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## ART & DESIGN | PROGRESSION OF KNOWLEDGE AND SKILLS

### COLOUR

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Over the year, understand from experience how colours are made through mixing and use their knowledge of these in making, using a three-primary colour wheel as reference; have a colour focus in activities</p> <p>Become familiar with: primaries – red/yellow/blue; secondaries – orange/purple/green; tones – black/white/greys and dark/light colours</p>	<p>Over the year, understand from 'doing' how colours are made through mixing and using their knowledge in making, using a three-primary colour wheel as reference; have a colour focus in activities - (revision of year 1 work)</p> <p>Consolidation: Be confident with: primaries, secondaries, tones.</p>	<p>Over the year, understand from experience how colours are made through mixing &amp; consider these in making, using a three-primary colour wheel as reference; have a colour focus in activities</p> <p>Consolidation: Be confident with primaries, secondaries, tones using tonal language -darker=shade; lighter=tint, and tertiaries.</p> <p>Familiarisation: Become familiar with six colour primaries to gain a greater range of colour temperature when mixing: (warm: cadmium red, cadmium yellow, cobalt blue; cool: crimson, lemon yellow, ultramarine) and metallics (gold, silver, bronze)</p> <p>Consider and discuss how different (warm/cool) colours can make you feel or what ideas or memories they may spark</p>	<p>Over the year, understand from experience how colours are made through mixing and consider these in making, possibly with mood or message in mind, using a three-primary colour wheel as reference; have a colour focus in activities</p> <p>Consolidation: Increase in confidence with: six colour primaries (warm/cool), secondaries, tones (tints/ shades), tertiaries, metallics</p> <p>Familiarisation: Become familiar with: monochrome - using only one colour (or shades/tints of it); and name tints/shades of primaries and secondaries - e.g. red (pink/burgundy); blue (pale blue/navy); yellow (lemon/dark yellow); green (pale green/bottle green); orange (pale orange/dark orange); purple (lilac/dark purple).</p>	<p>Over the year, understand from experience how colours are made through mixing &amp; consider these in making, possibly with mood or message in mind, using a three-primary colour wheel as reference; have a colour focus in activities</p> <p>Consolidation: Increase in confidence with: six colour primaries (warm and cool), secondaries, tints and shade names of primaries and secondaries, tertiaries, metallics, monochrome, tones (tints and shades)</p> <p>Familiarisation: Become familiar with: neutrals - brown, beige, fawn, peach, khaki, olive, camel, salmon</p>	<p>Over the year, understand from experience how colours are made through mixing &amp; consider these in making, possibly with mood or message in mind, using a three-primary colour wheel as reference; have a colour focus in activities</p> <p>Consolidation: Continue to increase in confidence with: primaries, secondaries, tints/shades of primaries/secondaries (and their names), tertiaries, metallics, monochrome, neutrals.</p> <p>Familiarisation: Know some names of tints &amp; shades of tertiaries e.g. purple red: tint - mauve, shade - plum. Create new ways of describing colour e.g. using paint manufacturers' paint names as ideas for describing - also using similes to describe colours and the mood or ideas they evoke e.g. 'as black as a moonless night in winter'</p> <p>Study colour as an aspect of light in science ('chromatics'): the primary colours of light are red, green &amp; blue ('additive' colour - as opposed to 'subtractive' colour we use in painting with pigments whose primaries are red, yellow &amp; blue)</p>



