



# Highfield Primary School

## Art Skills and Knowledge Progression Map

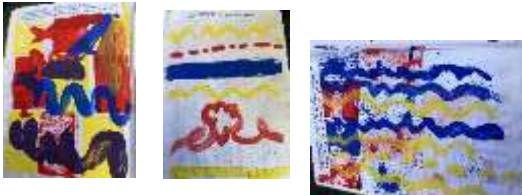



|   | Nursery  | Reception   |
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| <b>Expressive Art and Design<br/>(Creating and Materials)</b> | <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> | <p>Explore, use and refine a variety of artistic effects to express ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills. Exploring cultural patterns and animal print patterns.</p> <p>Explore different colour-mixing techniques and techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> |

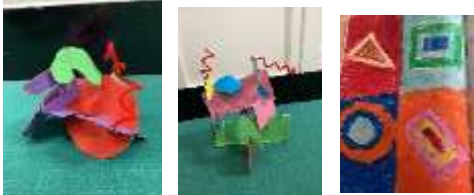
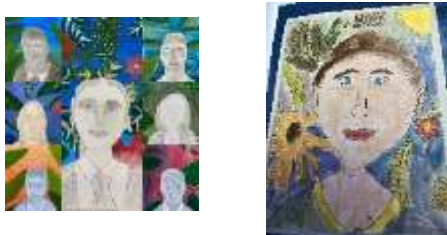


|   | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
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| <b>Drawing</b><br>Pencils<br>Charcoal<br>Chalk<br>Pastels – Oil and Chalk<br>Felt-tips<br>Colouring Pencils | <p>Use basic shapes and different lines to represent observed, imagined and remembered things.</p> <p>Experiment with a variety of media.</p> | <p>Draw shapes and lines to represent observations and ideas.</p> <p>Use charcoal, pencil and pastel to create art.</p> | <p>Use different types of lines to show emotion.</p> <p>Draw 2D and 3D shapes.</p> <p>Use different techniques to create implied texture.</p> <p>Create optical illusions in art.</p> | <p>Show facial expressions and body language in sketches and paintings.</p> <p>Use different types of line in drawing.</p> <p>Use proportion in drawings.</p> | <p>Use tone to create depth.</p> <p>Organise line, tone, shape and colour to create 3D forms.</p> <p>Draw objects and confidently use marks and lines to produce texture.</p> | <p>Show perspective and depth in drawing.</p> <p>Use tone to show light and shade, contrast and shadow.</p> <p>Work in a sustained and independent way to develop their own style of drawing.</p> |






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|   |  |   | Use different grades of pencil to shade and to show different textures and tones.  | Understand how tone creates a 3D effect.<br><br>Use line, tone, shape and colour to represent figure and forms in movement. | Successfully use shading to create mood and feeling.  |  |
| <u>Painting</u><br>Powder Paints<br>Poster<br>Watercolour<br>Acrylic<br>Fabric<br>Brushes in different sizes and shapes | Name primary and secondary colours.<br><br>Mix secondary colours and begin to predict results.<br><br>Create lines of different thickness. | Mix paint to create secondary and tertiary colours and predict the results.<br><br>Create brown with paint.<br><br>Create tints with paint by adding white.<br><br>Create tones with paint by adding black. | Create a background using a wash.<br><br>Use different water colour techniques.<br><br>Use a range of brushes to create different effects in painting.<br><br>Recognise the difference between warm and cool colours.<br><br>Link colours to emotions. | Use paint to create form.   | Use light and dark within paintings<br><br>Show understanding of complimentary colours.<br><br>Can use optical mixing in my work.<br><br>Use pointillism to create effects such as shading. | Confidently use a range of water colour techniques to create reflections.<br><br>Create texture in painting. |
| <u>Printing</u><br><br>Hands<br>Vegetables<br>Foam tiles<br>Lino<br>Calligrams – made out of cardboard                  | Create a repeating pattern in print using collagraphs.   | Create a printed piece of art by pressing, rolling, rubbing and stamping.   |  | Create a monoprint.<br><br>Print onto different materials using different colours.  |   | Demonstrate experience in a range of printmaking techniques.   |

