



Edna G. Olds Academy

A L.E.A.D. Academy

Art Knowledge and Skills Progression Map

Art Overview		
EYFS	Key Stage 1	Key Stage 2
<p><u>ELG: Creating with Materials</u> Children at the expected level of development will:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>ELG: Fine Motor Skills</u> Children at the expected level of development will:</p> <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>Begin to show accuracy and care when drawing.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>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.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p>

N	R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing							
<p>Begin to hold a pencil with the correct grip.</p> <p>Experiment with mark making activities.</p> <p>Develop muscle control through a range of fine motor activities.</p> <p>Begin to recognise that different materials make different types of mark.</p> <p>Create drawings from their own imagination.</p> <p>Begin to make simple observational drawings which include key features and recognisable shapes.</p>	<p>Hold a pencil and use it with control.</p> <p>Recognise that different materials make different types of mark.</p> <p>Create drawings from their own imagination.</p> <p>Make simple observational drawings which include key features and recognisable shapes.</p> <p>Draw a simple representation of themselves.</p>	<p>Draw simple shapes with appropriate pencil control.</p> <p>Draw with a basic understanding of line, shape and proportion.</p> <p>Make a wide range of controlled marks using different media.</p> <p>Know about the different qualities of sketching pencils compared to ordinary HB pencils.</p> <p>Explore tone using pastels, pencils and chalk.</p>	<p>Draw with accurate proportion and with attention to some finer details.</p> <p>Make quick sketches that capture key shapes and forms of subject matter.</p> <p>Create line drawings that identify shapes and outlines.</p> <p>Create patterns</p> <p>Experiment with line, pattern, texture and tone to add detail.</p>	<p>Draw accurately from nature, and with increasing detail.</p> <p>Use line, shape, form and proportion with increasing precision when drawing from observation.</p> <p>Suggest textures within their drawings and paintings.</p> <p>Use different tones to show light and shadow.</p> <p>Begin to show movement within their art work.</p>	<p>Identify areas of highlight and shadow within their drawings.</p> <p>Draw with an increasing control and attention to line, shape, proportion, tone and detail.</p> <p>Create bracelet drawings with a good sense of shape, outline and proportion.</p> <p>Foreshorten when drawing from observation.</p> <p>Express feelings, expression and movement in their artwork.</p>	<p>Explore the properties of the visual elements of line, tone pattern, texture, colour and shape.</p> <p>Use the visual elements with increasing control and with due consideration to a specific artistic style.</p> <p>Use rules of perspective in drawing</p> <p>Make quick sketches in a loose, free style, suggesting movement and action.</p>	<p>Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape.</p> <p>Draw with linear precision, capturing finer details of shape and outline.</p> <p>Make bold drawings from observation and imagination that identify areas of highlight, shades, tones and contrast.</p> <p>Master proportion and demonstrate strong elements of personal style.</p> <p>Create drawings of greater depth, with the illusion of three dimensions.</p>

