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| For all your uniform needs, quality assured Lytchett Matravers Primary S...  Lytchett Matravers Primary School  Curriculum  Art- Key Knowledge Progression | | | | | | | | |
|  | **EYFS**  Key Knowledge | **Year 1**  Key Knowledge | | **Year 2**  Key Knowledge | **Year 3**  Key Knowledge | **Year 4**  Key Knowledge | **Year 5**  Key Knowledge | **Year 6**  Key Knowledge |
| Drawing  NC Objectives | **To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**  **To represent their own ideas, thoughts and feelings through art.** | **To use drawing to develop and share ideas, experiences and imagination.**  **To develop a wide range of art and design techniques in pattern, line, shape, form and space.** | | | **To create sketchbooks to record observations and use them to review and revisit ideas.**  **To improve mastery of art and design techniques. Including drawing with a range of materials.** | | | |
|  | Children should have experience of and experiment with a range of drawing materials, Including the use of ICT.  Materials should include: drawing in sand, cornflour, shaving foam, water on walls, stick in earth etc. A variety of pencils, pens, crayon, and chalk.  Children should be able to manipulate materials with appropriate grip and have increasing control of line and shape. | Children should explore marks that can be made with a pencil- to include different thickness and pressure application.  Children should be taught how to look for different lines and shapes when doing simple observational drawings.  Children should be taught how to use pencil and pastels to shade objects when doing observational drawings. | | Children should be taught to draw positive and negative spaces in their drawing.  Children to further develop skill of observational drawings, focusing on lines, shapes and shading.  Children to investigate tones by drawing using light and dark. | During observational drawing, children should be taught how to represent the tonal scale-the effect of light on an object, including shadows- in drawings using pencil, and charcoal.  Children should experiment with representing texture in manmade and natural patterns (Link to cave drawings, texture of caves, fossils) | Children should be taught how to represent scale and proportion in observational drawings.  Children should observe and record symmetry in made and natural environments.  Introduce ink as a drawing material. | When drawing, children should be taught about perspective. They should observe in drawings, photographs and paintings and begin to apply this skill to their own work.  Tessellation should be taught and practised in the abstract form.  Children should start to create their own abstract imagery using taught techniques to reflect personal experience and expression.  Children should practise the techniques taught in previous years and start to self-select the materials which are suitable for the task.  Full range of B pencils used. | Children should practise all drawing techniques taught in previous years, including line, tone, texture, form, structure, proportion, scale and shape producing increasingly accurate drawings from observation.  Children should self-select the materials which are suitable for a task.  They should continue to develop techniques for representing perspective in drawings.  Children should create their own abstract imagery using taught techniques to reflect and symbolise personal experience and expression |
| Sculpture  NC Objective | **To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To represent their own ideas, thoughts and feelings through art.** | **To use sculpture to develop and share their ideas, experiences and imagination.** | | | **To improve their mastery of art and design techniques including sculpture.** | | | |
|  | Children should have experience of and experiment with a range of materials, to create 3D forms.  Materials could include: Playdough, construction, junk modelling, salt dough, found objects (including natural objects.)  Children should be able to manipulate materials to create a planned effect; evaluate their 3D form; change and modify it. |  | Use of a range of natural and manmade materials (malleable and rigid) to design and make sculpture.  To be able to roll, pinch, coil and smooth mouldable material.  To add pattern by using carving techniques.  To understand and use different adhesives and methods of joining to construct form from 2D objects. To include stitching, split pins, slotting, stapling, etc.  Discuss and evaluate their own work and work of other sculptors. | |  | Children should be able to create 3D forms through experiencing and developing appropriate skills.  To understand how to use different methods to join constructs, including; scratch, moisten and merge.  Children should be able to plan a piece of work and then manipulate materials effectively to create desired outcomes.  Discuss and evaluate their work comparing it with the work of other sculptors. |  | To independently select the relevant techniques to create a large abstract sculpture.  To plan, modify and create a well-planned sculpture and evaluate the piece of work, |