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| <b>3D Art</b><br>Clay<br>Junk modelling<br>Plastercine<br>Mod Roc<br>Chicken wire | Cut, roll and coil materials.<br><br>Use a range of tools and materials to create sculptures.  | Construct and assemble materials to create sculptures.<br><br>Use natural resources to create sculptures.  | Join two parts of a sculpture successfully.  | Explore carving as a part of 3D art.<br><br>Soap Carving   | Use a range of techniques when sculpting.<br><br>Understand different ways of finishing e.g. glaze, paint, polish.<br><br>Sculpt using Clay  | Confidently use a range of materials and tools to create 3D art.   |
| <u>Other</u>  | Express mood and feeling through artwork.<br><br>Describe what you can see and give an opinion about the work of an artist.<br><br>Ask questions about a piece of art. | Create a piece of art in response to the work of another artist.<br><br>Make links between an artist's work and their own.<br><br>Suggest how artists have used colour, pattern and shape. | Compare the work of different artists.<br><br>Recognise that Art is from different movements and time periods. | Integrate digital images into my art.<br><br>Recognise that art is from different historical periods.<br><br>Experiment with styles used by other artists.<br><br>Explain some of the features of art from historical periods.<br><br>Explain how different artists have depicted the human form through time.<br><br>Review your own and others work. | Review your own and others work expressing thoughts and feelings<br>Identify modifications and changes making links to different artists and their techniques.<br><br>Recognise how artists have been influenced by other artists and art movements. | Recognise the role art plays in commercialism, propaganda and mass-produced cultural objects.<br><br>Explain why they have used different tools to create art.<br><br>Explain why they have chosen specific techniques to create their art.<br><br>Explain the style of their work and how it has been influenced by a famous artist or art movement.<br><br>Use feedback to make amendments to your work. |

# Art Long Term Plan

| Year 1 | <p><b>Abstract Art – Line and Colour</b><br/> Artist- Gulgee<br/> Children will explore how to create different lines of thickness and pattern. Children will learn the names of primary and secondary colours. They will begin to predict what colours will be made when mixing primary colours.</p> <p>Review/Retrieval: Year R: Explore colour and mixing techniques.</p>        | <p><b>The Human Form</b><br/> Artists – Shonibare, Giacometti<br/> Children will draw the human form in preparation for making sculptures. Children will use a range of tools and materials, and collaborate to design and build a sculpture. They will cut, roll and coil materials.</p> <p>Review/Retrieval: Year R: Explore joining materials.</p>  | <p><b>Patterns and Printing</b><br/> Artist – Henri Matisse<br/> Chn will use basic shapes and different lines to represent observed, imagined and remembered things. They will create a repeating pattern in print.</p> <p>Review/Retrieval: Year R: Explore cultural patterns and animal print patterns.</p>  |
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| Year 2 | <p><b>Super Sculptures</b><br/> Artists: Antony Gormley and Andy Goldsworthy<br/> Children will explore the work of Antony Gormley and how he portrays the human form in his drawings and sculptures. Children will then explore how sculptures can be created using nature and create their own sculptures inspired by the work of Andy Goldsworthy.</p> <p>Review/Retrieval: Year 1: sculpture – roll, cut and coil materials. Year 1 human form in sculpture.</p> | <p><b>Emotive portraits</b><br/> Artist – Ofili – ‘No Woman, No Cry’<br/> Children will use a range of mixed materials. They will be able to suggest how artists have used colour, pattern and shape. Children will create their own self portrait showing an emotion.</p> <p>Review/Retrieval: Year 1: pattern, line. Year 1: Name primary and secondary colours.</p>   | <p><b>Jungle Art</b><br/> Class artist – Henri Rousseau<br/> Children will create their own jungle painting. They will mix paint to create all the secondary colours. They will mix brown paint and create tints and tones.</p> <p>Review/Retrieval: Year 1 Mix secondary colours</p>                         |

