

## Art Progression of Knowledge and Skills

Intent (Aims)	All children, through exploring great artists and designers, and by producing and evaluating ideas and creative works, become proficient in drawing; painting and mixed media; sculpture and 3D; and craft and design.						
Pedagogy (How?)	At Fairlawn Primary School, our Art and Design curriculum aims to give our children the skills to produce and evaluate ideas and creative works. We achieve this by looking at great artists and designer who help us to explore a range of domains in Art & Design: • Drawing • Painting and mixed media • Sculpture and 3D • Craft and design Portraiture is taught each year, and the remaining domains are taught in a progressive sequence over the course of study.						
Domains							
Curriculum (What?)	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing: Portraiture		Van Gough & Picasso <ul style="list-style-type: none"><li>Form recognisable facial features with pen: <i>line (thick/thin), tone (light/dark), cross hatching</i></li></ul>	Hockney <ul style="list-style-type: none"><li>Form recognisable facial features with pencil and watercolour: <i>Proportion, colour</i></li></ul>	Frieda Khalo <ul style="list-style-type: none"><li>Form recognisable facial features, experimenting with different hardness of pencils for texture.</li><li>Create a montage for the background including colours and materials for effect. Giving reasons for their choices these will relate to the child's interests.</li></ul>	Van Gough <ul style="list-style-type: none"><li>Use observation to create a self-portrait using lines, shapes and marks, focussing on light and dark tones.</li><li>Adapt and refine ideas as they go.</li></ul>	Picasso <ul style="list-style-type: none"><li>Use shade and tone with accurate proportioning.</li><li>Think critically about their art and design work: <i>contour-hatching</i></li></ul>	Thesleff <ul style="list-style-type: none"><li>Focus and use value shading techniques effectively.</li><li>Use colours that are analogous and complimentary.</li><li>Use a range of mixed media.</li><li>Use digital technology as sources for developing ideas.</li></ul>
Drawing	Autumn: Marvellous marks  Physical development -Develop small motor skills so that they can use a range of tools competently, safely and confidently. -Develop overall body-strength, balance, co-ordination and agility. -Develop the foundations of a handwriting style which is fast, accurate and efficient. -ELG: Fine Motor Skills> Use a range of small tools, including scissors, paint brushes and cutlery.	Autumn: Make your mark Pupils know: <ul style="list-style-type: none"><li>That a continuous line drawing is a drawing with one unbroken line.</li><li>Properties of drawing materials e.g.; which ones smudge, which ones can be erased, which ones blend.</li></ul> Pupils know how to: <ul style="list-style-type: none"><li>Hold and use drawing tools in different ways to create different lines and marks.</li><li>Create marks by responding to different stimulus such as music.</li><li>Overlap shapes to create new ones.</li></ul>		Autumn: Growing artists Pupils know how to: <ul style="list-style-type: none"><li>Use shapes identified within in objects as a method to draw.</li><li>Create tone by shading.</li><li>Achieve even tones when shading.</li><li>Make texture rubbings.</li><li>Create art from textured paper.</li><li>Hold and use a pencil to shade.</li><li>Tear and shape paper.</li><li>Use paper shapes to create a drawing.</li><li>Use drawing tools to take a rubbing.</li></ul>	Autumn: Power prints Pupils know how to: <ul style="list-style-type: none"><li>Use pencils of different grades to shade and add tone.</li><li>Hold a pencil with varying pressure to create different marks.</li><li>Use observation and sketch objects quickly.</li><li>Draw objects in proportion to each other.</li><li>Use charcoal and a rubber to draw tone.</li><li>Use scissors and paper as a method to 'draw'.</li><li>Make choices about arranging cut elements to create a composition.</li><li>Create a wax resist background.</li></ul>	Summer: I need space Pupils know: <ul style="list-style-type: none"><li>What print effects different materials make.</li></ul> Pupils know how to: <ul style="list-style-type: none"><li>Analyse an image that considers impact, audience and purpose.</li><li>Draw the same image in different ways with different materials and techniques.</li><li>Make a collagraph plate.</li><li>Make a collagraph print.</li><li>Develop drawn ideas for a print.</li><li>Combine techniques to create a final composition.</li></ul>	Spring: Make my voice heard Pupils know: <ul style="list-style-type: none"><li>To know gestural and expressive ways to make marks.</li><li>To know effects different materials make.</li><li>To know the effects created when drawing into different surfaces</li></ul> Pupils know how to: <ul style="list-style-type: none"><li>Use symbolism as a way to create imagery.</li><li>Combine imagery into unique compositions.</li><li>Achieve the tonal technique called chiaroscuro.</li><li>Make handmade tools to draw with.</li></ul>