| Collage  NC Objective | **To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To represent their own ideas, thoughts and feelings through art.** | **To use a range of materials creatively to design and make products.** | | | **To improve their mastery of art and design techniques** | | | |
|  | Children should explore a variety of materials experimenting with design, shape and joining. Children should do this by cutting and tearing paper and card for simple collages.  Begin to create simple representations of events, peoples and objects by combining materials. Begin to scrunch paper together to build images. | Use materials creatively by overlapping/combining to create an image.  Experiment with pattern, texture and shape by investigating visual and tactile materials.  Verbally evaluate their own work. |  | | Begin to use different kinds of media to embellish and add details to collages. To be able to talk about the effect this has.  Begin to create simple representations of events, peoples and objects by combining materials. Begin to scrunch paper together to build images  Children should explore a variety of materials experimenting with design, shape and joining. Children should do this by cutting and tearing paper and card for simple collages.  . |  | Use materials creatively by overlapping/combining to create an image.  Experiment with pattern, texture and shape by investigating visual and tactile materials.  Create a simple collage with a range of materials and textures.  Use different kinds of media to embellish and add details to collages.  To be able to evaluate work and compare to the work of others. |  |
| Painting  NC Objective | **To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To represent their own ideas, thoughts and feelings through art.** | **To use painting to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in colour.** | | | **To improve their mastery of art and design techniques including painting.** | | | |
|  | Children should experiment and explore – through play- with a variety of painting and printing materials.  To include the different application of paint such as splattering, smearing, painting, dotting etc; the creation of simple patterns and effects such as texture.  To include painting and printing with found objects such as forks, sticks, vegetables etc  Naming colours | Children should be taught to mix primary and secondary colours showing understanding of the difference between warm and cool colours.  Children to use a range of tools such as pipettes, string, sticks, sponges, rollers, fingers etc to apply paint to create different effects. | With paint, children should be taught and experiment with the tonal value of colour for instance by adding white to create tints and adding black to create tones.  Children to be taught to convey emotions through colour. | | Children should build on their experience of colour mixing to create their own colour palettes.  Know, understand and use shape, line and texture in paint.  Children should be taught how and when to use different types of brushes. | Children continue to build on their knowledge of colour mixing by matching colours and learning the difference between hue, saturation and the tonal value of a colour.  Develop an understanding of how to use water colours techniques to create different effects on paper. | Children to use colour for purpose and paint application including brush techniques to create textures, mood and expression.  Create a colour palette to compliment the work they are creating.  Begin to develop an understanding of abstract art and how this can be created. | To explore techniques used by artists. Using previous taught knowledge, children to design a specific print for purpose using an artist for inspiration expressing  preferences for desired effect.  Children to use colour in abstract imagery to reflect and symbolise personal experience, moods and feelings justifying and explaining their choices. |
| Printing  NC objective | **To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To represent their own ideas, thoughts and feelings through art.** | **To use a range of materials creatively to design and make products. To use printing to share ideas and experiences** | | | **To improve their mastery of art and design techniques including printing.** | | | |
|  |  | Print using a range of materials such as corks, string, leaves, fruit and vegetables, experimenting with the creation of repeating patterns.  Children to create relief rubbings with a variety of tools and surfaces evaluating the effects and discovering patterns. |  | | Selecting materials to create a desired textural effect for instance bark rubbing for a tree, sponge printing for clouds etc creating mixed media  Children should be taught to create their own monoprints using carbon paper or acetate and their own collagraph plate by layering cardboard, string and found objects. |  | Children to use block printing such as polystyrene tiles or lino printing to create repeating patterns.  Combining prints and making connections discussing and evaluating their own work and that of others. |  |
| Artists / Artwork |  | Mondrain  Matisse  Van Gough | Hundertwasser  Kandinsky  Grotte Chauvet  Lowry | | Signac  Tingatinga | Monet  Miller | O’Keefee  Van Gough | Moore  James Whistler  William Morris |