N	R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Painting and Colour							
<p>Begin to hold a paintbrush with the correct grip.</p> <p>Begin to name colours and show personal preferences.</p> <p>Choose their own colours for their artwork.</p> <p>Discover that by mixing colours they can make new colours.</p> <p>Paint on different surfaces applying the paint using different tools.</p>	<p>Hold a paintbrush with the correct grip.</p> <p>Name colours and show personal preferences.</p> <p>Confidently choose their own colours for their artwork.</p> <p>Discover that by mixing colours they can make new colours.</p> <p>Show a basic control of painting tools, painting within appropriate brush load, and appropriate direction of paintbrush.</p> <p>Explore creative expression representing their thoughts and feelings.</p>	<p>Know the primary colours.</p> <p>Know which colours they can make when mixing any two of the primary colours.</p> <p>Know what is meant by the term 'abstract.'</p> <p>Know what is meant by a 'colour palette' and create appropriate palettes for their artwork.</p> <p>Use a variety of brushes for different effects.</p>	<p>Know the primary and secondary colours</p> <p>Know the key differences between different types of paint.</p> <p>Use combinations of colours that work well together through contrast or colour family.</p> <p>Explore mixing a range of shades and tones.</p>	<p>Blend colours with increasing control.</p> <p>Know about complementary colours and understand how they work well together.</p> <p>Describe how artists use colour to add impact to their artwork.</p> <p>Effectively use a wider range of tools and techniques in their paintings to produce differing shapes, textures, patterns and line</p> <p>Explore different effects and textures using paint.</p> <p>Explore mixing different media with paint.</p>	<p>Use greater specific colour language including tint, tones, shades, hues.</p> <p>Effectively use a wider range of tools and techniques in their paintings.</p> <p>Make effective use of colour families, complimentary colours, contrasting colours and appropriate colour palettes.</p> <p>Use a number of brush techniques to produce shapes, texture, patterns and lines.</p> <p>Experiment with mood through their use of colour.</p>	<p>Mix a wider range of tints, tones and shades with increasing control.</p> <p>Use colour effectively to represent mood or feeling.</p> <p>Know, in terms of colour, what is meant by the term 'tertiary.'</p> <p>Paint with increasing control over finer details.</p> <p>Create texture effectively using brush techniques and the quality of the paint.</p>	<p>Paint with increasing control over finer details.</p> <p>Use colour contrasts for deliberate impact and effect within their artwork.</p> <p>Know the key technical differences between painting in water colour and acrylics.</p> <p>Choose, and appropriately use, a wider range of tools and brushes (including palette knives) within their painting.</p>

N	R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Sculpture and Clay							
<p>Use a range of materials for construction or model making activities.</p> <p>Select materials independently.</p> <p>Securely fix different components within a 3D model.</p> <p>Make simple clay models.</p> <p>Describe the qualities of different media.</p> <p>Describe objects and make comparisons between size, shape, pattern and texture.</p>	<p>Create models from their imagination</p> <p>Use a range of junk materials for construction or model making activities.</p> <p>Select materials appropriate to a task.</p> <p>Securely fix different components within a 3D model.</p> <p>Explore shape, size and length through clay.</p>	<p>Make simple sculptures out of clay combining shapes and textures.</p> <p>Manipulate clay in a variety of ways to explore shape and form.</p> <p>Know how to join clay together and add decorative features to a clay sculpture.</p> <p>Experiment with constriction and join recycled, natural and man made materials.</p>	<p>Manipulate clay for a variety of purposes.</p> <p>Use relief, imprinting and basic joining and decorative techniques when modelling with clay.</p>	<p>Make sculptures out of clay, or other materials.</p> <p>Know how to join clay together and add decorative features to a clay sculpture.</p> <p>Show increasing control with slab and modelling techniques when working with clay.</p> <p>Experiment with different textures they can create in their work.</p>	<p>Understand the importance of weight and balance when working with sculpture.</p> <p>Work with a wide range of artistic materials and techniques.</p> <p>Select and evaluate materials appropriate to a task.</p> <p>Include texture to convey feelings, expression or movement.</p>	<p>Shape, form, model and construct from observation and imagination.</p> <p>Create more complex sculptures using a wide range of materials and techniques.</p> <p>Select and evaluate materials appropriate to a task.</p> <p>Use a wider range of decorative features to enhance sculptures or clay models.</p>	<p>Know that sculptures can take a variety of forms and can be created using a wide range of materials.</p> <p>Demonstrate appropriate control when sculpting with a wider range of materials.</p> <p>Use a wider range of decorative features to enhance sculptures or clay models.</p>