	<p>-ELG: Fine Motor Skills&gt; Begin to show accuracy and care when drawing.</p> <p>Expressive Arts and Design</p> <p>-Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p>-ELG: Creating with materials&gt; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<ul style="list-style-type: none"> <li>• Use mark making to replicate texture.</li> <li>• Look carefully to make an observational drawing.</li> <li>• Complete a continuous line drawing.</li> </ul>		<ul style="list-style-type: none"> <li>• Make careful observations to accurately draw an object.</li> <li>• Create abstract compositions to draw more expressively.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different tools to scratch into a painted surface to add contrast and pattern.</li> <li>• Choose a section of a drawing to recreate as a print.</li> <li>• Create a monoprint.</li> </ul>	<ul style="list-style-type: none"> <li>• Decide what materials and tools to use based on experience and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Use charcoal to create chiaroscuro effects.</li> </ul>
<p><b>Painting and mixed media</b></p>	<p><b>Spring: Paint my world</b></p> <p>Physical development</p> <p>-Develop small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>-ELG: Fine Motor Skills&gt; Begin to show accuracy and care when drawing.</p> <p>-ELG: Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Expressive Arts and Design</p> <p>-Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p>-Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>-Create collaboratively, sharing ideas, resources and skills.</p> <p>-ELG: Creating with materials&gt; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-ELG: Creating with materials&gt; Share their creations, explaining the process they</p>	<p><b>Summer: Colour splash</b></p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Combine primary coloured materials to make secondary colours.</li> <li>• Mix secondary colours in paint.</li> <li>• Choose suitable sized paint brushes.</li> <li>• Clean a paintbrush to change colours.</li> <li>• Print with objects, applying a suitable layer of paint to the printing surface.</li> <li>• Overlap paint to mix new colours.</li> <li>• Use blowing to create a paint effect.</li> <li>• Make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour.</li> </ul>	<p><b>Spring: Life in colour</b></p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Mix a variety of shades of a secondary colour.</li> <li>• Make choices about amounts of paint to use when mixing a particular colour.</li> <li>• Match colours seen around them.</li> <li>• Create texture using different painting tools.</li> <li>• Make textured paper to use in a collage.</li> <li>• Choose and shape collage materials e.g. cutting, tearing.</li> <li>• Compose a collage, arranging and overlapping pieces for contrast and effect.</li> <li>• Add painted detail to a collage to enhance/improve it.</li> </ul>		<p><b>Spring: Light and dark</b></p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Mix a tint and a shade by adding black or white.</li> <li>• Use tints and shades of a colour to create a 3D effect when painting.</li> <li>• Apply paint using different techniques e.g. stippling, dabbing, washing.</li> <li>• Choose suitable painting tools.</li> <li>• Arrange objects to create a still life composition.</li> <li>• Plan a painting by drawing first.</li> <li>• Organise painting equipment independently, making choices about tools and materials.</li> </ul>	<p><b>Autumn: Portraits</b></p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Develop a drawing into a painting.</li> <li>• Create a drawing using text as lines and tone.</li> <li>• Experiment with materials and create different backgrounds to draw onto.</li> <li>• Use a photograph as a starting point for a mixed-media artwork.</li> <li>• Take an interesting portrait photograph, exploring different angles.</li> <li>• Adapt an image to create a new one.</li> <li>• Combine materials to create an effect.</li> <li>• Choose colours to represent an idea or atmosphere.</li> <li>• Develop a final composition from sketchbook ideas.</li> </ul>	