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### Drawing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Generate Ideas:</b> Look and generate ideas for self portraits and portraits of the King, from the work of portrait painter Andy Warhol and Kahlo. To use sketch books to record and support work</p> <p><b>Make:</b> Increase awareness of observation, developed through 'looking games'.  Engage in activities to strengthen hand muscles, hand-eye coordination correct pencil grip (including tracing and dot to dot)  Using these various types of mark-making, draw pictures, even if only symbolic  Experiment with lines, dots and scribbles, making marks of different sizes and types and colours on paper.</p> <p><b>Know, Understand &amp; Evaluate:</b> Vocab awareness: look, notice, draw, mark, pencil, sharpener, line, dot, pattern, shape, tone (dark, light)  Identify key visual elements of medium: line/dot, tone, colour, pattern, shape  Look and ask questions to develop and improve work, assisted by peer review.</p>	<p><b>Generate Ideas:</b> Look, discover, imagine and respond - generating ideas from the work of Sophie Green and from the natural world, using sketch books to record and support work.</p> <p><b>Make:</b> Work with more speed, control &amp; accuracy, representing intentions carefully, even if still symbolic  Draw; learn from any mistakes, rework when necessary &amp; finish the activity  Looking at the shell of a turtle, use a viewfinder to select what to draw  Picture. Use various marks on different surfaces with different tools, neatly fill in solid shapes when desired  Experiment with shading techniques (e.g. smudging, hatching and cross hatching, using dots). Know H=hard, B=black, F=fine in drawing pencils</p> <p><b>Know, Understand &amp; Evaluate:</b> Vocab awareness: 9H-9B drawing pencils, hard, fine, black, shade (dark/light), smudge, hatching, cross-hatching, portrait, self-portrait, illustration  Look and ask questions to develop and improve their work assisted by peer review. Compare</p>	<p><b>Generate Ideas:</b> 1900 - 1940s: Observe, experiment, imagine and research - generating ideas from significant historical evidence - sunlight soap advert/art nouveau, using sketch books to support work</p> <p><b>Make:</b> Draw, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity  Using varied surfaces, scales, colours and tools: picture, illustration, symbol and rough sketch  Observe closely and notice more detail. Work with more speed, control and accuracy, sometimes using shading techniques</p> <p><b>Know, Understand &amp; Evaluate:</b> Consider why drawing is useful. Vocab awareness: composition, main subject or focus, rough sketch and symbol  Evaluate to develop and improve work assisted by peer review, making links to stimuli with own work.  Identify key visual elements of medium: line and dot, tone, pattern, shape</p>	<p><b>Drawing Proficiency:</b> Using varied surfaces, colours, scales &amp; tools: picture, illustration, portrait, self-portrait, plan, map, diagram, symbol, rough sketch, cartoon, still life  Draw, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity  In observational drawing show increasing ability to notice finer detail &amp; draw it more accurately, lightly sketching rough outlines first  Sometimes use shading/masking off techniques. Consider pattern, tone, shape &amp; overall composition, using a viewfinder when required</p>	<p><b>Drawing Proficiency:</b> Using varied surfaces, colours, scales &amp; tools: illustration, portrait, self-portrait, plan, map, cross-sectional diagram, symbol, sketch, cartoon, caricature, still life, graffiti, letter/page decoration, 'blind' drawing, abstract  Draw, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity  Draw for a longer period of time what is intended with increasing independence, speed, control &amp; accuracy  Consider scale, tone/shading, visual texture, pattern, shape &amp; composition. Use a viewfinder/mask off areas if required</p>	<p><b>Drawing Proficiency:</b> Using varied surfaces, colours, scales &amp; tools: illustration, portrait, self-portrait, plan, map, exploded diagram, technical/figurative drawing, thumbnail sketch, cartoon, caricature, graffiti, tattoo, letter/page decoration, 'continuous line'  Draw, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity  For a sustained period of time draw what is intended with increasing independence, speed, control, accuracy &amp; intricacy  Consider scale, tone/shading, visual texture, pattern, shape &amp; composition. Use a viewfinder, mask off areas if required</p>



