



Rotherhithe Primary School Art and Design



Progression of Skills & Knowledge 2020

| Technique and materials | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|--|---|---|---|---|
| Drawing Pencil, charcoal, inks, chalk, pastels, ICT software Suggested Artists: Leonardo Da Vinci, Vincent Van Gogh, Poonac | - Begins to use a variety of drawing tools - Experiments with marks - uses lines to represent shapes and objects - represents experiences and feelings through drawing | -Extend variety of drawing tools -use lines to represent objects and things seen, remembered or observed -use sketchbook to make observational drawings—faces, limbs, landscapes -investigate tone—light and dark | - Experiment with visual elements; line, texture, tone, shape, pattern - Use a sketchbook to make observational drawings (including landscapes and faces) and to try out ideas - Explore use of shadows (light/dark) | -Experiment with sketching pencils - Experiment with visual elements; line, texture, tone, shape, pattern. - Develop close observation skills - Create accurate drawings of faces in proportion - Use sketchbook to collect and record visual information from different sources and try out ideas - Initial sketches to be used as a preparation for painting | - Continue to experiment with visual elements; line, texture, tone, shape, pattern - Create accurate drawings of the human body (proportion) - Develop scale and proportion - Use sketchbook to collect and record visual information from different sources and try out ideas. - Develop awareness of composition; fore/middle and backgrounds - Identify and draw the effect of light | - Use angled lines to give a sense of depth (perspective) - Interpret the texture of a surface - Use sketchbook to develop ideas. - Produce increasingly accurate drawings of people - Explore effect of light on objects from different directions | - Develop concept of perspective - Develop texture - Develop ideas in sketchbooks - Develop drawing of movement - Explore effect of light from different angles |



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| Painting and colour Painting, inks, dyes, textiles, pencils, crayon, pastels Suggested Artists: Pollock, Monet, Chagall, Ben Moseley, Van Gogh | <ul style="list-style-type: none"> - learn the names of different colours - explores colour and how it can be changed -Chooses colour for a purpose -Use a range of tools to make coloured marks on paper -represents experiences and feelings through painting | <ul style="list-style-type: none"> - use thick and thin brushes - apply colour with a range of tools—straws, matchsticks, different brushes, sponges etc. - Know the names of primary and secondary colours. - Mix primary colours to make secondary - Create colour wheels - Mix primary colours to make secondary - Create colour wheels | <ul style="list-style-type: none"> - use thick and thin brushes - Mix primary colours to make secondary - Add white to colours to make tints and black to colours to make tones - Create colour wheels - Experiment with adding water to make washes. | <ul style="list-style-type: none"> - Use varied brush techniques to produce shapes, patterns and lines. - Mix colours effectively - Mix a variety of colours, tints and shades and use a developed colour vocabulary - Use watercolour to produce washes for backgrounds then add detail | <ul style="list-style-type: none"> - Use varied brush techniques to produce shapes, textures, patterns and lines. - Make and match colours with increasing accuracy. - Use more specific colour language. - Use watercolour to produce washes for backgrounds then add detail - Experiment with creating mood and colour - Show an awareness of composition in paintings. | <ul style="list-style-type: none"> - Sketch before painting to combine line and colour - Combine colours to enhance mood of a piece - Use brush techniques to create texture - Create a colour palette based upon colours observed in the natural or built world - Develop a personal style of painting, drawing upon ideas from other artists. | <ul style="list-style-type: none"> - Sketch before painting to combine line and colour - Combine colours, tone and tints to enhance the mood of a piece - Use brush techniques and the qualities of watercolour and acrylic paints to create visually interesting pieces |
| 3D work clay, dough, modelling, wire, paper, sculpture, mod roc | <ul style="list-style-type: none"> - using tools for a purpose -joining construction pieces together -Selects tools and techniques needed to shape, | <ul style="list-style-type: none"> -construct -use materials to make known objects -carve, pinch, roll coils and slabs using clay and | <ul style="list-style-type: none"> - Replicate lines, patterns and textures from other sculptors - Use rolling, cutting, moulding, carving | <ul style="list-style-type: none"> - Shape, form, model and construct (malleable and rigid materials) - Plan and develop understanding of different | <ul style="list-style-type: none"> - Create and combine shapes to create recognisable forms - Include texture that conveys feelings, expression or movement | <ul style="list-style-type: none"> - Show life-like qualities and real-life proportions - Use sketchbooks to plan and develop ideas to shape, form, model and join | <ul style="list-style-type: none"> - Use sketchbooks to plan and develop ideas to shape, form, model and join - Use frameworks |



