



# Backworth Park Primary School Knowledge and Skills Progression Grid Art

	Taking inspiration and developing ideas	Drawing	Painting	Collage	3D	Printing
<b>EYFS</b> Elements of art: <i>line, shape, form, space, colour, value, texture</i>	Share their creations, explaining the process they have used.	Enjoy simple mark making using: fingers, hands, chalk, pens, pencils, brushes.  Explore big movements with the whole body while drawing. Explore small marks.  Experiment with a variety of tools to draw lines <i>e.g. pens, pencils, wax crayons etc.</i>	Explore making marks on a variety of surfaces, paper, floor, walls etc Explore painting using big and small movements. Experiment with colour, texture, shape Identify hot and cold colours. Begin to name primary colours. Begin to identify how to make secondary colours. Paint using a range of materials, tools and techniques.	Create collages from different materials, fabric, textiles, paper etc  Sort materials according to specific qualities <i>e.g. warm, cold, soft, shiny etc.</i>  Stick a variety of materials.	Explore a variety of malleable materials <i>e.g. clay, play dough, plasticine, cooking dough.</i>  Explore a variety of 3D materials <i>e.g. straws, sticks, leaves etc.</i>  Construct towers, bridges, tunnels using building blocks and cardboard boxes.	Use graphic materials <i>e.g. oil pastels, pens etc</i> to make marks and drawings onto fabric.  Print with a range of hard and soft materials <i>e.g. corks, pen barrels, sponge.</i>  Explore wrapping, weaving, tying, looping etc natural and man- made materials onto a fence, net framework etc.
<b>Year 1</b> Elements of art: <i>line, shape, form, space, colour, value, texture</i>	Describe the work of notable artists, artisans and designers.  Use some of the ideas of artists studied to create pieces.  Respond to ideas and starting points.  Explore ideas and collect visual information.  Explore different methods and materials as ideas develop.	Make spontaneously expressive marks using lines and curves.  Use drawing to represent objects seen, remembered or imagined.  Draw to explore shape and space.	Name and use primary colours to mix secondary colours.  Hold a brush correctly and clean it before changing colours.  Use a brush to create texture by dabbing etc.  Use colour to express mood.  Use 'hot' and 'cold' colours.	Sort materials according to specific qualities <i>e.g. warm, cold, soft, shiny etc.</i>  Cut and stick a variety of materials.  Use collage to explore shape and colour. Use colour to express mood and identify hot and cold colours.  Begin to understand how artists use the natural environment as a stimulus for their art.	Explore a variety of natural materials <i>e.g. coastal materials</i>	



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<p><b>Year 2</b> Elements of art: <i>line, shape, form, space, colour, value, texture</i></p>		<p>Use thick/thin, fast/slow in their work and in talking about their work.</p> <p>Exploring tone using different grades of pencil</p> <p>Represent texture using a variety of different marks.</p> <p>Work out ideas through drawing.</p> <p>Use drawing to express personal interest and feelings.</p>	<p>Name and use primary colours to mix secondary colours.</p> <p>Add different materials to paint to produce different textural effects <i>e.g. sand, glitter</i></p> <p>Use a limited palette.</p> <p>Mix black and white with other colours to make different tones. (Light---Dark)</p>		<p>Use print to explore pattern, colour and shape.</p> <p>Use a range of different printing techniques</p> <p>Use stencils</p> <p>Print onto fabric using repeating patterns.</p>
<p><b>Year 3</b> Elements of art: <i>Line, shape, form, space, colour, value, texture</i></p>	<p>Replicate some of the techniques used by notable artists, and designers.</p> <p>Create original pieces that are influenced by studies of others.</p> <p>Develop ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources.</p> <p>Adapt and refine ideas as they progress.</p>	<p>Exploring line and tonal shading using a range of different media [<i>e.g. pencil, pastels, watercolours and chalks</i>].</p> <p>Talk about different types of mark, and the ways they are created.</p> <p>Draw familiar objects from different viewpoints.</p>	<p>Name primary and secondary colours. Mix colour, shades with increasing confidence.</p> <p>Begin to recognise and explore complimentary colours.</p> <p>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p>	<p>Recreate 2D images in a 3D piece.</p> <p>Create sculptures using a range of recyclable materials with an awareness of their properties (solid, able to bend)</p> <p>Show an awareness of texture, form and shape in creating a 3D form.</p>	
<p><b>Year 4</b> Elements of art: <i>Line, shape, form, space, colour, value, texture</i></p>	<p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language (e.g. colour,</p>	<p>Confidently use different grades of pencils and a range of different media [<i>e.g. pastels, pencils</i>], clay</p>	<p>Choose from a range of brush sizes and use appropriately.</p>	<p>Show awareness of sculptures and pottery over time.</p>	



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	<p>pattern and texture, line and tone, shape, form and space.)</p>	<p>tools to explore line, tone and texture.</p> <p>Use drawing to explore line, tone, texture, form and colour.</p> <p>Use drawing as a means of designing.</p> <p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</p> <p>Use shading to add interesting effects to drawings, using different grades of pencil.</p>	<p>Confidently mix colours to make a range of tones.</p> <p>Use black/white to make a deeper/lighter shade/tint of one colour.</p> <p>Give reasons why a colour is liked or disliked.</p> <p>Recognise and use neutral colours [black, white and grey].</p> <p>Identify and work with 'earthy' colours.</p>		<p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Adapt work as and when necessary and explain why.</p>	
<p><b>Year 5</b></p> <p><i>Elements of art: Line, shape, form, space, colour, value, texture</i></p>	<p>Give details about the style of some notable artists and designers.</p> <p>Have an understanding of the importance of art. Show how the work of those studied is/was influential.</p> <p>Create original pieces that show a range of influences and styles.</p>	<p>Use drawing to plan a composition</p> <p>Use drawing to explore line, tone, texture, form and colour.</p> <p>Select appropriate materials for a task.</p> <p>Talk about perspective and proportion, use a single focal point and horizon.</p>	<p>Read a colour wheel. Identify and work with complimentary opposite colours/ colour harmonies.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p>		<p>Work in a safe, organised way, caring for equipment. Secure work to continue later.</p> <p>Design and make more complex forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard.</p>	<p>Create printing blocks by simplifying an initial sketch book idea.</p> <p>Create repeating patterns. Print with two colour overlays</p>



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	Develop and imaginatively extend ideas from starting points throughout the curriculum.		Select and work with a limited palette.  Confidently use watercolour and acrylic paints.			
Year 6 Elements of art: Line, shape, form, space, colour, value, texture	<p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook e.g. scrapbook/ mood board.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Comment on artworks with a fluent grasp of visual language (e.g. colour, pattern and texture, line and tone, shape, form and space.)</p>	<p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p> <p>Draw for a sustained period over a number of sessions working on one piece.</p> <p>Explore the effects of charcoal/ graphite sticks and the light-use of an eraser.</p> <p>Use different techniques for different purposes e.g. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Develop an awareness of composition, scale and proportion.</p> <p>Select shape/line for specific effects</p>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: shade, tone, pattern, texture.</p> <p>Confidently use paints, acrylics</p> <p>Explore light and dark in more complex situations.</p> <p>Control the types of marks made and experiment with different effects and textures Inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Make informed decisions about colour. Understanding which works well in their work and why.</p> <p>Select colour for specific effects</p>		<p>Work in a safe, organised way, caring for equipment. Secure work to continue later.</p> <p>Design and make more complex forms in digital dimensions, representing 3D objects.</p> <p>Work around armatures or over constructed foundations.</p> <p>Solve problems as they occur. Use language appropriate to skill and technique.</p>	