



Sutton Bonington
Primary School

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Art Progression Map – Knowledge and Skills



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Key Idea	Years 1 and 2	Years 3 and 4	Years 5 and 6
Drawing and Sketchbooks	<ul style="list-style-type: none"> • Use correct pencil grip • Draw (and name) 2D shapes • Use (and name) colours • Explore light and dark -tints and shades (adding white or black) using different grades of pencil, pastel and chalk • Draw horizontal and vertical lines • Draw lines and curves • Use line and tone to represent things observed • Experiment with smudging, dotting and shading, using different media • Shade neatly without gaps • Draw texture and patterns • Use line, tone and shade to represent things seen, remembered or imagined • Use simple stencils to overlap images to make a repeat pattern. • Explore patterns in nature and the environment: stripes, checks, spots. 	<ul style="list-style-type: none"> • Use a sketchbook to practice/try out ideas & techniques. • Use a sketchbook to make records of the world around them, ideas, thoughts, feelings and discoveries. • Draw 2D and 3D shapes • Draw the natural environment • Blend shading • Draw quick, light lines (sketching) • Make deliberate lines –more pressure • Rub out rough edges • Develop use of proportion • Use magnifiers/ different viewpoints in observational work. • Choose drawing materials best for a task (inc pencil grade) • Explore graphic (eg cartoons/ graffiti), realistic and abstract art • Draw aerial perspectives • Experiment with sgraffito (oil pastel under black ink, scratched through to reveal colour) • Know hot and cold colours • Use repeating patterns 	<ul style="list-style-type: none"> • Use a sketchbook to experiment with techniques to see what does/ does not work • Label/ annotate sketchbook experiments as a record of learning • Use sketchbooks to try out ideas & techniques • Create moodboards • Use sketchbooks to record observations/ research of artists and themes • Use line, tone and shade to create 3D effect using a range of materials • Create light on drawn objects (use of rubber) • Explore drawing techniques (eg cross hatching, pencil pressure, pin method) • Independently select media for purpose/ intention – pen nib size, pencil grade • Use proportion/ scale (eg facial mapping) • Use grids, viewfinders • Make choices about composition, colours and materials to suit their intent • Explore pattern repetition
Painting	<ul style="list-style-type: none"> • Hold a paintbrush correctly • Represent things observed, remembered or imagined • Experiment with textured paint (eg glue, sand, sawdust) • Use different types of brushes for specific purposes • Experiment with making shades (adding black) • Experiment with making tints (adding white) • Experiment with making secondary colours from primary • Name secondary colours • Use techniques including splattering, dripping, pouring, dotting 	<ul style="list-style-type: none"> • Make shades (adding black) • Make tints (adding white) • Make tones (adding grey) • Make secondary colours with primary • Make a colour wheel • Develop colour vocabulary • Choose appropriate paint brush • Learn how artists use paint • Apply this to own work • Use the right amount of paint on a surface • Experiment with colour, texture and composition • Experiment with mood/ feelings • Apply paint to 3D objects 	<ul style="list-style-type: none"> • Make hues (pure colour) • Make tints (adding white) • Make tones (adding pure grey) • Make shades (adding black) • Know which colours are harmonious/ contrast • Know how to make colours lighter/ darker without using B/W • Develop colour vocabulary (eg PURPLE: violet, lilac, lavender, plum, maroon) • Investigates shapes, form and composition • Uses techniques, colours, tools and effects to represent things seen, remembered or imagined

			<ul style="list-style-type: none"> • Create depth and distance (eg sky lighter at horizon, things get 'bluer' with distance) • Use tone, line, texture and colour to express mood and feeling • Create fine details • Paint 'blocks' of colour • Apply paint to 3D objects carefully • Independently select paint/ materials to suit intent • Know when to paint 'loosely' or precisely • Name different types of paint, surfaces and know when to use them • Articulate views about a range of artists/ styles of painting <p>Know how to care for equipment</p>
3D work and Sculpture	<ul style="list-style-type: none"> • Cut, form, tear, join and shape a range of materials (eg clay, card, found and natural) • Make simple plans for making, • Recreate 2D drawn images in a 3D piece (eg the houses for Great Fire of London) • Create clay pinch pots • Experiment with basic tools on malleable materials (eg clay) • Use texture, form and shape • Begin to look at colour and pattern in 3D structures 	<ul style="list-style-type: none"> • Design and make 3D work • Use papier-mâché to a good standard. • Make outdoor 3D sculptures using found objects • Work safely and sensibly • Persevere when the work is challenging • Create a paper sculpture • Create a clay bust – moulding clay to create form • Use clay tools/ coils to create details • Use stimuli as a starting point for 3D work (focus on form, shape, pattern, texture, colour) 	<ul style="list-style-type: none"> • To use observations/ research to create own design • To consider purpose, shape (form), what it is will be made from (materials) and how it will be made (methods) • Design and make art for different purposes • Design and make complex forms in 3D using a range of modelling materials • Understand how to finish work to a good standard • Explore wire to make sculptures, and use papier-mâché/mod roc and wire to create a form. • Make 3D figures and interlock 2D card shapes (eg moving mechanisms) • Look at 3D work from a variety of genres and cultures • Develop knowledge of techniques (eg clay – coiling, slabbing, joining with a slip; wood – sawing, smoothing, hot glue, drilling) • Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings • Work safely with tools and know safety guidelines (eg hot glue gun, saw.)
Collage and Craft	<ul style="list-style-type: none"> • Cut with accuracy • Experiment with paper collage (plain colours, printed paper and textures from magazines) • Use tearing, cutting, arranging, folding. • Decorate images with simple appliqué techniques (eg sequins, lace) • Select the joining material/tool: stapler, tape, glue appropriate to the task. 	<ul style="list-style-type: none"> • Use contrasting colours/ textures • In collage, experiment with using tissue– overlapping colours to create new shade • Use mosaics to create shape and areas of colour and pattern 	<ul style="list-style-type: none"> • Embellish, (eg using drawing, painting, printing) • Use plaiting, pinning, stapling, stitching and sewing • Design an artefact, using knowledge of techniques, for a specific outcome • Cut and stitch patterns • In collage, create decorative papers which can be used with other materials (eg marbling, bubble painting)

