



Art Progression of Knowledge and Skills



KS 1 National Curriculum

At Key Stage 1:

- Pupils' skills in **manipulating tools and equipment** to create work and use their **imagination** are essential for **exploring materials and techniques** later in the curriculum. It is therefore a priority to develop and embed **fine and gross motor skills** by teaching pupils how to use a **range of tools competently**. This may include **cutting with scissors** or using the **correct grip** for specific **art tools**.

National Curriculum	KS1 Progression of Knowledge and Skills
Ar1/1.1 to use a range of materials creatively to design and make products	Cycle A <ul style="list-style-type: none">I can use an increasing range of materials and media (paint, pencil, felt tips, oil pastels, colouring pencils, clay, felt)I can continue to experiment with tools and surfaces.I can explore using various techniques and tools prior to designing and making a product. Vocabulary: media, tools, surfaces, designing, making
	Cycle B <ul style="list-style-type: none">I can use my imagination to design and create pieces of artwork.I can use a range of materials and media (paint, pencil, felt tips, chalk, glitter, colouring pencils) Vocabulary: imagination, design, media
	Cycle A <p>I can continue to experiment with tools and surfaces.</p> <ul style="list-style-type: none">I can look at drawings and comment thoughtfully.I can begin to discuss use of shadows, use of light and dark.I can make initial sketches as a preparation for painting and other work.I can begin to develop skills of close observational drawingI can begin to develop skills of portrait drawing. Vocabulary: shadows, light, dark, sketches
Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Cycle B <ul style="list-style-type: none">I can use a variety of drawing tools, including charcoal and felt tips.I can explore different textures and experiment with mark making, including printing.I can observe and draw landscapes as accurately as possible, (some small discussion of proportion and where the sky is)I can observe anatomy - encourage accurate drawings of people/faces.I can sketch objects in both the natural and man-made world. Vocabulary: textures, printing, landscapes, proportion, sketch
	Cycle A <ul style="list-style-type: none">I can experiment with different sized brushes for different purposesI know how to mix colours to match those of the natural world - eg green, brownExperience using colour on a large scale eg A3/A2 Vocabulary: Primary and secondary colours, range of colour names, mix, light, dark, contrast, compliment, scale

	<p>Cycle B</p> <ul style="list-style-type: none"> • I can name all the colours. • I can mix colours to make new colours. • I can find collections of colour - different sorts of green, blue, purple etc. • I can use language to evaluate - light/dark • I can apply paint with a variety of tools. <p>Vocabulary: Primary and secondary colours, range of colour names, mix, light, dark, contrast, compliment</p>
<p>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Cycle A</p> <ul style="list-style-type: none"> • I have awareness of natural and man-made forms and environments • I can shape and form from direct observation • I can use a range of decorative techniques: applied, impressed, painted, etc. • I can use a range of tools for shaping, mark making, etc. • I can construct from found junk materials. • I can replicate patterns and textures in a 3-D form. • I can begin to make simple thoughts about own work <p>Vocabulary: natural, man- made, shape, form, applied, impressed, construct, textures, 3D, patterns</p> <p>Cycle B</p> <ul style="list-style-type: none"> • I can use materials to make known objects for a purpose. • I can cut shapes using scissors. • I can carve into media using tools. • I can make simple joins by manipulating modelling material or pasting carefully. • I can make a 3D model using a range of media (clay/modroc) • I know the different stages of creating a piece of 3D artwork (design, create base, model, paint, decorate) <p>Vocabulary: printing, joining, carve, model, modelling, 3D</p>
<p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Cycle A</p> <ul style="list-style-type: none"> • I can develop skills of overlapping and overlaying to create effects. • I can use large eyed needles, different thicknesses of thread and different sized running stitches to sew with. • I can attach material shapes to fabric with running stitches. • I can begin to explore other simple stitches - backstitch <p>Vocabulary: overlapping, overlaying, running stitch, backstitch</p> <p>Cycle B</p> <ul style="list-style-type: none"> • I can create patterns and pictures by printing from objects using more than one colour. • I can use appropriate language to describe tools, processes, etc. • I can create order, symmetry and irregularity through printing. • I can talk simply about my own work and that of other artists. • I can weave material/paper weaving using a card loom. • I know that textiles create things - curtains, clothing, decoration • I can create larger scale pieces collaboratively. <p>Vocabulary: warp, weft, textiles, weaving, symmetry, loom</p>

Ar1/1.4 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.	Cycle A <ul style="list-style-type: none"> • I can talk about my own work and that of other artists. • I know key information about the artists Andy Warhol, Romero Britto and Frida Kahlo. • I can explore and evaluate work by the focus artists e.g. their use of colour, pattern and shape. • I can create work inspired by my focus artists. • I can compare my own work to work of the focus artists.
	Vocabulary: artist, Andy Warhol, Romero Britto, Frida Kahlo, Pop art
	Cycle B <ul style="list-style-type: none"> • I can talk simply about my own work and that of other artists. • I know key information about some famous artists (Picasso, Arcimboldo, Paul Klee). • I can compare his work to my own. • I can discuss their use of colour, pattern and shape.
	Vocabulary: Cubism, spanish, past, portrait, collage, compare, line, shape, colour, artist, Picasso, Arcimboldo, Paul Klee

Assessment End points Year 1

Knowledge	Skills
<ul style="list-style-type: none"> • I know some features of artists' work and can compare work to my own. • I know that different media can be used for different effects. • I know how to mix secondary colours. 	<ul style="list-style-type: none"> • I can use a range of materials and media (paint, pencil, felt tips, oil pastels, colouring pencils, clay, felt, chalk) • I can draw portraits and landscapes with increasing appreciation of scale and detail. • I can cut and join materials.

Assessment End Points Year 2

Knowledge	Skills
<ul style="list-style-type: none"> • I know the names of some famous artists and the type of art they are known for. • I know that different media can be used for different effects and can use this knowledge to make choices in my artwork. • I know how to mix colours for natural materials. 	<ul style="list-style-type: none"> • I can compare work to my own and that of a contrasting artist. • I can confidently use an increasing range of materials and media (paint, pencil, felt tips, oil pastels, colouring pencils, clay, felt, chalk). • I can draw portraits, focussing on specific features in the style of a focus artist • I can join a range of materials together.