



St. Meriadoc
Catholic Primary School

Subject Non- Negotiables –

Skills and knowledge components:

Progression document building from previous year's learning

Key Skills

Painting and use of materials
Artistic Expression
Effective art techniques
Knowledge of Artists

Art

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Materials	<p>Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink.</p> <p>Use a range of textile equipment including beads and fabric/thread for sewing.</p> <p>Malleable materials.</p>	<p>Introduce chalk and pastels alongside other drawing materials to broaden range of drawing techniques.</p> <p>Simple dyeing techniques including tie dying, and printing.</p> <p>Work with a range of paints including powder, ready mix and block.</p> <p>Malleable materials.</p>	<p>Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools.</p> <p>Different pencils for different purpose and effects.</p> <p>Combine materials and give reasons for choices.</p>	<p>Begin to experiment with different tools for line drawing.</p> <p>Create and make designs with applique onto fabric.</p> <p>Decorate fabric using different materials to finish.</p> <p>Introduce tints and stains to paint work.</p> <p>Use more hardwearing materials (card, cardboard, wood) for creating 3D structures.</p>	<p>Experiment with working on different surfaces.</p> <p>Different textures (laminating, modroc, collage.)</p> <p>Natural materials to create sculptures.</p> <p>Acrylic paints. Oil pastels. Charcoal.</p>	<p>Explore materials to create sculptures (mod roc, clay, natural materials, household object, chicken wire.)</p> <p>Different textures and consistencies of paint.</p> <p>Collaborative work. Large-scale drawings and paintings. Large-scale models and sculpture.</p> <p>Art in public sphere.</p>
Expression and Imagination	<p>Create Art from imagination.</p> <p>Create a piece of Art that is responding to an experience.</p> <p>Begin to draw what is in front of them.</p>	<p>Respond to a range of stimuli.</p> <p>Begin to give reasons for choice of materials and colours.</p> <p>Begin to look at different artists' work and attempt own interpretations of the style and technique.</p>	<p>Respond to the work of others and say how it makes them feel or think and give reasons as to why.</p> <p>Begin to use a sketchbook for practice and to show development of their own ideas and to explore</p>	<p>Talk about their intention and how they wanted their audience to feel or think.</p> <p>Continue to use art as a tool in other curricular areas eg: RE or Literacy. As a response to work or as a starting point to learning.</p>	<p>Use Art to express an emotion. Why have they chosen the materials and techniques that they have?</p> <p>Begin to build up a portfolio of their work.</p>	<p>Use Art to express an abstract concept e.g war, love, creation.</p> <p>Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept.</p> <p>Continue with their portfolios.</p>



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			technique and composition.			
Techniques	<p>Explore line and mark making in different ways.</p> <p>Work with a variety of different brushes.</p> <p>Threading and using a needle to create a stitch.</p> <p>Colour mixing. Use a range of tools (sponges, fabric) to begin to experiment with texture.</p> <p>Manipulating clay using fingers and tools.</p>	<p>Practise a variety of methods for dyeing material.</p> <p>Explore shading with a pencil.</p> <p>Creating light and dark colours by tinting.</p> <p>Explore pattern through printing and stamping.</p> <p>Create work using natural materials to develop skills on texture.</p>	<p>Manipulating clay using fingers and tools.</p> <p>Decoration techniques such as embossing, engraving and imprinting.</p> <p>Variety of stitching techniques (running, stabbing) Draw outlines with reference to size and shape.</p>	<p>Mixing tertiary colours (browns, neutrals, flesh.)</p> <p>Build up painting techniques (resist work, layering, and scraping.)</p> <p>Use pencils and penwork to create tone and shade and intricate marks when drawing.</p> <p>Use joining techniques such as slotting, tying, pinning and sewing when creating 3D structures.</p>	<p>Use drawing techniques to introduce perspective. (Drawing from above and below, near/far.)</p> <p>Continue to experiment with the techniques of different artists.</p> <p>Practice skills to create different surfaces.</p> <p>Develop sculpture techniques by manipulating natural materials to create a structure.</p>	<p>Use viewfinders and perspective techniques in composition.</p> <p>Apply paint to show textures.</p> <p>'Limited palette' work. Working with one colour and developing work using tints and shades.</p> <p>Construct scale models using joining and drawing techniques.</p> <p>Combine techniques and give reasons for choices.</p>
Artists	<p>Explore a range of work by other artists, craft makers and designers.</p> <p>Be able to give their opinion and say why they like/dislike the work of other artists.</p>	<p>Continue to explore and be exposed to work by other artists and designers.</p> <p>Be able to describe the similarities and differences between pieces of work by other artists.</p>	<p>Begin to research great artists and designers through time.</p> <p>Begin to include elements of other artists work in their own.</p>	<p>Begin to develop an understanding of the work of an architect to tie in with work on 3D structures and sculptures.</p> <p>Have an in-depth knowledge of one famous artist in time and be able to link</p>	<p>Use the work of a famous artist as a stimulus for their own work.</p> <p>Use other artists work as a basis for critique.</p> <p>Research and develop the techniques of</p>	<p>Have an in-depth knowledge of the work of an architect and choose a style to emulate in constructing a scale model.</p> <p>Be able to identify and appraise the work of designers through history.</p>



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	<p>Use a piece of artwork as a starting point for their own work.</p>	<p>Work alongside an artist in order to make links to their own work.</p> <p>To look at artists through history, contemporary artists, designers and architects and begin to form opinions about the variety of work.</p>	<p>Be able to appraise the work of other artists and designers and architects, and to say how their work links to their own.</p>	<p>their own work to them.</p> <p>Be exposed to great pieces of art and craftsmanship through visits, visitors and experiences.</p> <p>Begin to critique their own and others' work alongside set criteria.</p>	<p>other artists to use in own work.</p> <p>Be introduced to the work of great designers through history.</p> <p>Continue to critique their own work and begin to build a portfolio of work about which they can talk confidently.</p>	<p>Work towards a portfolio of work of which they are proud, giving reasons for their choices, and areas in which they would like to develop.</p> <p>Work in the environment or for a particular role (eg: in hospitals, parks, school playgrounds). Look at real-life art in situ (such as the The Angel of the North; Anish Kapoor; Grayson Perry; M5 'Wicker Man'; London Olympics Opening Ceremony)</p>
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