Bushmead Primary School Art Skills and Knowledge Progression organised by content area

Knowledge, understanding and evaluating will be taught alongside each of the 4 skills areas

Each class will cover each of the 4 areas of art each year: drawing and painting, printing, 3D modelling and textiles

Art and Design in Bushmead primary school as outlined in the National Curriculum					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn 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.		Create sketchbooks to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Learn about great artists, architects and designers both contemporary and in history. Skills = Green Knowledge = yellow			

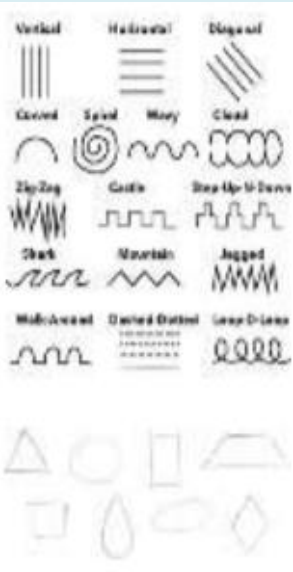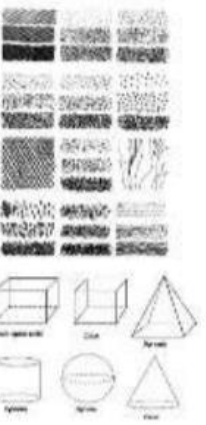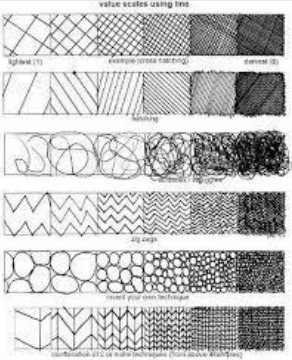| Bushmead Primary School Progression for observation, comparison and analysis of art work					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify similarities and differences between two or more pieces of art.	Describe similarities and differences between art on a common theme.	Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.	Compare and contrast artwork from different times and/or cultures.	Describe and discuss how different artists and cultures have used a range of visual elements in their work.	
Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.	Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends and stories and historical events.	Explorations of the similarities and differences between pieces of art, from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.	Artwork has been used at different times and in different cultures to express ideas about storytelling and religion Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.	Visual elements include line, light, shape, colour, pattern, tone, space and form. Perspective is the representation of 3D objects on a 2D surface.	
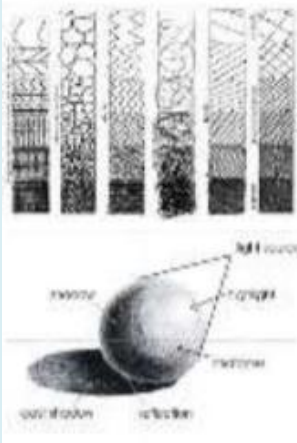
Bushmead Primary School Art overview Significant people, artwork and styles

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe and explore the work of a significant artist.	**Explain why a painting, piece of art, body of work or artist is important.**	**Work in the style of a significant artist, architect or designer.**	**Explain the significance of art, architecture or design from history and create work inspired by it.**	**Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own**	**Explore puppets from different cultures explaining the use of materials and mechanisms.**
Paul Klee

Gustav Klimt

Silhouette Art- History

Steven Brown

Giuseppe Arcimboldo

Henri Rousseau | Peter Thorpe

Raymond Briggs

Gaudi

Andy Warhol

Andy Goldsworthy

Georgia O'Keeffe | Cave Art

Palaeolithic Art

Roy Lichtenstein

Jack Kirby

Vincent Van Gough

Jonnie Barton (St.neots Mural artist) | Jean Metzinger

Roman Pottery Art

Joe Everson

Lynn Norton (Local Artist from Huntingdon)

Ancient Egyptian Art | Native American Art Totem Poles

Corey Barksdale

Jackson Pollock

Sandi Schimmel Gold

The Great Wave of Kanagowa

John Dahlsen | Jan Pienkowski

Banksy

Aboriginal Art

Rich McCor

William Morris

Edwin Landseer |
| **Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.** | **Pieces of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas** | **The work of significant artists, architects and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.** | **Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.** | **Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.** | |

Bushmead Primary School art progression: communicating ideas
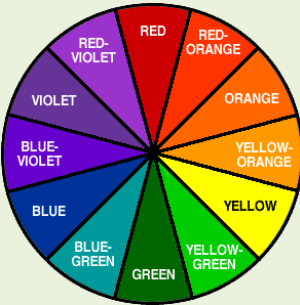
Communicate their ideas simply before creating artwork.	Make simple sketches to explore and develop ideas	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique	Create a series of sketches over time to develop ideas on a Review and revisit ideas and sketches to improve and develop ideas to create a theme or mastery of a technique.	Gather, record and develop information from a range of sources	Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art or their puppet
Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.	A sketch is a quickly produced or unfinished drawing, which helps artists develop their ideas.	Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.	Artists use sketching to develop an idea over time.	Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.	A mood board is an arrangement of images, materials, texts and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.

