

Art and design (original scheme) Progression of skills



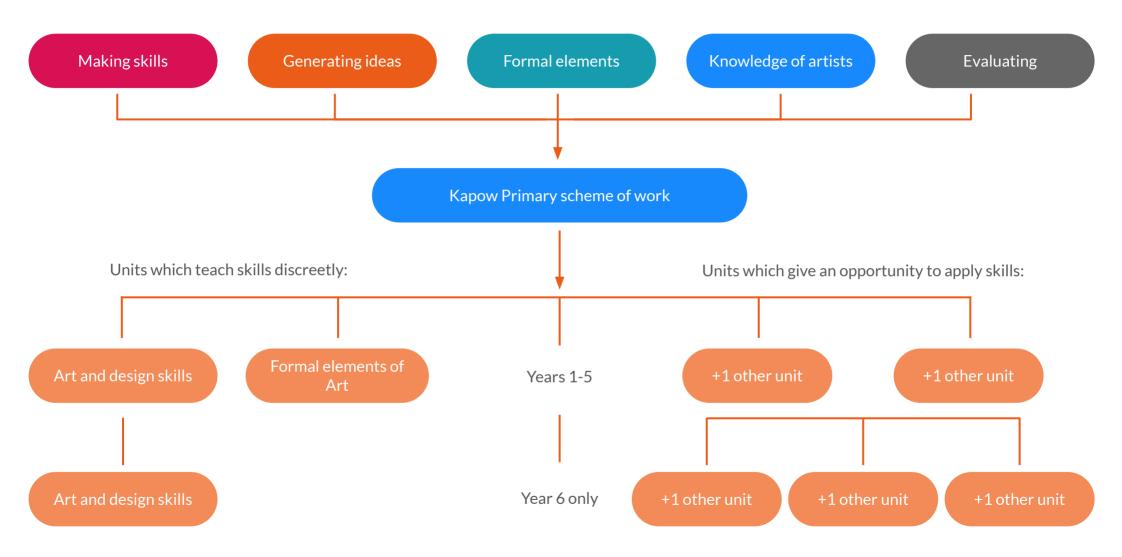
Showing the skills covered in each year group and strand and how these skills are developed through our original Art and design scheme of work.

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If you would like to see the skills and knowledge covered in each unit, then please see our Art and design key skills and knowledge by unit

How is the Kapow Primary Art and design scheme of work organised?



Learn a range of materials and techniques such as

clay, sketching, printing and collage.

Year 1

Year 3

products.

condensed curriculum.

Use materials such as paper weaving, tie dying,

sewing and other craft skills to design and make

NB. This skill is not covered if you are following our

Drawing	Explore mark making, experiment with drawing lines and use 2D shapes to draw.	Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.
Painting	Develop skill and control when painting. Paint with expression.	Further improve skill and control when painting. Paint with creativity and expression.	Increase skill and control when painting. Apply greater expression and creativity to own paintings.

Use a range of materials to design and make

sculpture and clay.

products including craft, weaving, printmaking,

Year 2

Craft, design,

materials

techniques

and

Draw still life from observation and for mark

Year 4

Drawing

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Year 6

Learn and apply new drawing techniques such as

Drawing	making. Further develop understanding of geometry and mathematical proportion when drawing.	using perspective, mathematical processes, design, detail and line.	negative drawing, chiaroscuro, expression, sketching and still life.
Painting	Develop skill and control when painting. Paint with expression. Analyse painting by artists.	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. NB. This skill is not covered if you are following our condensed curriculum.	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.
Craft, design, materials and techniques	Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.	Create mixed media art using found and reclaimed materials. Select materials for a purpose. NB. This skill is not covered if you are following our condensed curriculum.	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.

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Year 5

Further develop drawing from observation. Draw

Progression	of skills

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Year 1

Use sketchbooks through teacher modelling.

Use sketchbooks to record thoughts and ideas and to experiment with materials.

Explore and create ideas for purposes and

Use sketchbooks more effectively through further teacher modelling.

Year 2

artwork

Use sketchbooks to record thoughts and ideas and to experiment with materials.

Year 3

Make records of visual experiments.

thoughts and observations.

others to stimulate them.

Use sketchbooks to generate ideas and record

Create personal artwork using the artwork of

Creating original artwork

Sketchbooks

Sketchbooks

Creating

original

artwork

Year 4

and technique.

creation of art.

intentions

Use sketchbooks for planning and refining work, to

record observations and ideas and developing skill

Express thoughts and feelings through the tactile

Use literary sources to inspire art.

Manipulate materials to achieve desired effects.

Represent ideas from multiple perspectives.

Gaining inspiration for artwork from the natural world.

Use artist sources to develop their own original

Year 5

Develop ideas through sketches, enhance

Year 6

Make personal investigations and record knowledge, skill and technique using experimental observations in sketchbooks.

Record experiments with media and try out new techniques and processes in sketchbook

Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished

objects, show thoughts and feelings through

pattern, create imaginative 3D forms to create

Design new architectural forms, design and invent new products, link artwork to literary sources.

Express thoughts and feelings about familiar

Create and invent for purposes.

media in sketchbooks.

products.

meaning. Express ideas about art through messages, graphics, text and images.

Progression	of skills

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Year 2

form when drawing.

Mix, apply and refine colour mixing for purpose using wet and dry media.

Describe their colour selections.

Year 3

Remember the primary colours and how to mix Colour them to create secondary colours.