	have used.						
Sculpture and 3D	<p><b>Summer: Creation station</b></p> <p>Physical development</p> <ul style="list-style-type: none"> <li>-Develop small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>-Develop overall body-strength, balance, co-ordination and agility.</li> <li>-Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>-ELG: Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>-ELG: Begin to show accuracy and care when drawing.</li> </ul> <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> <li>-Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>-Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>-ELG: Creating with materials&gt; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>-ELG: Creating with Materials&gt; Share their creations, explaining the process they have used.</li> </ul>	<p><b>Spring: Paper play</b></p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Roll and fold paper.</li> <li>• Cut shapes from paper and card.</li> <li>• Cut and glue paper to make 3D structures.</li> <li>• Decide the best way to glue something.</li> <li>• Create a variety of shapes in paper, e.g. spiral, zig-zag.</li> <li>• Make larger structures using newspaper rolls.</li> </ul>	<p><b>Summer: Clay houses</b></p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Smooth and flatten clay.</li> <li>• Roll clay into a cylinder or ball.</li> <li>• Make different surface marks in clay.</li> <li>• Make a clay pinch pot.</li> <li>• Mix clay slip using clay and water.</li> <li>• Join two clay pieces using slip.</li> <li>• Make a relief clay sculpture.</li> <li>• Use hands in different ways as a tool to manipulate clay.</li> <li>• Use clay tools to score clay.</li> </ul>	<p><b>Summer: Abstract shape and space</b></p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Join 2D shapes to make a 3D form.</li> <li>• Join larger pieces of materials, exploring what gives 3D shapes stability.</li> <li>• Shape card in different ways e.g. rolling, folding and choose the best way to recreate a drawn idea.</li> <li>• Identify and draw negative spaces.</li> <li>• Plan a sculpture by drawing.</li> <li>• Choose materials to scale up an idea.</li> <li>• Create different joins in card e.g. slot, tabs, wrapping.</li> <li>• Add surface detail to a sculpture using colour or texture.</li> <li>• Display sculpture.</li> </ul>		<p><b>Spring: Interactive installation</b></p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</li> <li>• Try out ideas on a small scale to assess their effect.</li> <li>• Use everyday objects to form a sculpture.</li> <li>• Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</li> <li>• Try out ideas for making a sculpture interactive.</li> <li>• Plan an installation proposal, making choices about light, sound and display.</li> </ul>	<p><b>Summer: Making memories</b></p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Translate a 2D image into a 3D form.</li> <li>• Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</li> <li>• Manipulate cardboard to create different textures.</li> <li>• Make a cardboard relief sculpture.</li> <li>• Make visual notes to generate ideas for a final piece.</li> <li>• Translate ideas into sculptural forms.</li> </ul>

## Craft and design

**Autumn: Map it out**  
Pupils know how to:

- Draw a map to illustrate a journey.
- Separate wool fibres ready to make felt.
- Lay wool fibres in opposite directions to make felt.
- Roll and squeeze the felt to make the fibres stick together.
- Add details to felt by twisting small amounts of wool.
- Choose which parts of their drawn map to represent in their 'stained glass'.
- Overlap cellophane/tissue to create new colours.
- Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.
- Apply paint or ink using a printing roller.
- Smooth a printing tile evenly to transfer an image.
- Try out a variety of ideas for adapting prints into 2D or 3D artworks.

**Spring: Ancient Egyptian scrolls**  
Pupils know:

- That layering materials in opposite directions make the handmade paper stronger.

Pupils know how to:

- Use a sketchbook to research a subject using different techniques and materials to present ideas.
- Construct a new paper material using paper, water and glue
- Use symbols to reflect both literal and figurative ideas.
- Produce and select an effective final design.
- Make a scroll.
- Make a zine.
- Use a zine to present information.

**Summer: Fabric of nature**  
Pupils know:

- That a mood board is a visual collection which aims to convey a general feeling or idea.
- That batik is a traditional fabric decoration technique that uses hot wax.

Pupils know how to:

- Select imagery and use as inspiration for a design project.
- To know how to make a mood board.
- Recognise a theme and develop colour palettes using selected imagery and drawings.
- Draw small sections of one image to docs on colours and texture.
- Develop observational drawings into shapes and pattern for design.
- Transfer a design using a tracing method.
- Make a repeating pattern tile using cut and torn paper shapes.
- Use glue as an alternative batik technique to create patterns on fabric.
- Use materials, like glue, in different ways depending on the desired effect.
- Paint on fabric.
- Wash fabric to remove glue to finish a decorative fabric piece.

**Autumn: Photo opportunity**  
Pupils know:

- How different materials can be used to produce photorealistic artwork.
- That macro photography is showing a subject as larger than it is in real life.

Pupils know how to:

- Create a photomontage.
- Create artwork for a design brief.
- Use a camera or tablet for photography.
- Identify the parts of a camera.
- Take a macro photo, choosing an interesting composition.
- Manipulate a photograph using photo editing tools.
- Use drama and props to recreate imagery.
- Take a portrait photograph.
- Use a grid method to copy a photograph into a drawing.