



PROGRESSION OF SKILLS & KNOWLEDGE MAP

ST JOHN FISHER RC PRIMARY SCHOOL



Art 2023-2024

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TERM	Autumn 2		Autumn 2	Autumn 1	Spring 2	Spring 1
Drawing	<p>Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>Explore mark-making using a range of tools</p> <p>Create a diverse and purposeful range of marks through experimentation, building skills and vocabulary.</p> <p>Experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces.</p> <p>Describe and compare features of their own work and others artwork</p>		<p>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Recognise and draw simple shapes from observation/reference</p> <p>Identify both organic and geometric shapes.</p> <p>Begin to experiment with gestural and quick sketching.</p> <p>Use the side of a pencil</p> <p>Shade in one direction with no gaps and straight edges.</p> <p>Blend from light to dark to dark light creating smooth tones.</p> <p>Experiment with rubbings and make decisions about compositions</p> <p>Develop drawing skills through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	<p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop ideas and planning more purposefully for an outcome.</p> <p>Use sketchbooks purposefully to improve understanding, developing ideas and planning for an outcome.</p> <p>Experiment and create different pencil tones when shading to create 3D effects to drawings</p> <p>Explore different ways to hold a pencil and use different pressures to create line and tone.</p> <p>Use charcoal and rubbers to show areas of light and dark in their drawings</p> <p>Demonstrating an awareness of the relative size of the objects they draw.</p> <p>Create contrast by combining different shapes, sizes and textures</p> <p>Evaluate their work more regularly and independently during the planning and making process</p>	<p>Develop ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Explain what retrofuturism is</p> <p>Evaluate images using the formal elements</p> <p>Discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Generating a clear composition idea for a final piece that shows how it will be drawn.</p> <p>Applying their confident skills to make an effective collagraph print.</p> <p>Apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Develop an artwork from a drawing or other initial stimulus.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Use a broader range of stimulus to</p>	<p>Draw on their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Discuss ideas to create light and dark through drawing techniques</p> <p>Explain the term chiaroscuro.</p> <p>Applying chiaroscuro to create light and form through a tonal drawing.</p> <p>Understanding the impact of using techniques for effect.</p> <p>Examine and discuss similarities and differences between different styles of art.</p> <p>Form opinions and justify ideas.</p> <p>Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</p> <p>Use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition.</p> <p>Develop personal, imaginative responses to a design brief, using sketchbooks and independent research Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>



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Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					draw from and begin to develop drawn ideas as part of an exploratory journey. Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.	
TERM	Spring 2	Autumn 1	Summer 2		Autumn 2	Summer 1
<u>Sculpture and 3D</u>	<p>Manipulate modelling materials, including paper and card. Explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen. Select colours, shapes and materials to suit ideas and purposes. Design and make something that is imagined or invented. Begin to develop skills such as measuring materials, cutting, and adding decoration. Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work. Describe and compare features of their own work and others' artwork</p>	<p>Sculpt and construct simple forms. Flatten and smoothen clay, roll shapes and make a range of marks Make marks to create a pattern Use the scoring, slipping and pinching technique to shape and join clay Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials Follow a plan for a making process, modifying and correcting things and knowing when to seek advice. Talk about art they have seen using some appropriate subject vocabulary. Explain their ideas and opinions about their own and other's art work, giving reasons.</p>	<p>Explore different ways to make card shapes 3D Explain the difference between 2D and 3D art. Plan and think through the making process to create 3D forms. Identify shapes in the negative space between objects and by drawing the cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). Use subject vocabulary to describe and compare creative works. Explain their ideas and opinions about their own and other's art work, giving reasons.</p>		<p>Compare art installations Ask and answer questions about the artwork. Justify opinions of installation artworks Evaluate their own work and suggest changes to create a different atmosphere Consider more than one option when working on their installation piece Making choices about materials used and arrangement of the object in the space. Develop ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p>	<p>Identify common themes between different artworks Create a sculpture that shows the use of art to express themselves that may be more literal than symbolic, with a willingness to have a go and experiment Reflecting either verbally or as a written response to demonstrate an understanding of creative decisions. Suggest ways to represent memories through imagery, shapes and colours, which may be primarily literal rather than symbolic Drawing a composition of shapes developed from initial ideas to form a plan for a sculpture Competently using scissors to cut shapes accurately, following drawing to create a 3D sculpture. Talking about an artist' work and explain what they might use in their own work Produce a clear sketchbook idea for a sculpture that includes written notes/drawings to show what they</p>