N	R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Using a wider range of Artistic Materials and Techniques							
<p>Experiment with printing with a range of objects</p> <p>Experiment with a wide range of mixed media (eg collage materials, crayons, felt pens, colouring pencils, coloured chalks).</p>	<p>Experiment with a wide range of mixed media (eg collage materials, crayons, felt pens, colouring pencils, coloured chalks)</p> <p>Explore textures through printing and collage.</p>	<p>Show appropriate control when printing with objects and mark making.</p> <p>Select and use a variety of artistic techniques and media with control and purpose.</p>	<p>Work with a wider range of artistic materials and techniques.</p> <p>Know what is meant by the word 'texture' and how they can create different textures within their artwork.</p> <p>Control colour and technique when print-making.</p>	<p>Select appropriate textures to match purpose and enhance their artwork.</p> <p>Effectively use a wider range of tools and techniques.</p> <p>Use layers of colour when printing to create effects.</p> <p>Select and arrange materials for effect.</p>	<p>Explore an increasing range of artistic techniques and media.</p> <p>Control the process when making multi-image prints.</p> <p>Use mosaic and montage techniques.</p>	<p>Explore an increasing range of artistic techniques and media.</p> <p>Build up layers of colours when printing.</p>	<p>Selectively use an increasing range of artistic materials and techniques for multi-media artwork.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p>

N	R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Artistic discussion and reflection							
<p>Suggest ways to improve my work</p> <p>Look at pictures and paintings from a range of artists and express preferences.</p>	<p>Express their ideas and feelings when looking at work produced by different artists.</p> <p>Reflect on the artwork they have produced.</p>	<p>Show an interest in and describe what they think about the work of others.</p> <p>Recognise and describe some simple characteristics of different kinds of art, craft and design.</p> <p>Make simple comparisons between two different styles of art.</p>	<p>Express clear preferences when looking at creative work and give some reasons for these.</p> <p>Recognise and describe some simple characteristics of different kinds of art, craft and design.</p> <p>Draw simple comparisons between the work of different artists.</p>	<p>Take the time to reflect on their likes and dislikes within their work in order to improve it.</p> <p>Compare the work of different artists and periods studied</p> <p>Recognise and describe some simple characteristics of different kinds of art, craft and design.</p> <p>Annotate sketches and explain and elaborate ideas</p>	<p>Describe how artists use colour to add impact to their artwork.</p> <p>Regularly reflect on their own work, and use comparisons with their work and others in order to identify how to improve.</p> <p>Describe and compare some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.</p> <p>Annotate sketches and explain and elaborate ideas.</p>	<p>Regularly analyse and reflect on their progress.</p> <p>Research and discuss the ideas and approaches of various artists, craftspeople, architects and designers, taking account of their particular cultural context and intentions.</p> <p>Draw simple comparisons between the designs and styles of modern architecture.</p> <p>Annotate sketches and explain and elaborate ideas</p>	<p>Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, architects and designers, taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <p>Annotate sketches and explain and elaborate ideas</p>

N	R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Vocabulary							
<p>Elements of art: shape, colour, line, texture</p> <p>Drawing: shapes, lines, draw, pencil</p> <p>Painting: colour names, mix, paintbrush</p> <p>Sculpture: clay, pinch, stretch, roll, squeeze</p> <p>Others: printing</p>	<p>Elements of art: shape, line, colour, texture</p> <p>Drawing: shapes, lines, portrait, pencil</p> <p>Painting: colour names, mix, paintbrush</p> <p>Sculpture: clay, pinch, stretch, roll, squeeze</p> <p>Others: printing, mixed media</p>	<p>Elements of art: shape, form, colour, line, tone, texture</p> <p>Drawing: shapes, lines, portrait, proportion, media, sketching, HB pencils, pastels, chalk</p> <p>Painting: Primary colours, abstract, colour palette</p> <p>Sculpture: clay, pinch, stretch, roll, squeeze, recycled, natural, manmade</p> <p>Others: Mixed media, compare</p>	<p>Elements of art: shape, form, colour, line, tone, pattern, texture</p> <p>Drawing: portrait, proportion, media, sketch, sketching, HB pencils, pastels, chalk</p> <p>Painting: Primary and secondary colours, watercolour paint, poster/ ready mix paint</p> <p>Sculpture: relief, imprinting, joining, decoration</p>	<p>Elements of art: shape, form, colour, line, tone, pattern, texture</p> <p>Drawing: light, shadow, observation, portrait, proportion,</p> <p>Painting: complementary colours, watercolours, acrylic, poster paint, blending</p> <p>Sculpture: slab, modelling, texture</p> <p>Others: layers</p>	<p>Elements of art: shape, form, colour, line, tone, pattern, texture</p> <p>Drawing: visual elements, artistic style, expression, outline</p> <p>Painting: tints, tones, shades, hues, complimentary and contrasting colours, colour palette, mood</p> <p>Sculpture: form, slab, modelling, texture</p> <p>Others: mosaic, montage, architects, designers, weaving, mood</p>	<p>Elements of art: shape, form, colour, line, tone, pattern, texture</p> <p>Drawing: visual elements, artistic style, perspective,</p> <p>Painting: tints, tones, shades, tertiary colours, brush techniques</p> <p>Sculpture: form, shape, model, construct, decorate, enhance</p> <p>Others: architects, designers, architecture</p>	<p>Elements of art: shape, form, colour, line, tone, pattern, texture, space</p> <p>Drawing: depth, 3 dimensional, highlights, shades, tones and contrast, linear</p> <p>Painting: tints, tones, shades, tertiary colours, brush techniques</p> <p>Sculpture: Sculpting, enhance, construct</p> <p>Others: symbolism</p>

