



# Stanhope Primary School



## Progression of Knowledge and Skills in Art and Design

Art							
Subject	<b>Intent</b>  Purpose of study Art, craft and design embody some of the highest forms of human creativity. Teaching and learning of art and design should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.  Our aim is to ensure a variety of opportunities so that all pupils are able to experience a wide range of artistic opportunities, these should enable pupils to produce creative work, exploring their ideas and recording their experiences, become proficient in drawing, painting, sculpture and other art, craft and design techniques, evaluate and analyse creative works using the language of art, craft and design. The children will know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.						
Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</b>	<p>Continuous provision - mark making, different media.</p> <p>Begin to use a variety of drawing tools.</p> <p>Use drawings to tell a story Investigate different lines.</p> <p>Explore different textures Encourage accurate drawings of people.</p> <p>Create simple representations of events, people and objects.</p> <p>use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Continue to experiment with mark making using a variety of tools</p>	<p>To be able to identify colours and the objects that are associated with them.</p> <p>To be able to identify primary colours.</p> <p>To be able to mix primary colours to create secondary colours.</p> <p>To be able to create light and dark shades of colour.</p> <p>Talk about different shades of colours.</p>	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Use cross hatching to shade and illustration.</p> <p>To create pictures using the Aboriginal style of cross-hatching</p> <p>To use a variety of techniques and skills to create and decorate boomerangs.</p> <p>Be able to create portraits.</p> <p>Be able to create landscapes.</p>	<p>Create artwork in the style of pointillism.</p> <p>Experiment with a range of pointillism techniques.</p> <p>Use pointillism to create effects such as shading.</p> <p>Sketch copies of Indian Paintings.</p> <p>Explore and create Mehndi Patterns.</p> <p>Develop observational skills to create a detailed sketch of part of a plant</p>	<p>Examine buildings and make comments.</p> <p>Children can sketch details of St Paul's Cathedral accurately.</p> <p>Explore colour and pattern in the design of St Basil's Cathedral.</p> <p>Make sketches of St Basil's Cathedral.</p> <p>Can use symmetry effectively within their artwork when sketching the Taj Mahal.</p> <p>Children are able to use shape, line and colour in their designs.</p> <p>Be able to use the blotted line technique in their work.</p> <p>Make decisions about effective use of colour.</p>	<p>Children describe the general proportions of a face.</p> <p>Children use their knowledge of proportions to complete a self-portrait?</p> <p>Children describe aspects of Mexican folk art.</p> <p>Children identify their own cultural background and use artwork to express this.</p> <p>Understand perspective.</p> <p>Know what a blivet is and try to draw one.</p> <p>Identify tricks artists have used to create illusions.</p>	<p>Sketch designs of vases to build up a portfolio.</p> <p>Incorporate design ideas or themes into their own designs.</p> <p>Identify textures, lines and shapes in different natural patterns.</p> <p>Choose different artist mediums to suit a purpose and analyse their effectiveness's.</p> <p>Recreate a natural pattern.</p> <p>Use viewfinders to select interesting views or features.</p> <p>Identify ways in which artists use perspective to manipulate a flat surface.</p>

