinion of different artwork I can listen to others' opinions of artworks, and try to see their point of view I can describe what a botanical illustration is and why they were first created I can discuss and respond to Georgia O'Keeffe's artwork and how she used tones in her artwork I understand how artists create the illusion of depth in their artwork I can design my artwork and give reasons for my choices I can use my previous experience of different mediums to make decisions about my artwork
4	Spr	Sonia Delaunay		<ul style="list-style-type: none"> I can explain the difference between complementary and harmonious colours I can experiment with the use and effect of colours in their own artwork I can choose colours to use in my artwork based on if they are complementary or harmonious 	<ul style="list-style-type: none"> I can experiment with coloured paper to create a collage I can make careful choices of the colours I use in my collage to create a complementary or harmonious effect 	<ul style="list-style-type: none"> I can remember facts about Sonia Delaunay I can express my opinion about an artist or artwork I can discuss and answer questions about an artist and their artwork I can describe what Orphism art is I can discuss and explain how Sonia Delaunay created a feeling of movement in her artwork I can explain my opinion of Sonia Delaunay's fashion designs I can create my own designs in the style of Sonia Delaunay I can recognise the influence Sonia Delaunay's work has had on both fashion and modern art
4	Sum	Recycled Art	<ul style="list-style-type: none"> I can be inspired by a material's texture and pattern 	<ul style="list-style-type: none"> I can be inspired by a material's colours I can experiment with and observe how different paints create different effects in my artwork I can select a suitable type of paint to decorate and finish my artwork 	<ul style="list-style-type: none"> I can experiment with different ways I can join materials to make a 3-D piece of art I can select a suitable joining method when working with different materials I can look at different materials and make suggestions about how I could use them in my artwork I can use a material's existing shape to inspire my artwork I can create a simple animal sculpture from recycled materials 	<ul style="list-style-type: none"> I can explore different pieces of recycled art I can comment on the message that a piece of art might be port-aying I can say if I like or dislike a piece of art and why

Knowledge and Skills Progression : Year 1 to Year 6

Art Curriculum



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5	Aut	Chinese Art	<ul style="list-style-type: none"> I can use visual information to make sketches of different styles of traditional Chinese art I can explain the importance of lines in Chinese art in relation to the Four Gentlemen I can use drawing and shading skills to recreate a terracotta warrior I can identify patterns, images and styles associated with Ming porcelain I can follow simple instructions to draw a Chinese dragon I understand that I can use construction lines to map out the basic shape of my sketches I understand what a light source is and how this affects shading I can practise my shading in relation to a light source 	<ul style="list-style-type: none"> I can identify some colours commonly used in Chinese art I can discuss and describe different brushstrokes used in artwork and how they might have been created I can practise a variety of brushstrokes to improve technique I can apply my brush control when creating artwork I understand the importance of line and brushstrokes in Chinese Art. I can create Chinese calligraphy characters using the correct brushstroke sequence I can begin to use different paints and links for different purposes 	<ul style="list-style-type: none"> I can use simple rolling and pinching techniques to manipulate salt dough I can form simple shapes to create the base of my model I can attach two pieces of salt dough with the help of materials such as matchsticks to reinforce joins I can add pieces of salt dough to my base to create relief details I can use tools to create details in my salt dough or clay model I can carve a piece of clay to create the shape of my terracotta warrior I can use tools to help me shape and manipulate my clay I can add clay to my model to get the correct shape 	<ul style="list-style-type: none"> I can identify and record sketches of some themes commonly used in traditional Chinese art I can discuss traditional Chinese artwork and say what I think and feel about it I understand the significance of the dragon in Chinese culture I can explain what the Terracotta Army is and why it is famous I know when the Ming dynasty was in power and why their porcelain is famous
5	Spr	Frida Kahlo	<ul style="list-style-type: none"> I can describe the general proportions of a face I can use my knowledge of proportions to complete a self-portrait I understand that I can use light guidelines for my sketches to help structure my sketches I can use light sketching lines to create my portrait 	<ul style="list-style-type: none"> I can analyse aspects of a painting including mood and colour I can add paint to a sketched self-portrait to add colour and detail I can choose colours to express aspects of my personality I can choose colours to express aspects of communities I belong to 	<ul style="list-style-type: none"> I can describe who Frida Kahlo is and give a brief summary of her work I can give my opinion of a painting or artist, giving reasons for my ideas I can describe the differences between a portrait and a self-portrait I can describe aspects of Mexican folk art I can identify aspects of the Mexican culture in Kahlo's artwork I can describe the aspects of the surrealist movement I can express my opinion of surrealism in paintings I can apply aspects of surrealism to my own artwork 	<ul style="list-style-type: none"> I can take part in a discussion about graffiti and if it is an art form or not I can design my own tag reflecting what I have seen in existing artwork I can experiment with the size, value and shape of my designs in my sketchbook I can use my sketchbook to create designs for street art in a specific area I can discuss the messages that are portrayed in some pieces of art I can create my own piece of satirical artwork I can explore the work of Banksy
5	Sum	Street Art	<ul style="list-style-type: none"> I can use sketching and shading to add details to my designs 	<ul style="list-style-type: none"> I can select contrasting colours using the colour wheel to help me I can choose colours to create the biggest 'standout' effect I can use use impression printing to create a piece of repeated printed artwork I can create a stencil I can use a stencil to create a piece of artwork I can use more than one stencil to create a layered effect in my artwork 		