N	R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Knowledge of Artists							
Look at pictures and paintings from a range of artists and express preferences.	Study of Kehinde Wiley portraits.	<p>Study of Andy Warhol portraits.</p> <p>MFL focus:</p> <p>Afro Columbian Quarters - colours of the Jacinda trees linked to colour mixing.</p> <p>Columbian Mountains - introduction of shading techniques and line contours.</p> <p>Bridges and Structures inspired. Study 'The lost city' a beautiful site in Columbia - explore natural area, and shades of green, using collage and textiles.</p>	<p>Study of Pablo Picasso portraits.</p> <p>MFL Focus:</p> <p>Study Pablo Picasso in relation to cubism and doodles.</p> <p>Study wave patterns and flood images in relation to Valencia floods.</p> <p>Using Gaudi as an inspiration, study Spain's buildings and architecture.</p>	<p>Study of Egyptian artists</p> <p>MFL Focus: Study Arianna Ruffinengo - 'Mother earth' - Pachamama.</p> <p>Street art study of Argentina - Eva Peron inspired paintings, by Martin Ron and various artists. Linked to our core values and women's rights.</p> <p>Argentinian art festivals - Lorenzo Quinn - focus on values, colours and Love, linked to the Holi.</p> <p>Revisit Gorgia O'Keeffe - representations of flowers.</p> <p>Politically moving representations of flags in Argentina and street art messaging.</p>	<p>Study of Chuck close portraits</p> <p>MFL Focus: Study weaving techniques and effects in relation to the Mapuche tribes work and designs - clothing inspired by Chile (historical).</p> <p>Study images from the earthquake in Chile - explore mood, features and colour / tones.</p> <p>Study the Metropolitan Cathedral in Chile, exploring the architecture and the Italian architect, Joaquín Toesca.</p> <p>Study a city in Chile called Valparaiso, which is known for their colourful buildings.</p>	<p>Study of Frida Kahlo</p> <p>MFL Focus: Studied Benito Juarez, Diego Rivera ' History of Mexico' - symbolism</p> <p>Charcoal sketching</p> <p>Study of Popocatèpetl volcano eruption, linked to Mexico - colour explosion and shape.</p> <p>Study of Mexican architecture and cultural elements - Chichen Itza pyramid structure, Museo Soumaya.</p>	<p>Study of Lucian Freud</p> <p>MFL Focus: Study culture in Puerto Rico. Create art representing hope for the future.</p> <p>Study Jasmine Camacho-Quinn, linked to courage (core values).</p> <p>Study climate change in Puerto Rico, create art pieces to reflect protests and the damage / beauty of Puerto Rico.</p> <p>Puerto Rican inspired bridges and structures, using colonial architecture.</p> <p>Puerto Rica government structure - culture, independence and symbolism.</p>