	<p>including pencils, felt tips, chalk, crayons and pastels.</p> <ul style="list-style-type: none"> <li>- Draw lines of different sizes, thicknesses and type – light/dark, hard/soft, straight/wavy etc.</li> <li>- Colour own work neatly, following the lines.</li> <li>- Draw from observation, memory and imagination, focusing on outlines/shapes.</li> </ul>				<p>Create a self-portrait in the style of Andy Warhol – using style and colour.</p> <p>Children design their own pop art using items from current popular culture.</p>	<p>Create own illusions using blivets.</p> <p>Explore and create optical art.</p> <p>Use line and colour to create illusions.</p> <p>Understand how clothing is used to express ourselves.</p> <p>Observe and draw different facial expressions.</p> <p>Explore how lines and fonts can express ideas.</p> <p>Use different pressures and thicknesses to create a desired effect.</p> <p>Identify emotions linked to colour.</p> <p>Use colour and shape linked to emotions.</p>	<p>Sketch designs including perspective.</p> <p>Develop sketches into large designs into a large composition that records ideas about the environment.</p> <p>Use perspective effectively.</p> <p>Create a piece of landscape are based on a previous design.</p>
Painting	<p>Continuous provision - mixing colours.</p> <p>Explores what happens when they mix colours.</p> <p>Explores colour and how colours can be changed.</p> <p>Captures experiences and responses with a range of media, such as paint and other materials or words.</p> <p>Create simple representations of events, people and objects.</p>	<p>To be able to identify primary colours.</p> <p>To be able to mix primary colours to create secondary colours.</p> <p>To be able to create light and dark shades of colour.</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Talk about different shades of colours.</p> <p>To create different shades of colour.</p>	<p>To incorporate Aboriginal symbols into pictures.</p> <p>To create paintings using the x-ray or naturalistic style of Aboriginal art.</p> <p>To create paintings using the Aboriginal dot style.</p> <p>To use a variety of techniques and skills to create and decorate boomerangs.</p> <p>To use a variety of techniques and skills to create rainsticks.</p>	<p>Create artwork in the style of pointillism.</p> <p>Experiment with a range of pointillism techniques.</p> <p>Mix colours to create secondary and tertiary colours.</p> <p>Know pairs of complimentary colours.</p> <p>Mix colours using pointillism.</p> <p>Paint copies of Indian painting.</p> <p>Create tints, shades and tones of colours.</p>	<p>Be able to use the blotted line technique in their work.</p> <p>Create a portrait in the style of Andy Warhol.</p> <p>Create a self-portrait in the style of Andy Warhol – using style and colour.</p> <p>Children design their own pop art using items from current popular culture.</p> <p>To explore colour mixing, tints, tones and shades.</p> <p>To explore the foreground, mid-ground and background of a landscape painting.</p> <p>Analyse paintings from named artists.</p> <p>Select and evaluate particular painting tools.</p>	<p>Analyse aspects of a painting including mood and colour.</p> <p>Express opinions of the surrealism in paintings.</p> <p>Apply aspects of surrealism to their art work.</p> <p>Understand perspective and how it is used.</p> <p>Create vanishing points and horizon lines in art work to create perspective.</p> <p>Understand what foreshortening is.</p> <p>Use foreshortening in work to create perspective.</p> <p>Know what trompe l'oeil is.</p> <p>Know what photorealism is.</p>	<p>Analyse and recreate a painting in the style of Tingatinga.</p>

				<p>Create depth in artwork.</p> <p>Create an illusion of depth in artwork.</p>	<p>Mix tints, tones and shades.</p> <p>Colour mix paints to match a chosen colour.</p> <p>To explore the foreground, mid-ground and background of a landscape painting.</p> <p>To create a composite picture in the style of LS Lowry.</p> <p>Apply the style of an artist to their own painting.</p> <p>Identify emotions from a painting.</p> <p>Express emotions in their own artwork.</p>	<p>Understand perspective and how it is used.</p> <p>Create vanishing points and horizon lines in art work to create perspective.</p> <p>Apply perspective in their own art work.</p>	
Printing	<p>Beginning to be interested in and describe the texture of things.</p> <p>Create a simple stamp and use this to produce repeating patterns.</p> <p>Experiment with consistency of paint and discuss the effects created.</p> <p>Explores concept of negative / positive. Explore pattern.</p> <p>Press, roll, rub and stamp to make prints - Mimic print from the environment e.g. wallpapers.</p>	<p>Use the senses to explore a range of printing materials and tools, e.g. found objects</p>	<p>Talk about a range of printing materials and tools, e.g. found objects, potato prints etc.</p> <p>Use an increasing range of everyday objects to create marks and patterns</p>	<p>To explore the Indian block-printing technique.</p> <p>Use a range of materials to create printed fabric.</p> <p>Create repeating patterns and colours to represent the Indian Culture</p>			<p>Create a traditional Adinkra design.</p> <p>Discuss symbols and how different cultures have used pictorial symbols to represent stories, human behaviours and attitudes.</p>
Textiles/Collage	<p>Transient art - Forest School.</p> <p>Beginning to be interested in and describe the texture of things. Handling, manipulating and enjoying using</p>	<p>To explore different types of paper used in art.</p> <p>To be able to use paper to create a collage.</p>		<p>Explore and create rangoli patterns</p>	<p>Create the Sydney Opera House, making choices about colours, materials and media.</p>		



