

Trinity St Mary's Church of England Primary School Subject Progression:

Key Stage 1 and 2

Subject Area: Art

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (for example, the home, school, leisure, culture, enterprise, industry and the wider environment).

National Curriculum Objectives

Key Stage 1:

Pupils should be taught to:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2:

Pupils should be taught to:

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Year 1 – I Can...	Year 2 – I Can ...	Year 3 – I Can ...	Year 4 – I Can	Year 5 – I Can	Year 6 – I Can ...
<ul style="list-style-type: none"> • use artwork to record ideas, observations • experiment with different materials to design and make products • explain what he/she likes about the work of others • know the names of tools, techniques and elements that he/she uses • use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. • explore mark-making using a variety of tools 	<ul style="list-style-type: none"> • try out different activities and make sensible choices about what to do next • select particular techniques to create a chosen product and develop some care and control over materials and their use • give reasons for his/her preferences when looking at art/craft or design work • know that different artistic works are made by craftspeople from different cultures and times • experiment with tones using pencils, chalk or charcoal 	<ul style="list-style-type: none"> • use a sketchbook for recording observations, for experimenting with techniques or planning out ideas • experiment with different materials to • create a range of effects and use these techniques in the completed piece of work • explain what he/she likes or dislikes about their work • know about some of the great artists, architects and designers in history and describe their work 	<ul style="list-style-type: none"> • use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork • use taught technical skills to adapt and • improve his/her work • articulate how he/she might improve their work using technical terms and reasons as a matter of routine • describe some of the key ideas, techniques • and working practices of artists, architects and designers who he/she has studied • draws familiar objects with correct proportions 	<ul style="list-style-type: none"> • develop different ideas which can be used and explain his/her choices for the materials and techniques used • confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work • evaluate his/her work against their intended outcome • research and discuss various artists, architects and designers and discuss their processes and explain how these were 	<ul style="list-style-type: none"> • select ideas based on first hand observations, experience or imagination and develop these through open ended research • refine his/her use of learnt techniques • adapt his/her own final work following feedback or discussion based on their preparatory ideas • describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts • explain and justify preferences towards different styles and artists

<ul style="list-style-type: none"> • make structures by joining simple objects together • cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines • make marks in print using found objects and basic tools and use these to create repeating patterns • sort, cut and shape fabrics and experiment with ways of joining them 	<ul style="list-style-type: none"> • represent things observed, remembered or imagined using colour/tools • experiment with basic tools on rigid and flexible materials • is able to make textured collages from a variety of media and by folding, crumpling and tearing materials • use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings • develop techniques to join fabrics and apply decorations such as a running or over stitch 	<ul style="list-style-type: none"> • explore shading, using different media • understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours • compare and recreate form of natural and manmade objects • is able to create a collage using overlapping and layering • create printing blocks using relief or impressed techniques • add detail to work using different types of stitch, including cross-stitch 	<ul style="list-style-type: none"> • create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes • plan a sculpture through drawing and other preparatory work • experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques • use a variety of techniques e.g. marbling, silkscreen and cold water paste • print on fabrics using tie-dyes or batik 	<p>used in the finished product</p> <ul style="list-style-type: none"> • use line, tone and shading to represent things seen, remembered or imagined in three dimensions • mix colours to express mood, divide foreground from background or demonstrate tones • develop skills in using clay including slabs, coils and slips • add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures • experiment with using layers and overlays to create new colours/textures • return to work over longer periods of time and use a wider range of materials 	<ul style="list-style-type: none"> • begin to develop an awareness of composition, scale and proportion in their work • use simple perspective in their work using a single focal point and horizon • use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds • produce intricate patterns and textures in a malleable media • use different techniques, colours and textures when designing and making pieces of work and explain his/her choices • create intricate printing patterns by simplifying and modifying sketchbook designs • follow a design brief to achieve an effect for a particular function
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