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Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Use sketchbooks as part of the problem-solving process and make changes to improve their work.		Combine a wider range of media, e.g. photography and digital art effects. Investigating how scale, display location and interactive elements impact 3D art. Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	need and how they intend to make it. Translate plans to a 3D sculpture, selecting and combining appropriate materials. Problem-solving, editing and refining to create desired effects and end results. Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work
TERM	Summer 2	Summer 1		Spring 1	Summer 2	
Painting and mixed media	Name the primary and secondary colours. Mix primary colours into secondary colours. Choose a suitable brush for the marks I want to make Print objects with different colours Overlap prints to create new colours	Name the primary and secondary colours. Discuss the colour changes they notice and make predictions about what will happen when two colours mix. Describe colours and textures		Describe the difference between a tint and and shade Mix tints and shades by adding black and white paint. Discuss real-life experiences of ways the colours appear different. Discuss choices in their work Paint 3D objects using tints and shades.	Vary the size, shape and placement of words to create interest during the drawing task. Try out a variety of materials and compositions for their drawing backgrounds. Draw a portrait using the continuous line method. Describe similarities and difference between portraits	



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Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Mix two primary colours to make shades of a secondary colour. Use colours to make a simple pattern Describe their own work Describe similarities and differences between their work and others.	Recreate textures and deciding which tools will create that Try different arrangement of materials including overlapping shapes Describes likes, dislikes and the choices they have made for their work		Try out different arrangements and create a sketch that reflects that.	Identify features of a portrait Communicate and make decisions about the position of their drawing, Create a successful print. Justify their opinion when discussing the message behind a self-portrait Define 'mixed media' Try different ideas and adapt a photograph.	
<u>TERM</u>		<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>		<u>Autumn 1</u>
<u>Craft and design</u>		Explain their choices Draw a map of their journey that includes key landmarks. Use different types of mark making mediums. Shape wool by testing and tearing. Make decisions about how to place the 'jigsaw' pieces to create an abstract composition Arrange shapes with care. Make a print using a polystyrene tile - design, make and suggest improvements Justify preferences and explain/evaluate decisions	Recognise the importance of Ancient Egyptian art through discussion and questioning. Consider the suitability of the surface for drawing when creating their backgrounds. Record colours, patterns and shapes through observational drawing. Experiment with different tools, materials and compositions. Make paper by tearing and making even layers of paper. Use a design and accurately translate it to a new surface Create a zine using a variety of text, images and materials and to inform the audience with relevant information.	Describe objects, images and sounds with relevant subject vocabulary. Create drawings that replicate a selected image;making confident choices about what materials to use. Selecting imagery and colours that link to drawn starting points, creating a mood board where a theme and colour palette are defined. Discuss artwork using subject-relevant language. Use materials and tools to show colour and texture. Create a repeating pattern using their drawing and taking inspiration from mood boards and initial research to develop it.		Select relevant images and cut with confidence and age-appropriate level of control. Work in a style to reflect an understanding of the style of another artist. Make decisions about cropping, editing and presenting photographic images in the style of Edward Weston. Compose a close-up photography of natural form Discuss the features of a design such as explaining what is effective about the composition and colour choices Select a suitable range of props, consider the brief, scale, position and style of the artist



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Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Use sketchbooks to evaluate patterns, recognising what has worked well and what could be improved.		Choose and analyse a painting to understand its meaning and notice its features. Make design decisions to select and arrange props to replicate a painting in a photographic way. Use photographic equipment appropriately, considering composition and lighting for effect Suggest appropriate ways to recreate a photo with props; selecting and using props in an effective way that shows an understanding of the features of their chosen painting; being able to use a camera or tablet. Set up a composition and think about a space that will provide good lighting levels. Take a framed photograph using drawn image on a grid for proportion Create a final painting or drawing that shows an understanding of the tonal differences within the picture to create a photo-realistic effect.