	Use ICT  Investigate different kinds of art, craft and design.	Use ICT  Investigate different kinds of art, craft and design.	Use ICT  Investigate different kinds of art, craft and design.	Use ICT and for research purposes Investigate different kinds of art, craft and design.	Use ICT and for research purposes Investigate different kinds of art, craft and design.	Use ICT and for research purposes Investigate different kinds of art, craft and design.	Use ICT and for research purposes Investigate different kinds of art, craft and design.
<b>Key Artists</b>	Name some key artists Van Gough Andy Goldsworthy	Kandinsky Piet Mondrain Andy Goldsworthy	Aboriginal Art Henri Rousseau Anthony Gormley Henry Moore Barbara Hepworth Alexander Calder Dale Chihuly	Georges Seurat Georgia O'Keeffe	Sir Christopher Wren Andy Warhol and the Pop Art Movement LS Lowery	Frida Kahlo Jacques Rousseau Borrell de Caso Kandinsky Pablo Picasso Edvard Munch Chuck Close 17 <sup>th</sup> Century Dutch Painters Hogarth 1060's Art Work	Esther Mahlangu Ndebele Designs
<b>History of Art</b>	Name some key artists recognise range of paintings.  Explore colour and texture within art work.	Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.  Research relevant artists and place them in time period.  Know facts about chosen artist and painting	Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.  Research relevant artists and place them in time period.  Know facts about chosen artist and painting	Explore the history and styles of Indian Painting.  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  Research/discuss range of artists from given artistic era Know details of artist and relevance to time period.	The history of St Paul's Cathedral, St Basil's Cathedral.  Learn about the Taj Mahal.  Learn about the Sydney Opera House.  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  Research/discuss range of artists from given artistic era Know details of artist and relevance to time period.	Relate artists to periods of time studied in history.  Ask and answer questions based on relevant artists.  Compare and contrast work from artists from similar artistic eras.  Begin to develop art appreciation.	Understand the style of Tingtinga Paintings.  Learn about the kingdom of Benin form its different art work.  Relate artists to periods of time studied in history.  Ask and answer questions based on relevant artists.  Compare and contrast work from artists from similar artistic eras.  Begin to develop art appreciation.
<b>Exploring and developing ideas (ongoing) (Evolves from particular artists studied)</b>	Constructs with a purpose in mind, using a variety of resources. Selects appropriate resources and adapts work where necessary. Chooses particular colours to use for a purpose	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas.	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work.

<p><b>Evaluating and editing work (Ongoing)</b></p>	<p>begin to discuss what they like about their own and others' work suggest improvements (i.e. change the colour to red etc)</p>	<p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook. *Identify what they might change in their current work or develop in their future</p>	<p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>
<p><b>Suggested Vocabulary</b></p>	<p>Line, thick, thin, hard, soft, straight, wiggly, zig-zag, shape, colour, explore, thick, thin, wet, dry, dribble, splatter, drip, mix, dab, shape, colour, texture, rough, smooth. Colour, shape, print, press, roll, rub, stamp, material, pattern, texture. Pull, push, twist, roll, squeeze, shape, mould fabric, materials, weaving, over, under, tight, loose, texture, smooth, rough, cut, stick, join. collage, cut, tear, glue, staple, tape, overlap, fold, scrunch, pleat, place, arrange, colour, pattern, texture, rough, smooth, shiny, dull, large, small, long, short, computer, iPad, computer program, paint, draw, tools.</p>	<p>Work, work of art, idea, starting point, observe, focus, design, improve. line, thick, thin, hard, soft, straight, wavy, curved, shape, outline, colour, portrait, self-portrait. Primary colours, secondary colours, tint, colour mix, brushstrokes. colour, shape, print, printmaking, press, roll, rub, stamp. Manipulate, roll, knead, squash, squeeze, pinch, shape, join, texture, construct, natural, man-made, recycled, sculpture, sculptor, textiles, fabric, weaving, loom, alternate, over, under, tight, loose, decoration, decorative, texture, smooth, rough. Collage, cut, tear, squares, gaps, place, arrange, random, precise.</p>	<p>Work, work of art, idea, starting point, observe, focus, design, improve line, thick, thin, hard, soft, straight, wavy, curved, shape, outline, colour, pattern, texture, tone, blend, layer, shadows, shade, light, dark. Primary colours, secondary colours, tint, tone, shades, colour mix, warm colours, cool colours, brushstrokes, sweep, dab. Colour, shape, printing, printmaking, impressed print, carve, press print, repeat, overlap. Sculpture, sculptor, model, roll, pinch, mould, coil, carve, shape, pattern, texture, slip, score, blend, textiles, fabric, hessian, needle, thread, sew, running stitch, alternate, over, under, decoration, decorative.</p>	<p>Record, detail, question, observe, refine. Visual language: colour, form, line, shape, space, texture, value, portrait, light, dark, tone, shadow, line, pattern, texture, shape, outline, sketch, shade, graphite, hardness, blackness colour, primary colour, secondary colour, tertiary colour, colour wheel, watercolour paint, wash, background, blend, mix, line, tone. Pattern, texture, colour, shape, block printing, ink, inking rollers, relief method, string, coil. rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>	<p>Record, detail, question, observe, refine. Visual language: colour, form, line, shape, space, texture, value. Light, dark, tone, shadow, line, pattern, texture, shape, outline, sketch, shade, hardness, blackness, hatching, cross-hatching, proportion. colour, foreground, background, abstract, emotion, warm colours, cool colours, blend, mix, line, tone. Line, pattern, texture, colour, shape, block printing, polystyrene printing tiles, inking rollers, impressed print, relief print, layer, modify adapt. Rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light graphic, image, text, insert, edit, manipulate, font, position, combine, resize, complement, background.</p>	<p>Record, detail, question, observe, refine. Visual language: colour, form, line, shape, space, texture, value. Line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, reflection, perspective, horizon, vanishing point, foreground, background, movement, magnify, viewfinder, colour, foreground, background, sketch, emotion, warm colours, cool colours, blend, mix, line, tone, watercolour paint, acrylic paint. Monoprint, line, pattern, texture, colour, shape, modify, adapt. Form, structure, texture, pattern, shape, mark, join, carve, guiding slats, colour, fabric, cotton, pattern, tie-dye, spiral effect, tiger stripes effect, marble effect, quilt, pad, gather. Shape, form, arrange, fix, grout, mosaic tiles, symmetrical, tessellate.</p>	<p>Record, detail, question, observe, refine. Visual language: colour, form, line, shape, space, texture, value. Line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, reflection, proportion, perspective, horizon, vanishing point, foreground, middle ground, background, movement, abstract, impressionist Blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists and other artist styles. Pattern, shape, colour, arrange, screen, squeeze, stencil, layers. Form, structure, texture, pattern, shape, mark, join, coil, slab, landscape, surface, fire, kiln. Graphic, image, photograph, change, edit, combine, text, insert, manipulate, font, position, resize, complement.</p>

