

Digging Deep and Aiming High at Kippax North
Equality, Resilience, Integrity, Pride, Kindness, Individuality
Art Knowledge and Skills Progression

EYFS

	Knowledge	Skills	Vocabulary
Drawing and Sketchbooks	Recognises that different artists have different styles. Marks are created by pushing down Tracing over lines makes them darker Larger tools create thicker lines Show different emotions in their drawings – happiness, sadness, fear etc.	Mark making using a variety of tools e.g. fingers, pens, pencils, chalk, clay tools Produce lines of different thickness and tone using a pencil Show different emotions in their drawings – happiness, sadness, fear etc. Draw a face(F1) and whole body(F2) with increased detail and accuracy using a combination of lines and circles.	Observe Different Similar Artist Mark-make Draw Pattern Repeating Thick Thin
Colour and Painting	Explore colour and colour mixing Experimenting with and using secondary and primary colours (naming the colours but not necessarily identifying them as primary or secondary)	Use a variety of tools to mark make with paint including brushes of different sizes, fingers, sponges	Line Shape Colour Materials
Sculpture	Art has different forms and materials. Materials can change shape	Experience using a range of malleable media such as clay and sourdough Create impressions and mould shapes Handling, feeling, enjoying and manipulating materials Experiment with different forms.	Tools Roll Knead Shape Rubbing Texture
Printing	Printing can create a repeated pattern When printing, colour fades	Take rubbings of objects Experiment with printing tools and colours	
Textiles and Collage	Textiles change in appearance and touch Some materials can be torn and some cannot	Experimenting with cutting and tearing materials Explore and experiment with different textures Safely use and explore a variety of materials.	
Included with each topic:			
Artist study	Name the artist being studied. Identify the subject of the artwork.	Talk about shapes, colours and materials used in the artwork.	

Exploring and Evaluating	<p>Understand that different media can be combined to create new effects. Manipulate materials to achieve a planned effect. Construct with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Select appropriate resources and adapt work where necessary.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	
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KS1

	Knowledge	Skills	Vocabulary
Drawing and Sketchbooks	<p>Recognise that ideas can be expressed in artwork</p> <p>Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times</p> <p>Name, match and draw lines / marks from observations</p>	<ul style="list-style-type: none"> ● Recording and Designing: Begin to use a sketchbook to collect explorations and use it to help design final art pieces. ● Compare the style of two different artists. ● Develop a range of tone using scribbling and blending (Year 1) drawing light/dark lines, light/dark patterns, light dark shapes etc. (year 2) ● Create shapes using lines of different length and direction ● Control the types of marks made with the range of media. ● Draw on different surfaces with a range of media. ● Use differently textured and sized media. ● Observe and draw shapes from observations ● Investigate textures by describing, naming, rubbing, copying. 	<p>Technique</p> <p>Primary Colours</p> <p>Secondary colours</p> <p>Mix</p> <p>Manipulate</p> <p>Blend</p> <p>Tone</p> <p>Tint</p> <p>Collage</p> <p>Model</p> <p>Texture</p> <p>Construct</p> <p>Shape</p> <p>Smudge</p> <p>Scrape</p> <p>Repeated</p> <p>Pattern</p>
Colour and Painting	<p>Name all primary and secondary colours</p> <p>Know colour combinations</p>	<ul style="list-style-type: none"> ● Explore use of primary and secondary colours. ● Mix primary colours to make secondary colours ● Use thin and thick brush strokes ● Add white to colours to make tints and black to colours to make tones ● Create a colour wheel ● Experiment with a variety of tools and techniques when painting - stippling, brushing, splattering, layering, mixing media, scraping through 	

Sculpture	Art can take many forms including architecture.	<ul style="list-style-type: none"> ● Manipulate malleable materials in a variety of ways including rolling, kneading, scraping, smoothing, etc. ● Understand the safety and basic care of materials and tools.. ● Change the surface of a malleable material by using tools to create a simple design. ● Add pressure to flatten clay. ● Manipulate clay using rolling, pinching and scoring ● Create surface pattern and texture 	
Printing	<ul style="list-style-type: none"> ● Printing can use an indent to create a pattern. ● Different objects and printing techniques make different shapes and patterns when printing with them ● A print gives a reverse image. ● Repetition is created by using the same print multiple times 	<ul style="list-style-type: none"> ● Print using different colours ● Create patterns using repetition and recognise patterns in the environment. ● Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks on rollers and printing palettes. ● Press, roll, rub and stamp to make prints ● Take simple prints i.e. mono printing, roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. 	
Textiles and Collage	<ul style="list-style-type: none"> ● Textiles are used to create art around the world. ● Different materials are used for different purposes. ● Collage is using different materials to build up and create a picture. ● Inspiration for art can be taken from all around us. 	<ul style="list-style-type: none"> ● Match and sort fabrics and threads for colour, texture, length, size and shape ● Use a variety of materials and techniques to wrap, finger knit and weave etc ● Cut, glue and trim materials ● Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist and applique ● Change and modify threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting. ● Apply decoration using beads, buttons, feathers, etc. ● Create cords and plaits for decoration. ● Create fabrics by weaving materials 	
Included with each topic:			