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| <p>Suggested Artists: Henry Moore, Barbara Hepworth, Andy Goldsworthy</p> | <p>assemble and join materials</p> | <p>other modelling materials - Make simple joins - Express personal experiences and ideas</p> | <p>- Awareness of natural and man-made forms - Express personal experiences and ideas</p> | <p>adhesives and methods of construction - Add materials to provide detail</p> | <p>- Use clay and other mouldable materials - Learn how to join and blend coils (e.g. make coil pots) - Discuss own work and work of other sculptors</p> | <p>- Use tools to carve and add shapes, textures and patterns - Discuss and evaluate own work and that of other sculptors</p> | <p>(such as wire or moulds) to provide stability and form. - Develop skills in cutting and joining wire. - Add modroc and/or wire mesh to create sculptures. - Discuss and evaluate own work and that of other sculptors</p> |
| <p>Textiles and texture Textiles, exploring different textures, collage Suggested Artists:</p> | <p>- Experiments to create different textures - Manipulates materials to achieve a planned effect - Experiments with different media to create new effects</p> | <p>- experiment to create different textures (e.g. by mixing materials) - explore and describe found textures - weaving - sort collage and other materials according to specific qualities</p> | <p>- Use large eyed needles – running stitches - Start to explore other simple stitches - Use a combination of materials that are cut, torn and glued</p> | <p>- Select and arrange materials for a striking effect - Ensure work is precise - Use coiling, overlapping, tessellation, mosaic and montage</p> | <p>- Use a wider variety of stitches - observation and design of textural art - experimenting with creating mood, feeling, movement- - compare different fabrics</p> | <p>- Mix textures (rough/smooth, plain/patterned) - Combine visual and tactile qualities - use stories, music, poems as stimuli - artists using textiles</p> | <p>- Apply knowledge of different techniques to express feelings - Work collaboratively on a larger scale</p> |



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| Linda Caverley, Molly Williams, William Morris, Gustav Klimt, Giuseppe Archimboldo | | -create collages | - Sort and arrange materials - Mix materials to create texture | -Use smaller eyed needles and finer threads - weaving - Tie dying, batik | | | |
| Printing found materials, fruit, veg, wood blocks, press print, lino, string printing Suggested Artists: Picasso, Dan Mather, Andy Warhol | -Experiment with taking rubbings -Explore printing using hands and feet -Print with a variety of objects | -Relief printing - Develop impressed images - Use repeating/overlapping shapes - Mimic print - Use objects to create prints - Press, roll, rub and stamp to make prints | - Print with a growing range of objects - Identify the different forms printing takes - monoprinting | - relief and impressed printing - recording textures/patterns - Make printing blocks - colour mixing through overlapping colour prints | - Use layers of 2 or more colours - Make precise repeating patterns - Use sketchbook for recording textures/patterns - Interpret environmental and manmade patterns - modify and adapt print | - Build up layers of colours - Create an accurate pattern, showing fine detail - combining prints - design prints -discuss and evaluate own work and that of others | - Builds up drawings and images of whole or parts of items using various techniques - Screen printing - Explore printing techniques used by various artists |
| Pattern paint, pencil, textiles, clay, printing. | - Simple symmetry - Repeating patterns | -symmetry -repeating patterns | - Experiment by arranging, folding, repeating, overlapping, | - pattern in the environment - use ICT to create patterns | - Explore environmental and manmade patterns -Create tessellations | - Create own abstract pattern to reflect personal experiences and expression | - Create own abstract pattern to reflect personal experiences |



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| Suggested Artists: Joan Miro, Bridget Riley, Escher, Paul Klee | <ul style="list-style-type: none"> - Irregular painting patterns | <ul style="list-style-type: none"> - awareness and discussion of patterns | <ul style="list-style-type: none"> regular and irregular patterns - Explore natural and manmade patterns - Discuss regular and irregular | <ul style="list-style-type: none"> - create patterns on a range of surfaces - symmetry | | <ul style="list-style-type: none"> - create pattern for purposes | <ul style="list-style-type: none"> and expression - create pattern for purposes |
| | Inspiration from artists: <ul style="list-style-type: none"> Inspiration from classic and modern artists: <ul style="list-style-type: none"> Describe the work of notable artists Use ideas from artists to create pieces Key questions: <i>What things can you see in the painting/drawing? What colours can you see? What shapes has the artist used?</i> | Inspiration from classic and modern artists: <ul style="list-style-type: none"> Describe the work of notable artists Use ideas from artists to create pieces Key questions: <i>What things can you see in the painting/drawing? What colours can you see? What shapes has the artist used?</i> | Inspiration from classic and modern artists: <ul style="list-style-type: none"> Describe the work of notable artists Use ideas from artists to create pieces Key questions: <i>What colours has the artist used most? What other colours can you see? How are the shapes arranged? Does it represent something real or imaginary?</i> | Inspiration from classic artists: <ul style="list-style-type: none"> Replicate some techniques used by artists/designers Create original pieces influenced by study of artist(s) Key questions: <i>What colours has the artist used most? Why? What other colours can you see? Did the artist work from observation, memory or imagination?</i> | Inspiration from classic and modern artists: <ul style="list-style-type: none"> Replicate some techniques used by artists/designers Create original pieces influenced by study of artist(s) Key questions: <i>What kind of paint/drawing implement was used? Can you see any brush strokes? What is it painted/drawn on?</i> | Inspiration from classic and modern artists: <ul style="list-style-type: none"> Give details about style of artists Show how work of these studied was influential Create original pieces that show a range of influences and styles Key questions: <i>Was it painted/drawn quickly, or was it worked on using observations from sketches? How did the artist want us to feel when we view the work?</i> | Inspiration from modern artists: <ul style="list-style-type: none"> Give details about style of artists Show how work of these studied was influential Create original pieces that show a range of influences and styles Give details about style of designers Key questions: <i>What sort of mood does the work evoke?</i> |



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| | | | | | | | <p><i>How did the artist want us to feel when we view the work?</i></p> |
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