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Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TERM	Autumn 2		Autumn 2	Autumn 1	Autumn 2	Spring 1
Drawing	<p>An outline is a joined up line that shows a 2D shape.</p> <p>Drawing tools create different marks and lines.</p> <p>Texture means 'what something feels like'.</p> <p>Different marks can be used to represent the textures of objects.</p> <p>Different drawing tools make different marks.</p> <p>Things we see have darker and lighter areas.</p>		<p>Different drawing tools can create different types of lines.</p> <p>Patterns can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p> <p>Know some basic rules for shading when drawing, e.g. shade in one direction, blend tones smoothly and with no gaps.</p> <p>Shading helps make drawn objects look more three dimensional.</p> <p>'Tone' in art means 'light and dark'.</p>	<p>Know how to use basic shapes to form more complex shapes and patterns.</p> <p>Lines can be lighter or darker, or thicker or thinner and that can add expression or movement to a drawing.</p> <p>You can use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>Tone can be used to create contrast in an artwork.</p>	<p>Different marks and lines can be used to create specific effects.</p> <p>Texture can be created on different materials.</p> <p>Prints need contrast between light and dark areas to make the image visible.</p>	<p>Line is used beyond drawing and can be applied to other art forms.</p> <p>Chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>
TERM	Spring 2	Summer 1	Summer 2		Autumn 2	Summer 1
Sculpture and 3D	<p>We can change paper from 2D to 3D by folding, rolling and scrunching it.</p> <p>Three dimensional art is called sculpture.</p>	<p>Pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>A clay surface can be decorated by pressing into it or by joining pieces on.</p> <p>Patterns can be made using shapes.</p>	<p>Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Organic forms can be abstract.</p> <p>Artists can focus on shapes when making abstract art.</p>		<p>An art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>the size and scale of three-dimensional artwork changes the effect of the piece.</p>	<p>surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p>To know how an understanding of shape and space can support creating effective composition.</p> <p>Line is used beyond drawing and can be applied to other art forms.</p>



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Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Lines can be used to fill shapes, to make outlines and to add detail or pattern. Patterns can be used to add detail to an artwork.	Negative shapes show the space around and between objects.		To know how to create texture on different materials	Colours can be symbolic and have meanings that vary according to your culture or background, eg. red for danger or for celebration.
<u>TERM</u>	<u>Summer 2</u>	<u>Spring 1</u>		<u>Spring 1</u>	<u>Summer 2</u>	
Painting and mixed media	The primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours. A pattern is a design in which shapes, colours or lines are repeated.	Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination. 'Composition' means how things are arranged on the page. Collage materials can be shaped to represent shapes in an image and in real-life Shapes can be organic (natural) and irregular. Lines can be used to fill shapes, to make outlines and to add detail or pattern. Patterns can be used to add detail to an artwork. Collage materials can be overlapped and overlaid to add texture.		Adding black to a colour creates a shade. Adding white to a colour creates a tint. Using lighter and darker tints and shades of a colour can create a 3D effect. Adding texture can achieve a specific effect or to replicate a natural surface. Tone can be used to create contrast in an artwork.	Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. Different marks and lines can be used to create specific effects. Artists create pattern to add expressive detail and texture to art works.	
<u>TERM</u>		<u>Autumn 1</u>	<u>Spring 2</u>	<u>Summer 1</u>		<u>Autumn 1</u>
Craft and design		Patterns can be made using shapes. Patterns can be used to add detail to an art work.	Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a	Basic shapes can be used to form more complex shapes and patterns. Symmetry can be used to create repeating patterns.		A 'monochromatic' artwork uses tints and shades of just one colour.



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Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			drawing using shading to recreate a fluffy object.	Patterns can be irregular, and change in ways you wouldn't expect.		

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Formal elements	Colour	The primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours: <ul style="list-style-type: none"> ● Red + yellow = orange ● Yellow + blue = green ● Blue + red = purple 	Know that different amounts of paint and water can be used to mix hues of secondary colours. Know that colours can be mixed to 'match' real life objects or to create things from your imagination. Know that colour can be used to show how it feels to be in a particular place, eg the seaside	Know that using light and dark colours next to each other creates contrast. Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint.	To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	To know that a 'monochromatic' artwork uses tints and shades of just one colour. To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
	Form	We can change paper from 2D to 3D by folding, rolling and scrunching it. Three dimensional art is called sculpture.	Know that 'composition' means how things are arranged on the page. Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.	To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract.	To know that using lighter and darker tints and shades of a colour can create a 3D effect. Know that simple 3D forms can be made by creating layers, by folding and rolling materials.	To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. To know that the size and scale of three-dimensional art work changes the effect of the piece	To know that the surface textures created by different materials can help suggest form in two-dimensional art work.
	Line	Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings.	Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.	To know that different drawing tools can create different types of lines.	To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing	To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.	To know how line is used beyond drawing and can be applied to other art forms.
	Pattern	Know that a pattern is a design in which shapes, colours or lines are repeated	Know that surface rubbings can be used to add or make patterns. Know that drawing techniques such as hatching, scribbling,	To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).	To know that patterns can be irregular, and change in ways you wouldn't expect. To know that the starting point for a	To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh	To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting



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		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork.		repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	Burman using small everyday objects to add detail to sculptures.	(like the work of van Gogh) or in repeated shapes within a composition.
	Shape	Know a range of 2D shapes and confidently draw these. Know that paper can be shaped by cutting and folding it.	Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can be geometric if they have mostly straight lines and angles. Know that patterns can be made using shapes.	To know that negative shapes show the space around and between objects. To know that artists can focus on shapes when making abstract art.	To know how to use basic shapes to form more complex shapes and patterns.	To know that a silhouette is a shape filled with a solid flat colour that represents an object.	To know how an understanding of shape and space can support creating effective composition.
	Texture	Know that texture means 'what something feels like'. Know that different marks can be used to represent the textures of objects. Know that different drawing tools make different marks.	Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be overlapped and overlaid to add texture. Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Know that painting tools can create varied textures in paint.	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.	To know how to create texture on different materials.	To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
	Tone	Know that 'tone' in art means 'light and dark'. Know that we can add tone to a drawing by shading and filling a shape.	Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones	To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork.	To know that tone can help show the foreground and background in an artwork.	To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.
Sketchbooks		Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations,	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.



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				planning and taking next steps in a making process.		more independently	
Evaluating and analysing		Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Knowledge of artists		Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.



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ART & DESIGN – EARLY YEARS Term by Term

RECEPTION

KNOWLEDGE & SKILLS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	Getting to know school & each other All About Me	Space Whatever Next	South Pole Lost & Found	A world of difference All Are Welcome	Castles Into the castle	Pirates Portside Pirates
Knowledge taught within theme	Learning how to use and manipulate a variety of tools – scissors, paintbrushes, cutters etc. Painting ourselves Exploring a variety of media – free painting and cutting & sticking, 3D modelling Diwali – Act out story to music Make and decorate clay divas Create Rangoli patterns Home Corner – Pretend Play	Planets using a variety of media Creating rockets – 3D Exploring a variety of media – free painting and cutting & sticking, 3D modelling Space station – pretend play	Create / paint a penguin 2D & 3D Create the (puppet) characters from the story 3D so the children can retell the story Exploring a variety of media – free painting and cutting & sticking, 3D modelling South pole – pretend play	Exploring a variety of media – free painting and cutting & sticking, 3D modelling	Creating trebuchets Creating a drawbridge – pulley system Create their own castles – 3D Exploring a variety of media – free painting and cutting & sticking, 3D modelling Castle – pretend play	Make their own boats (3D) for science experiment – floating and sinking Exploring a variety of media – free painting and cutting & sticking, 3D modelling Pirates – pretend play Portside pirates – song and other sea shanties
Skills taught within theme	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>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.</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Develop storylines in their pretend play</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function</p> <p>Share their creations, explaining the process they have used</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Begin to show accuracy and care when drawing</p>					



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ART & DESIGN – EARLY YEARS Term by Term

NURSERY

KNOWLEDGE & SKILLS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	Starting School & settling In Colours of the Rainbow	Colour & Pattern	Happy & Healthy	Growing	Ourselves & our senses	Journeys Holidays
Knowledge taught within theme	Through stories, learn to differentiate between the colours in a rainbow. Explore the primary colours and then mix colours together to make the secondary colours Painting with different markers-thick, thin, roller, textured roller, fingers, and different methods-splatter, dripping, Layering wet tissue paper to mix colours and collage	Look closely at patterns in our environment and in animals that live in the jungle. Explore camouflage and how colours do/do not stand out clearly on their backgrounds. Printing patterns String painting Learn about the colours of Christmas-shiny, reflective colours and surfaces. Using coloured foil to create an effect	Recreate shape, colours and textures of different vegetables, fruit etc. through close observation of the objects Drawing, painting, collage, moulding dough to respond to key stories-e.g. Handa's fruit basket, Oliver's vegetables, Goldilocks bowl of porridge etc.	Closely observe and recreate the growth of a seed, bean, and caterpillar. Draw, paint, mould, recreate with construction resources	Draw myself, my family Collage 'me'....look closely in the mirror and recreate facial features. Make a 'touch' board. Choose different textures to include. Use junk materials to make a musical instrument Make a telescope Make a megaphone SUSTAINABILITY-Plastic use: 'Turn trash into treasure' Recycle plastic to make musical instruments	Pack a suitcase Draw and cut items to include Design a holiday outfit to dress a stick puppet of myself on holiday Draw a simple map with arrows to show direction
Skills taught within theme	Children differentiate between colours and explore combinations of colour.	Make imaginative 'small worlds' with blocks and construction kits such as cities, towns and parks to develop stories and imagine experiences.	Children join different materials and explore different textures. Children create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Children can draw with increasing complexity. Children develop their own ideas and then decide which materials to use to express them.	Children show different emotions in their drawings-happiness, sadness, fear etc. Children develop their own ideas and then decide which materials to use to express them.	Children can use drawing to represent ideas like movement or loud noises.