Artist study	Their name The time period in which they lived The reasons their art is being studied The subjects of their work	Describe a work of art. Comment on the media, colours and media being used. Identify different lines and shape. Identify shades of the same colour used.	
Exploring and Evaluating	Work purposefully responding to colours, shapes, materials etc. Create simple representations of people and other things. Experiment with an open mind Recognise and describe key features of their own and other's work. Show interest in and describe what they think about the work of others To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Talk about the materials, techniques and processes they have used, using appropriate vocabulary. For example, they know the names of the tools and colours they use Think about which ideas and materials are the most appropriate for the final art piece. (Year 2)		

Lower KS2

	Knowledge	Skills	Vocabulary
Drawing and Sketchbooks	<ul style="list-style-type: none"> ● Compare the work of different artists. Identify their techniques and style. ● Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. ● Pencils have different grades ● Shade is created by light being blocked. ● Begin to show an awareness of scale and ratio. ● Begin to show an awareness of objects having a third dimension. 	<ul style="list-style-type: none"> ● Experiment with different grades of pencil and other implements to create lines, marks and tones ● Sketch lightly so no need to use a rubber ● Use shading to show light and shadow ● Experiment drawing in a range of tools e.g. pencil, pastel, charcoal ● Experiment with ways in which surface detail / texture can be added to drawings(hatching and cross hatching). ● Use sketchbooks to collect and record visual information from different sources. ● Experiment with different grades of pencil and other implements to draw different forms and shapes. ● Use different natural resources to draw with. 	Textiles Sculpture Compare Blend Shade Grade Resist Join Slip Malleable Scale Ratio Depth Intricate Glazing Layering Contrast
Colour and Painting	<ul style="list-style-type: none"> ● Name all primary, secondary and tertiary colours. 	<ul style="list-style-type: none"> ● Explore use of tertiary colours (primary + secondary colour) ● Understand how to mix tertiary colours. ● Begin to explore how emotions and temperature can be expressed using colour. ● Experiment with different effects and textures inc. blocking in colour, washes 	

		<ul style="list-style-type: none"> ● Work on a range of scales e.g. thin brush on small pictures etc. ● Create different effects and textures with paint according to what they need for the task. ● Create textures with a wide range of materials and painting techniques. ● Add different materials to paint (sand, glue, etc), use different materials underneath paint (string, tissue, glue, etc) to help create textures. 	
Sculpture	<ul style="list-style-type: none"> ● Depth can be created by layering materials. 	<ul style="list-style-type: none"> ● Construct a simple clay base for extending and modelling other shapes. ● Manipulate clay with increasing control and accuracy, introducing coiling ● Experiment with different methods of creating pinch pots and coil pots, smoothing the clay shapes, etc. ● Join two parts ● Carve and create surface patterns and textures ● Use finishing techniques such as painting and glazing 	
Printing	<ul style="list-style-type: none"> ● Printing tools can be created in a variety of ways ● Choice of printing material can impact pattern and texture 	<ul style="list-style-type: none"> ● Create their own printing tools with different materials by sticking string to cardboard to form a printing block, by etching into polystyrene to form a printing block, layering card etc.. ● Stagger prints to create movement effects. ● Select broadly the kinds of material to print with in order to get the effect they want ● Resist printing including marbling and coldwater paste. 	
Textiles and Collage	<ul style="list-style-type: none"> ● Compare textile design and creation from different parts of the world: identify what makes them different. ● Materials are dyed to create different colours ● Patterns can be created in various ways including through resistance and dye 	<ul style="list-style-type: none"> ● Experiment with different types of 'resist' art; Tape resist (using electrical or masking tape and using different media over the top of it to reveal a chosen image when the tape is taken off). Wax resist art (using Wax crayon to create an image 	

	<ul style="list-style-type: none"> Identify similarities and differences between different materials and shapes used in collage. 	<p>and this will be revealed when you paint over the top).</p> <ul style="list-style-type: none"> Use two different coloured dyes Select materials based on colour and design Create texture by tearing, crumpling and folding Overlap materials to change colour, tone and depth Cut and tear materials to desired size and shape 	
Included with each topic:			
Artist study	<p>Their name The time period in which they lived The reasons their art is being studied Their styles, their techniques and the subjects of their work.</p>	<p>Identify similarities and differences between artwork by the same artist. Identify the media used. Describe colour, pattern, line and shading. Compare different artists. Compare art from different periods. Begin to identify styles of art. Describe some of the work, key ideas, techniques and working practices of a variety of artists.</p>	
Exploring and Evaluating	<p>Gather and review information, references and resources related to their ideas and intentions. Know how to explain the ways of using some of the tools and techniques they have chosen to work with. Select and use relevant resources to develop their ideas Use sketchbooks and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. For example, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome. Understand and demonstrate how the tools they have chosen to work with should be effectively and safely used Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>		