<p><b>End Points</b></p> <p><b>ELG – Fine motor Skills</b></p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy when drawing.</p>
<p><b>End Points</b></p> <p><b>ELG – Expressive Art and Design</b></p>	<p>Creating with Materials 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 processes they have used. They represent their own ideas, thoughts and feelings through Design Technology, Art, Dance, Music, role-play and stories.</p>
<p><b>End Points</b></p> <p><b>KS1 Art (NC)</b></p>	<p>Can use a range of materials creatively to design and make products.</p> <p>Can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Is able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Knows about the work of a range of artists, craft makers and designers. Is able to describe the differences and similarities between different practices and disciplines, and is able to make links to their own work.</p>
<p><b>End Points</b></p> <p><b>KS2 Art (NC)</b></p>	<p>Has learnt 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>Is able to record observations and use them to review and revisit ideas through the use of sketchbooks.</p> <p>Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Demonstrates knowledge of great artists, architects and designers in history</p>
<p><b>Colour</b></p>	<p>Colour is the element of art that is produced when light, striking an object, is reflected back to the eye. There are three properties to colour. The first is <b>hue</b>, which simply means the name we give to a colour (red, yellow, blue, green, etc.). The second property is <b>intensity</b>, which refers to the vividness of the colour. A colour's intensity is sometimes referred to as its "colourfulness", its "saturation", its "purity" or its "strength". The third and final property of colour is its <b>value</b>, meaning how light or dark it is. The terms shade and tint refer to value changes in colours. In painting, shades are created by adding black to a colour, while tints are created by adding white to a colour.</p>
<p><b>Form</b></p>	<p>The form of a work is its shape, including its volume or perceived volume. A three-dimensional artwork has depth as well as width and height. Three-dimensional form is the basis of sculpture. However, two-dimensional artwork can achieve the illusion of form with the use of perspective and/or shading or modelling techniques. Formalism is the analysis of works by their form or shapes in art history or archaeology describes volume and mass.</p>



Line	Lines and curves are marks that span a distance between two points (or the path of a moving point). As an element of visual art, line is the use of various marks, outlines, and implied lines during artwork and design. A line has a width, direction, and length. A line's width is most times called its "thickness". Lines are sometimes called "strokes", especially when referring to lines in digital artwork. point that moves through space
Space	Space is any conducive area that an artist provides for a particular purpose. Space includes the background, foreground and middle ground, and refers to the distances or area(s) around, between, and within things. There are two kinds of space: negative space and positive space. Negative space is the area in between, around, through or within an object. Positive spaces are the areas that are occupied by an object and/or form.
Shape	Shape refers to a 2-dimensional, enclosed area. Shapes could be geometric, such as squares, circles, triangles etc.
Texture	Texture, another element of art, is used to describe how something feels or looks. e.g. her hair was smooth. Smooth is a texture, same as bumpy, hard, light, clear, rough and many more. way something feels. can be simulated or real.
Value	Value is the degree of lightness and darkness in a colour. The difference in values is called <b>contrast</b> . Value can relate to shades, where a colour gets darker by adding black to it ( <b>shade</b> ), or <b>tints</b> , where a colour gets lighter by adding white to it.