

Hellingly Community Primary School
Progression of Knowledge- 'I know'

Subject: Art

Early Years

Year 1/2

Year 3/4

Year 5/6

Coverage

Textiles and drawing:
ephemeral art and drawing

Richard Shilling



Collage:

Textured collages with mixed
colours

Henri Matisse

Year 1:

Drawing:

Sketching and shading of
plants

Georgia O'Keefe



Collage:

Animals

Megan Coyle

Year 3:

Drawing:

Stone age cave art – chalk
pastel

Lascaux Cave Paintings



Sculpture:

Egyptian Death masks

yac-uk.org

Year 5:

Sculpture:

Armatures

John Brown



Painting:

Pointillism

Flora – Kenyan refugee



Printing:
printing using different
materials

Ernst Haeckel



Painting:
Seascapes
JMW Turner



Year 2:

Sculpture:
ephemeral art
Andy Goldsworthy



Painting:
Rainforests
Henri Rousseau



Year 4:

Collage:
Roman Mosaics
British Museum



Drawing:
One-point perspective
Salvador Dali



Year 6:

Painting:
WW1 art
Paul Nash



Collage and Painting:

Painting and 2D shapes

Paul Klee



Printing:

Polyblock printing using natural materials

William Morris



Collage and Painting:

Volcanoes

Margaret Godfrey



Drawing:

Local coastal artist

Mick Bensley



Drawing:

Evolution sketches




Charles Darwin



Collage:

Portrait collages

Andy Warhol

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| <p>Key dates/ events/ knowledge</p> | <p><u>Three and Four-Year-Olds:</u></p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. | <p><u>Year 1:</u></p> <p><u>DRAWING:</u></p> <ul style="list-style-type: none"> • Communicate something about themselves in their drawing • Create moods in their drawing • Draw using pencil and crayons • Draw lines of different shapes and thickness, using 2 different grades of pencil <p><u>COLLAGE:</u></p> <ul style="list-style-type: none"> • Cut and tear paper and card for their collages • Gather and sort the materials they need <p><u>PAINTING:</u></p> <p>Communicate something about themselves in their painting Create moods in their painting Choose thick and thin brushes as appropriate Paint a picture of something they can see Name the primary and secondary colours</p> <p><u>Year 2:</u></p> <p><u>SCULPTURE:</u></p> | <p><u>Year 3:</u></p> <p><u>DRAWING:</u></p> <ul style="list-style-type: none"> • Use three different grades of pencil in their drawing (4B, 8B, HB) • Use charcoal, pencil and pastels create different tones using light and dark • Show patterns and texture in their drawings • Develop intricate patterns/ marks with a variety of media e.g. sketching pencils, fine line black pens, chalk, oil pastels. • Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. • Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. • Begin to show an awareness of objects having a third dimension and perspective. • Create textures and patterns with a wide range of drawing implements. <p><u>SCULPTURE:</u></p> <ul style="list-style-type: none"> • Use equipment and media with | <p><u>Year 5:</u></p> <p><u>SCULPTURE:</u></p> <ul style="list-style-type: none"> • Secure work to continue at a later date. • Show experience in combining pinch, slabbing and coiling to produce end pieces. • Develop understanding of different ways of finishing work: glaze, paint, polish. • Gain experience in modelling over an armature: newspaper frame for modroc. • Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. • Use the sketch book to plan how to join parts of the sculpture. • Adapt work as and when necessary and explain why. • Confidently carve a simple form. • Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations. • Demonstrate experience in relief and freestanding work using a range |