Upper KS2

	Knowledge	Skills	Vocabulary
Drawing and Sketchbooks	<ul style="list-style-type: none"> Know that art has been used to further scientific study. Begin to identify points of perspective in artwork Compare and contrast the depiction of perspective in different artwork. 	<ul style="list-style-type: none"> Draw using a range of techniques to include hatching and cross hatching Develop drawing shapes with a third dimension Begin to use a simple perspective in their work using a single focal point Select appropriate techniques based on purpose 	<p>Hatching Tint Complimentary Mosaic Technique Overlay Perspective</p>

		<ul style="list-style-type: none"> ● Work from a variety of sources including photographs and digital images. ● Work in a sustained and independent way to create a detailed drawing. ● Develop close observation skills using a variety of viewfinders. ● Use a sketchbook to collect and develop ideas. ● Identify artists who have worked in a similar way to their own work. ● Investigate the use of lines and patterns: how the contrast and variation of lines (weight, size, shape) can create reflection, shadows, direction of light. 	<p>Unique Slab Coil Slip Variation</p>
<p>Colour and Painting</p>	<ul style="list-style-type: none"> ● Improve mastery of colour theory. ● Know that complementary colours are on opposite sides of the colour wheel ● The colour complement of each primary colour (primaries are red, yellow and blue) can be obtained by mixing the two other primary colours together. ● Begin to use colours in artwork thinking about the meaning and significance of colour. 	<ul style="list-style-type: none"> ● Use colour mixing activities and create colour wheels which explore primary, secondary, tertiary, complementary and harmonious colours. ● Use complementary and harmonious colours to create effects. ● Develop a painting from a drawing. ● Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. ● Use colour theory to support artwork. ● Use a variety of tools to create texture within paintings ● Select appropriate paints based on desired effect 	
<p>Sculpture</p>	<ul style="list-style-type: none"> ● Know the key terms slab, coil and slip ● Recognise the different tools used in clay modelling ● Different materials are moulded in different ways 	<ul style="list-style-type: none"> ● Develop skills in using clay inc. slabs, coils, slips, etc. ● Shape, form, model and construct from observation or imagination. ● Create shape using wire ● Use modroc to create depth and shape ● Use tin foil and clay to create sculptures. ● Plan a sculpture through drawing and other preparatory work. 	

		<ul style="list-style-type: none"> ● Produce intricate patterns and textures in a malleable media. (hair, facial features, clothing lines) 	
Printing	<ul style="list-style-type: none"> ● Recognise the importance of pattern in reflecting the environment in which it is created. ● Printing can take the form of a repeated pattern or sequence 	<ul style="list-style-type: none"> ● Create printing blocks by simplifying an initial sketch book idea. ● Choose inks and overlay colours ● Design and carve pattern into lino block ● Vary angle and direction of print ● Use a range of prints to layer and create a unique design ● Work into prints with a range of media e.g. pens, colour pens and paints. 	
Textiles and Collage	<ul style="list-style-type: none"> ● Describe the significance of art in different cultures. ● Materials have varying textures and thickness ● Recognise the relationship between different materials and understand which will be complimentary ● Identify different uses of collage (eg mosaic, montage, decoupage) 	<ul style="list-style-type: none"> ● Experiment with a range of media to overlap and layer creating interesting colours and textures and effects. ● Use fabrics to create 3D structures. ● Use materials to create mood ● Use different grades of threads and needles. ● Use various stitch patterns to create more lines and patterns in your weaving. ● Select materials and techniques based on desired effect and outcome ● Use a range of media to vary colour, tone and texture ● Apply collage to painted background ● Use different techniques, colours and textures etc when designing and making pieces of work. 	
Included with each topic:			
Artist study	<p>Their name</p> <p>The time period in which they lived and how it has influenced their work.</p> <p>The reasons their art is being studied.</p> <p>Their styles, their techniques and the subjects of their work.</p> <p>Important elements of their biographies which influenced their works.</p>	<p>Identify similarities and differences between artwork by different artists.</p> <p>Identify the media used.</p> <p>Describe colour, pattern, line and shading.</p> <p>Identify the similarities in artwork from the same movement.</p> <p>Describe, interpret and explain the work, ideas and practices of some significant artists, designers and architects, taking account of the influence of the</p>	

		different historical, cultural and social contexts in which they worked	
Exploring and Evaluating	<p>Engage in open ended research and exploration in the process of initiating and developing their own personal ideas</p> <p>Confidently use sketchbooks for a variety of purposes including: recording observations, develop ideas; testing materials; planning and recording information.</p> <p>Understand how to describe the processes they are using and how they hope to achieve high quality outcomes.</p> <p>Improve use of sketch books with annotations of all work with explanations of ideas and explorations, analysis of WWW and EBI</p> <p>Make improvements and show progress in explorations before using them in the final art piece</p> <p>Know technical vocabulary and techniques for modifying the qualities of materials and processes</p>		