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	<p>key features such as, marks, accuracy and stimulus of shells</p> <p>Identify key visual elements of medium: line and dot, tone, pattern, shape</p>				
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Painting					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Generate Ideas:</b> Look and generate ideas for self portraits and portraits of the King, from the work of portrait painter Andy Warhol and Kahlo. To use sketch books to record and support work</p> <p>Look and generate ideas from the work of Mondrian. Using sketch books to record and support work of his hot and cold colours, in relation to the world (Poles, equators, hot and cold countries)</p> <p><b>Make:</b> Engage in activities to strengthen hand muscles, hand-eye coordination correct paintbrush grip (including tracing and dot to dot)</p> <p>Using these various types of mark-making, draw pictures, even if only symbolic</p> <p>Experiment: stroke, dab, daub, blend, spread, layer, splash, mix, drip, dribble, coat, smear. Use: brush, finger, stick, sponge, spray, spatula, card strip</p>	<p><b>Generate Ideas:</b> Look and imagine - generating ideas from various stimuli of skyline silhouettes and paintings, and Ian Fennelly, using sketch books to record and support work</p> <p>Look and imagine - generating ideas from various stimuli (Georgia O'Keefe and natural objects, seaweed, flowers, sea), using sketch books to record and support work</p> <p><b>Make:</b> Picture: representations of the London, Liverpool and New Brighton skyline</p> <p>To use water-based ready mix and watercolour (sometimes with additives e.g. pva or sawdust)/wax crayon resist.</p> <p>Practice holding painting tools correctly for purpose of marks desired. Respect brushes and stroke (not push against the bristles) across surfaces</p> <p>Paint (wet) marks of different</p>		<p><b>Generate Ideas:</b> Observe, experiment, imagine and research - generating ideas from the work of Bridget Reilly and Terry Gilecki, using sketch books to support work</p> <p><b>Make:</b> Plan composition (main subject/focus, foreground, middle ground, background) before painting</p> <p>Paint (wet) marks of different sizes, types, colours on various surfaces (thicker are best) with various tools. Demonstrate fine motor skills, learn from any mistakes, rework when necessary, and finish the activity</p> <p>Hold paint tools correctly with increasing control and accuracy to suit marks intended (without damaging brushes), outline and fill in and create some visual texture</p> <p><b>Know, Understand &amp; Evaluate:</b> Consider the value of artistic painting in the world. Become vocab aware: cityscape, mural,</p>	<p><b>Generate Ideas:</b> Observe, experiment, imagine and research - generating ideas from the works of Romero Britto, using sketch books to support work</p> <p>Extend thinking from the 'what' and 'how' to the 'why'</p> <p><b>Make:</b> Types: Picture, landscape, mural, backdrop, fabric wall hanging, impressionistic, abstract, and portrait.</p> <p>Mediums: Water-based ready mix or watercolour or fabric paint (sometimes with additives, e.g. pva, sawdust, small found objects)</p> <p>Possibly mask off an area which won't receive paint. Hold paint tools with control and accuracy to suit marks intended (without damaging brushes). Outline, fill in and create some visual texture and finer details</p> <p>Paint (wet) marks of different sizes and colours on various</p>	