Bushmead Primary School Progression for Drawing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use soft and hard pencils to create different types of line.	Use the properties of pencil, ink and charcoal to create different textures and tones in drawings.	Add tone to a drawing by using linear and cross hatching, scumbling and stippling.	Use the properties of pen and ink to create a range of effects in drawing. Use line and tone to draw perspective.	Use pen and ink (ink wash) to add perspective, light and shade to a composition.	
Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for	Textures include rough, smooth, ridged and bumpy.	Hatching, crosshatching and shading are techniques artists use to add texture and form	Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight	Different types of perspective include one point perspective, twopoint perspective (two vanishing points on the	

hard. Different types of line include zigzag, wavy, curved, thick and thin. 	Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. 	Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged. 	lines in the same direction to fill in an area), crosshatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Perspective can be created using one-point perspective (one vanishing point on the horizon line), 	horizon line) and threepoint perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above). 	

Bushmead Primary School Progression for Painting

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use various size brushes and tools accurately to produce a range of techniques and styles alongside gaining greater control	Develop controlled brush and tool techniques to produce a range of outcomes depending which brush or tool is used and how it is used	Develop controlled brush and tool techniques to produce a range of outcomes depending which brush or tool is chosen	Make informed choices of the type and size of brush or tool to use and use it purposefully producing a range of effects appropriate to the desired outcome	Make informed choices of the type and size of brush or tool to use and use it purposefully producing a range of effects appropriate to the desired outcome and explain the choices	Make informed choices of the type and size of brush or tool to use and improve my technique to include a range of effects from fine details to broad, bold strokes for effect and then be able to explain the reasoning behind the choices?

Experiment with colour mixing to achieve different colour outcomes	Create a colour wheel to include primary (red, yellow and blue) and secondary colours (green, orange and purple)?	Create a colour wheel using primary, secondary and tertiary colours (mixing primary and secondary)?	Create a colour wheel using primary, secondary and tertiary colours plus a range of lighter and darker tones and shades?	Create a colour wheel to include primary, secondary, tertiary, hues, tones and shades, and know all the associated vocabulary?	Create and explain a detailed colour wheel to include primary, secondary, tertiary, hue, tone, shade, complimentary, harmonious and reactive vocabulary
Identify and use paints in the primary colours.	Identify and mix secondary colours. Identify and mix tints and shades.	Identify, mix and use contrasting coloured paints.	Produce a full 12 colour colour wheel. Identify, mix and use warm and cool paint colours to evoke warmth or coolness in painting.	Mix and use tints and shades of colours using a range of different materials, including paint. To begin to use complementary colours in their work	Use colour palettes and characteristics of an artistic movement or artist in artwork.
Primary colours are red, yellow , blue	The secondary colours are green, purple and orange. These colours can be made by mixing primary colours A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.	Examples of contrasting or complementary colours include red and green, blue and orange, purple(violet) and yellow They are obviously different to one another and are opposite each other on the colour wheel.	Tertiary colours are created by mixing a primary and secondary colour.	Complementary colours provides a high contrast and high impact color combination – together, these colors will appear brighter and more prominent.	Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.

Bushmead Primary School progression for representing human faces and bodies					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Represent the human face from observation, imagination or memory include key features: face, eyes, nose, mouth and hair (possibly ears)			**Represent the human face with increasingly more accurate proportions, details and shading**	**Draw a full length person accurately to include all features proportioned with detail and shading.** **Build a 3D modroc model of a person, built over a wire armature**	**Build a puppet with correctly proportioned facial features.**
Bushmead primary School Progression for collage and textiles					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Use a combination of materials that are cut, torn and glued. Sort and arrange materials Learn to experiment by **making a simple paper weaving** **Use joining processes** such as tying and gluing using paper and understand how it works **Understand about drying times and holding things in place to set.**	**Mix materials to create texture.** **Join, position and manipulate materials** with some independence	**Layer tissue paper to create different shades**		**Use a range of techniques** - painting, layering, gluing, stitching fabric **to create an image.** **Experiment with fabrics, threads and beads in response to a visual stimulus.** Attach items to a background and ensure they are firmly fastened.	Show awareness of the potential of the uses of materials, colours and textures etc. when designing and making costumes for puppets. **Be expressive and analytical to adapt, extend and justify their work.** **Alter and modify work.**
Bushmead Primary School Progression for printing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Concept 1: Printing is a copy	Concept 2: You can create a printing plate in order to make multiple copies.	Concept 3 A print is the reverse of the printing plate.	Concept 2: You can create a printing plate in order to make multiple copies. Concept 3 A print is the reverse of the printing plate.	Concept 2: You can create a printing plate in order to make multiple copies. Concept 3 A print is the reverse of the printing plate. Concept 4 prints are signed and numbered for a reason	
Stamping: reinforce stamping from EFYS

Experiment with finger prints
Recognise difference between printing and painting
Experiment creatively with different objects.