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| | <ul style="list-style-type: none"> • Explore colour and colour mixing. <p>Reception:</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. <p>ELG:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. | <ul style="list-style-type: none"> • Use equipment and media with increasing confidence. • Shape, form, construct and model from observation and imagination. • Demonstrate experience in surface patterns/ textures and use them when appropriate. <p>COLLAGE:</p> <ul style="list-style-type: none"> • Create individual and group collages • Use different kinds of materials on their collage and explain why they have chosen them • Use repeated patterns in their collage <p>PAINTING:</p> <ul style="list-style-type: none"> • Mix paint to create all the secondary colours • Mix and match colours, and predict outcomes • Mix their own brown • Make tints by adding white • Make tones by adding black <p>PRINTING:</p> <ul style="list-style-type: none"> • Print with sponges, vegetables and fruit • Print onto paper and textile • Design their own printing block • Create a repeating pattern • Create a print using pressing, rolling, • Rubbing and stamping • Create a print like a designer | <p>confidence.</p> <ul style="list-style-type: none"> • Learn to secure work to continue at a later date. • Join two parts successfully. • Construct a simple base for extending and modelling other shapes. • Produce more intricate surface patterns/ textures and use them when appropriate. • Produce larger ware using pinch/ slab/ coil techniques. • Make a slip to join to pieces of clay. • Decorate, coil, and produce marquettes confidently when necessarily. • Use recycled, natural and man-made materials to create sculptures. • Adapt work as and when necessary and explain why. • Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures. <p>PAINTING:</p> <ul style="list-style-type: none"> • Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Use light and dark within painting and begin to explore complimentary colours. • Mix colour, shades and tones with increasing confidence. • Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. • Confidently create different effects and textures with paint according to what they need for the task. <p>Year 4:</p> | <p>of media.</p> <ul style="list-style-type: none"> • Annotate work in sketchbook. <p>PAINTING:</p> <ul style="list-style-type: none"> • Confidently control the types of marks made and experiment with different effects and textures. • Mix and match colours to create atmosphere and light effects. • Mix colour, shades and tones with confidence building on previous knowledge. • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. <p>DRAWING:</p> <ul style="list-style-type: none"> • Work in a sustained and independent way to create a detailed drawing. • Develop a key element of their work: line, tone, pattern, texture. • Use different techniques for different purposes i.e. shading, hatching within their own work. • Use sketchbooks to collect, record and plan for future works. • Start to develop their own style using tonal contrast and mixed media. • Develop further simple perspective in using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their paintings. • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. • Develop close observation skills using a variety of view finders. <p>Year 6:</p> <p>PAINTING:</p> <ul style="list-style-type: none"> • Work in a sustained and independent way to develop their own style of painting. |
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| | | | <p><u>COLLAGE:</u></p> <ul style="list-style-type: none"> • Cut accurately. • Begin to overlap materials to experiment with different final looks. • Experiment using different colours. • Use ceramic mosaic to produce a piece of art. • Begin to use mosaic and montage. • Combine visual and tactile qualities. <p><u>PAINTING:</u></p> <ul style="list-style-type: none"> • Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Start to develop a painting from a drawing. • Begin to choose appropriate media to work with. • Use light and dark within painting and show understanding of complementary colours. • Mix colour, shades and tones with increasing confidence. • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Start to look at working in the style of a selected artist (not copying). <p><u>DRAWING</u></p> <ul style="list-style-type: none"> • Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. For example, sketching pencils, fine line black pens, charcoal, chalk, oil pastels. • Understanding why they best suit. • Draw for a sustained period of time at an appropriate level. | <ul style="list-style-type: none"> • This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Mix colour, shades and tones with confidence building on previous knowledge. • Understanding which works well in their work and why. • Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook <p><u>DRAWING:</u></p> <ul style="list-style-type: none"> • Draw for a sustained period of time over a number of sessions working on one piece. • Develop their own style of drawing through: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. • Develop their own style using tonal contrast and mixed media. Use sketchbooks to collect, record and plan for future works. • Adapt their work according to their views and describe how they might develop it further. • Have opportunities to develop further simple perspectives in their work using a single focal point and horizon. • Develop an awareness of composition, scale and proportion in their drawings. |
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| | | | <ul style="list-style-type: none"> • Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. • Have opportunities to develop further drawings featuring the third dimension and perspective. | <p><u>COLLAGE:</u></p> <ul style="list-style-type: none"> • Combine visual and tactile qualities. • Justify the materials they have chosen. • Combine pattern tone and shape into their collage. |
| Key people | <p>Richard Shilling (1973-) Henri Matisse (1869 – 1954) Ernst Haeckel (1834 - 1919)</p> | <p><u>Year 1:</u> Georgia O’Keefe (1887-1986) Megan Coyle (1986-) JMW Turner (1775 – 1851)</p> <p><u>Year 2:</u> Andy Goldsworthy (1956-) Paul Klee (1879 - 1940) William Morris (1834 - 1896)</p> | <p><u>Year 3:</u> Lascaux Cave Paintings Ancient Egyptian death masks Henri Rousseau (1844-1910)</p> <p><u>Year 4:</u> Roman Mosaics Margaret Godfrey (present) Mick Bensley (present)</p> | <p><u>Year 5:</u> John Brown (present) Flora – Kenyan refugee (present) Salvador Dali (1904-1989)</p> <p><u>Year 6:</u> Paul Nash (1889-1946) Charles Darwin (1809-1882) Andy Warhol (1928-1987)</p> |
| Key vocabulary | <p>22-36 months: Colour, marks. 30-50 months: Lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft and hard. 40-60+ months: wet, dry, flaky, fixed, mix, cut, sweep.</p> | <p><u>Year 1:</u> <u>Drawing:</u> Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Mirror image, Nature, Made environment. <u>Painting:</u> Primary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright. <u>Collage</u> Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Thread, Fur, Tweed, Silk, Satin, Net, Weave.</p> <p><u>Year 2:</u> <u>Painting:</u> Secondary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright, Pointillism, Colour wash. <u>Printing:</u> Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, Repeat, Rotate,</p> | <p><u>Year 3:</u> <u>Drawing:</u> Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve. <u>Painting:</u> Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, Watery, Intense, Strong, Opaque, Translucent, Wash, Tint, Shade, Background, Foreground, Middleground. <u>Sculpture:</u> Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron.</p> <p><u>Year 4:</u> <u>Drawing:</u> Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality.</p> | <p><u>Year 5:</u> <u>Drawing:</u> Viewpoint, Distance, Direction, Angle, Perspective, Bird’s eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality. <u>Painting:</u> Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered. Opaque, Translucent, Intense. <u>Sculpture:</u> Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief.</p> <p><u>Year 6:</u> <u>Drawing:</u> Action, Balance, Direction, Dynamic,</p> |

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| | | <p>Mon-print, Two-tone print.</p> <p><u>Collage</u> Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Mixed media, Collage, Appliqué, Layers, Combine, Opinion, Thread, Fur, Tweed, Silk, Satin, Net, Weave.</p> <p><u>Sculpture:</u> Sculpture, Structure, Assemble, Construct, Model, Fold, Bend, Attach, Statue, Stone, Metal, Curve, Form, Clay, Impress, Texture</p> | <p><u>Painting:</u> Scenery, Rural, Urban, Townscape, Seascape, Representational, Imaginary, Impressionist, Abstract, Idealised, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, Middle ground, Horizon.</p> <p><u>Collage</u> Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract.</p> | <p>Imbalance, Movement, Poised, Transition, Viewpoint, Weight.</p> <p><u>Painting:</u> Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading.</p> <p><u>Collage</u> Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Deduct, Practicality, Aesthetic</p> |
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