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6	Aut	Landscape Art	<ul style="list-style-type: none"> I can use vanishing points, horizon lines and construction lines to create perspective in my artwork I can sketch a landscape using linear perspective. I can use lines and patterns to create abstract artwork 	<ul style="list-style-type: none"> I can experiment with different watercolour techniques to create effects I can paint a landscape using watercolours I can experiment with a variety of mediums, including watercolours and pastels, to explore how the medium changes the effect of a landscape I can create tints and shades using a variety of different mediums I can use tints and shades to create atmospheric perspective 	<ul style="list-style-type: none"> I can explain what collage is and how tearing paper can be used to create different effects I can create a torn paper collage of a landscape scene I can use different parameters to create torn paper collages, e.g. by altering the size of the paper I am using 	<ul style="list-style-type: none"> I can identify vanishing points and horizon lines in landscape paintings I can explain how artists use linear and atmospheric perspective in their artwork I can comment on abstract landscapes and explain what I feel about them I can create a selection of lines and patterns in my sketchbook to inform my artwork I can discuss landscape artwork by famous artists, saying what I think and feel about them I can identify which medium has been used to create a piece of art I can make decisions about how to create a piece of landscape artwork based on the ideas I have gathered and techniques I have experimented with
6	Spr	Sculpting Vases	<ul style="list-style-type: none"> I can sketch designs to build up a portfolio of ideas I can take the light sources into account when sketching vases I can use my preferred shading technique to include dark areas in my sketches I can include the patterns and shapes in my sketches of vases I can make detailed observations to sketch vases from different viewpoints 	<ul style="list-style-type: none"> I can make appropriate choices when decorating vases I understand how to create different effects using materials I can make decorative colour and pattern choices to fit a given theme 	<ul style="list-style-type: none"> I can practise techniques and the effects they create before attempting my final design I can choose and use appropriate techniques in my clay work I can choose appropriate tools to add details to my design I can add clay to create details for my design I can experiment and develop my control of tools and techniques I can choose tools, techniques and details which are most appropriate for my design I can use slabs of clay to create a container I can use the pinching technique to create a container I can work with control and accuracy I can follow a design to create a vase 	<ul style="list-style-type: none"> I can identify different features of a vase's design I can describe and assess vases made by designers I can gather ideas for use in my own work I can incorporate design ideas or themes into my own designs I can identify ways in which I could improve my work I can evaluate and adjust my designs
6	Sum	Express Yourself	<ul style="list-style-type: none"> I can use sketching to represent different illustrated facial expressions I can make careful and precise observations to inform my sketching I can describe how lines and fonts can express an idea I can make choices based on different lines and fonts to create a desired effect I can use different pressures and thicknesses to create a desired effect I can use grids to help me achieve the correct proportions in my sketches based on photographs 	<ul style="list-style-type: none"> I can explain how colour can help to express different aspects of someone's personality I can identify emotions they feel linked to a colour I can use colour and shape to illustrate emotions, feelings and ideas to create my own colour theory I can experiment with using my fingerprints to create a unique piece of artwork I can vary the pressure and amount of paint I use when printing using my fingers to create different effects I can use overlapping and layering to create shadow in my painting 	<ul style="list-style-type: none"> I can use wire to create a sculpture of a person I can convey an emotion or specific body language in my wire sculpture 	<ul style="list-style-type: none"> I can respond and comment on different pieces of artwork I can discuss and comment on Kandinsky's colour theory I can discuss and give my opinions on Chuck Close's painting techniques