Rubbing with a range of materials, using a wax crayon, natural materials like leaves, flowers, bark, etc.
Found objects like coins, keys, the bottom of a shoe, etc.
Homemade or purchased texture plates | Introduce brayer to apply paint. Create a printing plate from styrofoam

Develop practical skills by learning a different way of applying colour to a block using a roller. Learn to recognise links between their work and that of other artists.

Look at images of work by Kandinsky, Klee and Miro.
Identify shapes in the work. How have they positioned them? Overlapping, tesselating?
Children prepare block. Draw lightly in pencil then cut out shape. Print shape onto paper. After two prints, remind the class they can overlap the shapes. Can use different colour or swap their shape with another shape. (2) | Mono printing with polyprint

Experiment creatively making print by manipulating equipment in a controlled and specific way.
Predict and modify resultsStudy images of fairground rides, look at colour and shape
Make drawings of shapes
Select a shape and transfer to polyprint. Cut out shape.
Make decisions about surface texture of block, leave plain or mark texture on it with ballpen. They will add other colours and shapes to the image so should start with light colours. (4) | Create collographs and introduce printing inks and baren.

Develop printmaking skills by taking rubbings as part of the evaluative process. make a collagraph print.
Make a string block.
Experiment by turning block in different ways or using different colours.
Make rubbings of different textured materials.
Make a series of prints from the different blocks.
Make a collagraph of a mythical beast inspired by William De Morgan (5) | Relief Printing
With relief printing, areas of a printing plate are carved away and the ink sits on the raised surface.

Create relief prints with lino. Understand how printed pattern has been used historically and culturally in different ways and for different purposes with a focus on Islamic art. Experiment with tessellating and symmetrical patterns. Design patterns of increasing complexity by repeating and combining different elements.
Create a one colour lino print based on their design. (6) | |

Bushmead Primary School Progression for 3D modelling -experience rigid and malleable materials as well as clay					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**

Use both hands and tools to build. Construct to represent personal ideas. **Pinch and roll coils and slabs using a modeling media.** **Carve into media using tools.** **Cut shapes using scissors.** **Make simple joins** by manipulating modelling material or pasting carefully. **Be aware of drying times and holding pieces in place to set** **Discus weight and texture.**	Develop awareness of natural and man made forms and environments. **Use a range of tools for shaping and mark making.** **Shape and form from direct observation** **Use a range of decorative techniques**: applied, impressed, painted, etc. **Replicate patterns and textures in a 3-D form.** **Make clay pinch pots** **Construct from found junk materials.** **Begin to express simple thoughts about their own work and that of other sculptors.**	**Plan and develop ideas in a sketchbook and make simple choices about media.** **Shape, form, model and construct from observation and / or imagination** with increasing confidence. Use the equipment and media with increasing confidence. **Roll out coils to create a coil pot.** **Use a range of decorative techniques in their coil pot and explain their choice of tool to make the mark.** **Make a plaster cast mould** *Use mod roc over mould* Have an **understanding of different adhesives and methods of construction**	**Plan and develop ideas in sketchbooks and make informed choices about media.** **Shape, form, model and join** with increasing confidence. **Create 3D clay bas relief using scratch and slip method** Experiment with **creating surface patterns / textures.** Work safely, to organize the working area and clear away. **Discuss own work and work of other sculptors with comparisons** made. (Hepworth, Arp, Nevelson, Gabo, etc) **Investigate, analyse and interpret natural and manmade forms of construction.** **Experiment with large scale models**	**Use sketchbooks to inform, plan and develop ideas.** **Shape, form, model and join** with confidence. **Work directly from observation or imagination** with confidence. Take into account the properties of media being used. **Use a wire armature to make a 3D model** **Discuss and evaluate own work and that of other sculptors in detail** (Degas, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.)	**Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feeling.** **Create a clay head over a polystyrene armature.** **Use a mould to create hands and feet**

Bushmead primary School Progression for evaluation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Say what they like about their own or others' work	Analyse and evaluate their own and others'	Make suggestions for ways to adapt and improve a piece of artwork.	Give constructive feedback to others about ways to improve a piece of artwork.	Compare and comment on the ideas, methods and	Adapt and refine artwork in light of constructive feedback and reflection.

				approaches in their own and others' work.	
using simple artistic vocabulary.	work using artistic vocabulary.				
Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.	Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.	Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture,	Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.	Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.	Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, tone, shadow and shading. concepts and techniques used and providing points for improvement relating to the learning intention.