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<p>Types: Picture, portrait, self-portrait using the medium of water-based ready mix or water colour</p> <p>Paint (wet) marks of different sizes, types and colours on various surfaces (thicker are best) with various tools ( brushes, sticks, straws etc). Learn from mistakes, rework when necessary and finish the activity</p> <p><b>Know, Understand &amp; Evaluate:</b> Vocab awareness: look, notice, draw, mark, brush, line, dot, pattern, shape, tone (dark, light)</p> <p>Notice how they feel when they are painting. Vocab Awareness: brush handle, bristles, stroke, dab, blend, spread, layer, mix, coat.</p> <p>Identify key visual elements of medium: line/dot, tone, colour, pattern, shape</p> <p>Look and ask questions to develop and improve work, assisted by peer review.</p>	<p>sizes, types and colours on various surfaces (thicker are best) with various tools including finer ones. Learn from mistakes, rework when necessary &amp; finish the activity</p> <p><b>Know, Understand &amp; Evaluate:</b> Identify key visual elements of medium: line, dot, tone, colour, pattern, texture, shape</p> <p>Think about why people paint. Become vocab aware: decoration and landscape.</p> <p>Look and ask questions to develop and improve work assisted by peer review. Compare key features of the skyline painting and silhouette, making links with own work</p>		<p>backdrop, main subject/s, foreground, middle ground, background, paint types</p> <p>Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape</p> <p>Evaluate to develop and improve work assisted by peer review, making links to the work of Bridget Reilly and Terry Gilecki comparing with own work.</p>	<p>surfaces (thicker are best) with various tools. Learn from any mistakes, rework when necessary, and finish the activity</p> <p><b>Know, Understand &amp; Evaluate:</b> Consider what paintings may tell us about inner selves. Become vocab aware: still life, abstract, symbolic and different paint types</p> <p>Identify key visual elements of medium: line and dot, tone, colour, pattern, texture, shape</p> <p>Evaluate and analyse to develop and improve work assisted by peer review, making links to Romeo Britto</p>	
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Printing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p><b>Generate Ideas:</b> Observe/experiment/imagine/research/respond/express - generating ideas from Ancient Egyptian Art, using sketch books to support work</p> <p><b>Make:</b> For purpose create an incised (polystyrene or clay tile) printing plate; print simple pattern repeats (square/rectangle/brick)</p> <p>Attempt some tessellating pattern rotation: clockwise or anticlockwise <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math> or full turns</p> <p>Keep inked plate still once pressed on printing surface. Rest inked roller correctly when not printing &amp; use dry roller &amp; clean paper to cover over plate for pressing</p> <p>Print, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity</p> <p><b>Know, Understand &amp; Evaluate:</b> Become vocab aware: incise (dig into), pattern repeat (square/rectangle/brick), clockwise/anticlockwise <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math> or full turns</p> <p>Evaluate to improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)</p>			<p><b>Generate Ideas:</b> Observe, experiment, imagine and research- generating ideas from Islamic art, using sketch books to support work</p> <p><b>Make:</b> Types: Picture, landscape, mural, backdrop, fabric wall hanging, impressionistic, abstract, and portrait.</p> <p>Mediums: Water-based ready mix or watercolour or fabric paint (sometimes with additives, e.g. pva, sawdust, small found objects)</p> <p>Possibly mask off an area which won't receive paint. Hold paint tools with control and accuracy to suit marks intended (without damaging brushes). Outline, fill in and create some visual texture and finer details</p> <p>Paint (wet) marks of different sizes and colours on various surfaces (thicker are best) with various tools. Learn from any mistakes, rework when necessary, and finish the activity</p> <p><b>Know, Understand &amp; Evaluate:</b> Consider what paintings may tell us about inner selves. Become vocab aware: still life, abstract, symbolic and different paint types</p> <p>Identify key visual elements of medium: line and dot, tone, colour, pattern, texture, shape</p>



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					Evaluate and analyse to develop and improve work assisted by peer review, making links to Romeo Britto
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### Texture Work - Textiles

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>Generate Ideas:</b> Look, discover, imagine and respond - generating ideas from the work of Georgia O'Keefe and from the natural world, using sketch books to record and support work.</p> <p><b>Make:</b> Make for decorative and pictorial purpose considering scale; learn from any mistakes, rework when necessary &amp; finish the activity</p> <p>Modify, connect and decorate materials to make a piece of art. Experiment with a small collection of given items: "What can you do with these?"</p> <p>Know what textiles are and their uses. Feel and describe their textures and notice they can be flexible, stiff or stretchy.</p> <p>Weave using the 'over/under-under/over' method (warp is vertical, weft is horizontal) using plastic bags</p> <p><b>Know, Understand &amp; Evaluate:</b> Identify and consider use of key visual elements of medium and consider these in making: colour, pattern, shape; describe the</p>		<p><b>Generate Ideas:</b> Know mosaic is a design made up of small tiles (I: 'tessara'/many: 'tessarae') used for practical waterproof decoration on e.g. walls, floors, seats for 1000s of years</p> <p>Create a design for indoor display, using own-made acrylic-painted clay tesserae glued with pva onto a thick card or thin wood base.</p> <p>Consider creative practitioners' reasons for working (if a stimulus) &amp; similarities/differences between the kinds of work they create Observe, imagine and research - generating ideas from Roman mosaics and Antoni Gaudí using sketch books to support work</p> <p><b>Make:</b> Make for more decorative and pictorial purposes considering scale; demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity</p> <p><b>Know, Understand &amp; Evaluate:</b> Identify and consider use of key visual elements of medium and consider these in making: colour, pattern, shape; describe the</p>	<p><b>Generate Ideas:</b> Observe/experiment/imagine/respond/express - generating ideas from Henri Matisse, William Morris and local church stained glass windows, using sketch books to support work</p> <p>Consider creative practitioners' reasons for working (if a stimulus &amp; if known) &amp; the historical/cultural development of their art forms</p> <p>Identify and consider use of key visual elements of medium &amp; consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use</p> <p><b>Make:</b> Collage a still life or figurative piece; or communicate a message, evoke a mood or symbolise, using the work of Matisse as a stimuli. Collect, select and manipulate various materials and trial composition before glueing, working from background to foreground if necessary</p> <p>Make for more decorative and</p>	<p><b>Generate Ideas:</b> Consider Catherine R. Mapp's reasons for working and the historical/cultural development of their art forms</p> <p>Observe/experiment/imagine/respond/express - generating ideas from Catherine R. Mapp using sketch books to support work</p> <p><b>Make:</b> Make textile art with fabrics &amp; materials: modify, connect &amp; decorate; trying making techniques on small samples as sketch book work - Remember what textiles are used for (decorative/practical) and how they are made (woven, knitted, felted) &amp; name types of fabric</p> <p>Short activity sketch book work: experiment with a small collection of fabric/ connecting/embellishment items they choose, to answer: "What can you do with these?" - Remember what textiles are used for (decorative/practical) and how they are made (woven, knitted, felted) &amp; name types of fabric</p>