Printing	<ul style="list-style-type: none"> • Use polystyrene print blocks to experiment with printing onto different colour papers. • Print using a range of simple materials/ shapes: (eg cotton buds, mashers to create a specific picture or pattern) • Create a resist pattern / picture 	<ul style="list-style-type: none"> • Use printing (mono printing, block printing, relief printing etc.) individual images and repeat patterns. • Create a simple relief print -experiment with sticking shapes onto the block rather than indenting the design • Use overlapping, contrasting colours to make a repeated pattern • Explore colour mixing through printing, using two colours 	<ul style="list-style-type: none"> • Make connections with patterns in the environment (eg mosques) • Identify the extent of repeat pattern in prints • Print using 3 or more colours
Digital Art	<ul style="list-style-type: none"> • Know that there are famous photographers • Take photographs, learning to focus & position what they see 	<ul style="list-style-type: none"> • Have an awareness of scale, perspective, movement and colour in photography 	<ul style="list-style-type: none"> • Make art using digital means; drawing & painting programmes, photo manipulation • Manipulate images and use computers to experiment with repeated motifs

The table below gives examples of how knowledge and understanding of artwork can be explored and how children can evaluate their own outcomes and those of their peers.

Key Idea	Years 1 and 2	Years 3 and 4	Years 5 and 6
Knowledge and Understanding	<ul style="list-style-type: none"> • Questions (orally): <ul style="list-style-type: none"> ➢ How was this made? ➢ When was this made? ➢ What can you see/ describe? ➢ How does it make you feel? <p>Vocabulary: use words like: colour, line, tone, shape, form, texture and pattern when they are talking about art (including their own work) or what they plan to do.</p>	<ul style="list-style-type: none"> • Questions (orally): <ul style="list-style-type: none"> ➢ What is your personal opinion of this work? ➢ How has the artist produced this work (methods/ materials)? ➢ What was the background to the art (time in history)? ➢ Is it traditional, modern or contemporary? ➢ Who made it? ➢ Where were they from (culture)? ➢ Why was it made (purpose)? ➢ Why do you like this art? • Sketchbooks: Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. <p>Vocabulary: Talk showing a developing use of the language of art</p>	<ul style="list-style-type: none"> ➢ Describe the art. ➢ When & how was the work made? ➢ What social, historical factors affect the work (historical context)? ➢ Does it have historical significance? ➢ Was it valued in its time/ now? ➢ Is it 'art'? ➢ Is it traditional, modern or contemporary? ➢ Within the above, which art movement? ➢ What materials & techniques are used? ➢ What do you see in terms of (line, tone, colour, shape, form, composition, pattern, texture)? ➢ What emotions does the work convey? <p><u>Applying:</u> After studies of artist's work (to learn the techniques & processes used), use some of what they have learned to produce original work.</p>

Evaluation	<ul style="list-style-type: none"> • Learn that it is normal to feel anxious about the outcomes. • Offer critical advice to others • Questions (orally): <ul style="list-style-type: none"> ➤ Describe your work / this piece of work. ➤ Tell me about... (colour, line, shapes, textures and patterns)? ➤ What are you thinking/ ideas do you have/ plan to do? ➤ What went well? How could you make it better? 	<ul style="list-style-type: none"> • Know that it is normal to feel anxious about the outcomes. • Know that all artists evaluate their work • Offer critical advice, confidence and praise to others • Questions (orally): <ul style="list-style-type: none"> ➤ Describe your work / this piece of work. ➤ Tell me about... (colour, line, shapes, textures and patterns)? ➤ What are you thinking/ ideas do you have/ intend to do? ➤ What went well? ➤ How could you improve it? 	<ul style="list-style-type: none"> • Fairly appraise own work without being too self-critical • Understand how to improve work • Accept criticism from other pupils • Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty. • Make careful and considerate judgments about own & others work without comparing their own work to that of others. • Use evaluation to understand what needs to be done to improve • Know that all artists do this and that it is a vital part of the art process. • Start to understand the role of art in society <ul style="list-style-type: none"> ➤ vocations that can be gained through art ➤ art's importance to the UK economy
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