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| <p>Year 3</p> | <p><u>Abstract Art through shape and expression</u><br/> Artist Kandinsky<br/> Children will improve mastery of sculpture techniques with a range of materials</p> <p>Children will also look at abstract art and use shapes and colours to express feelings.<br/> Review/Retrieval: Year 1: Abstract artist Gulgee.</p>    | <p><u>Impressionism and Post impressionist Art</u><br/> Artist Van Gogh<br/> Children will create a background using a wash, use a range of brushes to create different painting effects. Children will create implied texture and add texture to their paintings.<br/> Review/Retrieval: Year 2 – Compare to Chris Offili's work and how emotion was shown in the painting studied in Year 2.</p>   | <p><u>Optical Illusions</u><br/> Artist – Escher<br/> Children will use tessellation. They will incorporate three-dimensional objects such as spheres, tetrahedrons, cylinders and cubes into artwork. Children will create optical illusions in their artwork.<br/> Review/Retrieval: Year 2: Natural sculptures.</p>    |
| <p>Year 4</p> | <p><u>Portraits through time</u><br/> Artists: Picasso, Kehinde Wiley, Frida Kahlo<br/> Children will look at how different artists have depicted the human form through time. They will create and explore an artistic timeline and explain some of the features of art from historical periods. They will use line, tone, shape, colour and proportion to represent figure and forms in movement.<br/> Review/Retrieval: Portraits – Year 2 –Chris Offili, Year 3 – Van Gogh. Year 1 and 2 Human form.</p>  | <p><u>Art Making a Statement</u><br/> Artist Banksy<br/> Children will look at subversive/underground art. How do artists make political statements?<br/> Children will express ideas &amp; feelings in their artwork. Children will create their own stencils and create their own street art. They will create their own monoprint and use digital Art to create their own Art with meaning.<br/> Review/Retrieval: Year 2 – Printing – relief prints. Pressing, rubbing, rolling and stamping.</p>  | <p><u>Creating form in drawing and sculpture</u><br/> Artist Barbara Hepworth<br/> Children will create form in drawing using shading and contour lines. Children will carve their own soap sculpture.<br/> Review/Retrieval: Year 3 Sculptures, Year 2 natural sculptures.<br/> Review/Retrieval: Year 1 Giacometti – cut, roll coil materials Year 2: Natural resource sculptures.</p>  |

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| <p>Year 5</p> | <p><u>Pointilism</u><br/> Artist: Seurat,<br/> Children will explore complementary colours and shading through pointillism. Children will create their own pointillism pictures using these techniques.<br/> Review/Retrieval: Year 3: Impressionism Van Gogh.</p> <div data-bbox="371 491 880 730">  </div>   | <p><u>Still Life Drawing</u><br/> Artists: Albrecht Durer Cezanne<br/> Children will identify and draw objects and use marks and lines to produce texture. They will use shading to create mood &amp; feeling.<br/> Review/Retrieval: Year 4: contour, form in drawing.</p> <div data-bbox="938 426 1292 651">  </div>  | <p><u>Architecture</u><br/> Gaudi<br/> Children will be looking at architecture as Art. Create mosaics in the style of Gaudi and use clay to create Gaudi inspired buildings.<br/> Review/Retrieval: Modelling sculptures in Year 1.</p> <div data-bbox="1592 491 2054 659">  </div>  |
| <p>Year 6</p> | <p><u>Commercial Art</u><br/> Artists: William Morris and Hokusai.<br/> Children will explore commercialisation of famous art works and use for everyday textiles and objects . Children will create their own bag design incorporating famous designs.<br/> Review/Retrieval: Year 4: Printing – monoprints</p> <div data-bbox="530 1110 703 1335">  </div> | <p><u>War Art:</u><br/> Artist: Henry Moore<br/> Children will look at Art through time used as propaganda and use a range of techniques and materials to aid the creation of WW2 inspired posters. Children will look at the work of Henry Moore and create their own work inspired by his work.<br/> Review/Retrieval: Year 5 organise line, tone, shape and texture in drawing. Year 4 Barbara Hepworth similar style to Henry Moore.</p> <div data-bbox="938 1134 1532 1321">  </div> | <p><u>Cityscapes</u><br/> Artists: Charles Fazzino and Leonid Afremov<br/> Children will explore pop art. They will explore the work of Charles Fazzino and how he creates his unique cityscapes. Children will create their own 3D pop art city and explore different techniques used in creating cityscapes before choosing the style they would like to create their own cityscape in.<br/> Review/Retrieval: Year 5 architecture in Art –Gaudi. Year 3 – Impressionism landscapes.</p> |