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	<p>tactile properties of the textures they use</p>		<p>tactile properties of the textures they use</p> <p>Evaluate to develop and improve work assisted by peer review, making links to Roman mosaics and Antoni Gaudí with own work.</p>	<p>pictorial purposes considering scale; demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity</p> <p>Know, Understand &amp; Evaluate: Know that: 'collage' is French ('coller' - glue); the term 'collage' was coined by artists Braque and Picasso; types of collage can be traced back many years (e.g. Victorian 'découpage')</p> <p>Evaluate to develop/improve work assisted by peer review, making links to William Morris and Henri Matisse with own work (ideas/feelings)</p>	<p><b>Know, Understand &amp; Evaluate:</b> Knit: use simple knitting techniques e.g. finger knitting or bobbin crocheting - Know about the process of collecting wool from its source, &amp; its teasing, spinning, dyeing and knitting/weaving</p> <p>Identify and consider use of key visual elements of medium &amp; consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use</p> <p>Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings)</p>
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### DIGITAL ART

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p><b>Generate Ideas:</b> Consider creative practitioners' reasons for working (e.g. Banksy - emotive and provocative work) and similarities or differences between the kinds of work they create, linked to Sunlight Soap/River Mersey</p> <p><b>Make:</b> Create, edit &amp; manipulate: images using software such as Paint, Dazzle, Art Studio, 2Paint a Picture, PhotoBooth to create a Sunlight soap advert.</p> <p>Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions</p> <p><b>Know, Understand &amp; Evaluate:</b> Identify key visual elements of their digital work from: line/dot, tone, colour, pattern, texture, shape, (virtual form, space – sculpture)</p> <p>Evaluate to develop and improve work assisted by peer review, making links to stimuli (figures and posters) with own work (ideas/feelings/possible symbolism)</p>			<p><b>Generate Ideas:</b> Observe/experiment/imagine/research/respond/express - generating ideas from New Brighton Street art and local people, using sketch books to support work</p> <p>Extend thinking from the 'what' and 'how' to the 'why'</p> <p><b>Make:</b> ANIMATION: In teams, create a short stop motion animation telling part of a story (with other teams telling their part, together making a whole story).</p> <p>Assemble scenes/characters; use a camera (plus tripod &amp; shutter release cable if possible); use software such as iStopMotion &amp; iMovie</p> <p><b>Know, Understand &amp; Evaluate:</b> Vocab aware/know: that digital media is information encoded in a machine-readable format that can be created, viewed, distributed, modified and preserved on electronic devices.</p> <p>Find out about the many physical application of digital information e.g. laser cutting, embroidery, tapestry, 3D printing</p> <p>Identify key visual elements of their digital work from: line/point, tone, colour, pattern, texture, shape, (virtual form, space – sculpture)</p> <p>Evaluate/analyse to develop/improve work assisted by peer review (using stage</p>





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					review), making links to New Brighton Street Art with own work (ideas/feelings/possible symbolism)
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