Create shades of a colour and choose and justify colours for purpose.

Learn about form and space through making

sculptures and developing language.*

Extend their practical ability to create 3D sculptural

forms and begin to understand how to represent

pigments. Use aspects of colour such as tints and shades, for different purposes.

Further develop their ability to describe 3D form in

a range of materials, including drawing.

Increase awareness and understanding of mixing

and applying colour, including use of natural

Form

Use, express and experiment with line for purpose,

then use appropriate language to describe lines.

Draw lines with increased skill and confidence.

Use line for expression when drawing portraits.

Express and describe organic and geometric forms through different types of line.

Construct a variety of patterns through craft

Further develop knowledge and understanding of

Line

Pattern

Understand patterns in nature, design and make patterns in a range of materials.

Learn a range of techniques to make repeating and non-repeating patterns.

Identify natural and man-made patterns.

Create patterns of their own.

methods.

pattern.

Understand what tone is and how to apply this to

their own work.

Year 1

Year 3

Develop skill and control when using tone.

Learn and use simple shading rules.

Shape	Identify, describe and use shape for purpose.	Compose geometric designs by adapting the work of other artists to suit their own ideas.	Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.
Texture	Use materials to create textures.	Identify and describe different textures. Select and use appropriate materials to create textures.	Analyse and describe texture within artists' work.

Experiment with pencils to create tone.

Use tone to create form when drawing.

Year 2

Tone

Progression	of skills

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ar 4	Year 5	

Year 6

Year 4

Analyse and describe colour and painting techniques in artists work.

Manipulate colour for print.

Select and mix more complex colours to depict thoughts and feelings.

from observation.

Express feelings and emotions through colour. Study colours used by Impressionist painters.

Mix and apply colours to represent still life objects

sculpture.

of pattern.

Develop their ability to describe and model form in 3D using a range of materials.

Analyse and describe how artists use and apply form in their work

Further extend their ability to describe and model form in 3D using a range of materials.

Analyse and study artists' use of form.

Express and articulate a personal message through

Deepen knowledge and understanding of using line

Learn and apply symmetry to draw accurate shapes.

Analyse and describe how artists use line in their

Extend and develop a greater understanding of applying expression when using line.

develop their understanding.

Develop greater skill and control.

Study and apply the techniques of other artists.

when drawing portraits.

Create original designs for patterns using geometric

Analyse and describe how other artists use pattern.

Construct patterns through various methods to Represent feelings and emotions through patterns.

Create sophisticated artwork using their knowledge

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work.

repeating shapes.

Colour

Form

Line

Pattern

Use a variety of tones to create different effects.

Analyse and describe use of tone in artists' work.

Understand tone in more depth to create 3D effects.

Tone

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	Year 4	Year 5	Year 6
Shape	Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.	Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.	Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.
Texture	Analyse and describe texture within artists' work.	Using texture within drawings to show careful observation and understanding of illustrating different surfaces.	Explore art through a range of different textural mediums.

tone to describe objects when drawing.

Develop an increasing sophistication when using

Analyse artists' use of tone.

Manipulate tone for halo and chiaroscuro techniques.

Increase awareness of using tone to describe light

and shade, contrast, highlight and shadow.

	Year 1	Year 2	Year 3
Artists, craftspeople, designers	Beatriz Milhazes (Abstract) Bridget Riley (Drawing) David Hockney and Vija Celmins (Drawing) Louis Wain (Movement) Kandinsky, Bernal, Bolotowsky (Shape and Colour) Vincent Van Gogh (Texture) Jasper Johns (Painting) Renoir, Sorolla, Kroyer (Landscape) Louise Bourgeois (Sculpture)	Max Ernst (Frottage) Ed Ruscha (Shading, Tone) Clarice Cliff (Design) Nancy McCrosky (Mural) Damien Hirst (Drawing) Julian Opie (Portraits) Edwina Bridgeman	Carl Giles (Drawing) Diego Velazquez (Tone) Puppets Prehistoric Artists
	Year 4	Year 5	Year 6
Artists, craftspeople, designers	Luz Perez Ojeda Paul Cezanne Giorgio Morandi David Hockney Paula Rego Edward Hopper Pieter Brueghel Fiona Ra Giuseppe Arcimboldo Sokari Douglas Camp El Anatsui Barbara Hepworth	Hundertwasser Banksy John Singer Sargent E Magdalene Odundo Dominic Wilcox Paul Klee Rorschach	Claude Monet William Morris Edward Hopper Kathe Kollwitz Pablo Picasso Mark Wallinger

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Progressi	on of	skills

Recognise and describe key features of their own and other's work

Compare other's work, identifying similarities and differences.

Year 3

and differences to others' work

Reflecting

Identifying

similarities

Describe what they feel about their work and the art of others.

Describe choices and preferences using the language of art.

Reflecting on their own work in order to make improvements.

Discuss own and other's work using an increasingly

sophisticated use of art language (formal elements).

Year 4

vour own and others' art.

Year 1

Year 5

Develop a greater understanding of vocabulary

when discussing their own and others' work.

Year 6

when discussing own and others art.

Identifying similarities and differences to

others' work

Reflecting

Reflecting on their own work in order to make improvements.

Build a more complex vocabulary when discussing

Regularly analysing and reflecting on their intentions and choices.

Give reasoned evaluations of their own and others

work which takes account of context and intention.

Use the language of art with greater sophistication

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