



Drawing						
MAKING SKILLS (INC. FORMAL ELEMENTS)	<b>EYFS Unit: Marvellous marks</b>	<b>Year 1 and 2 Unit: Make your mark</b>	<b>Year 3 and 4 Unit: Growing artists</b>	<b>Year 3 and 4 Unit: Power prints</b>	<b>Year 5 and 6 Unit: I need space</b>	<b>Year 5 and 6 Unit: Make my voice heard</b>
		<p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> <li>● Explore mark making using a range of drawing materials.</li> <li>● Investigate marks and patterns when drawing.</li> <li>● Identify similarities and difference between drawing tools.</li> <li>● Investigate how to make large and small movements with control when drawing.</li> <li>● Practise looking carefully when drawing.</li> <li>● Combine materials when drawing.</li> </ul>	<p><u>Pupils know:</u></p> <ul style="list-style-type: none"> <li>● That a continuous line drawing is a drawing with one unbroken line.</li> <li>● Properties of drawing materials e.g.; which ones smudge, which ones can be erased, which ones blend.</li> </ul> <p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> <li>● Hold and use drawing tools in different ways to create different lines and marks.</li> <li>● Create marks by responding to different stimulus such as music.</li> <li>● Overlap shapes to create new ones.</li> <li>● Use mark making to replicate texture.</li> <li>● Look carefully to make an observational drawing.</li> <li>● Complete a continuous line drawing.</li> </ul>	<p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> <li>● Use shapes identified within in objects as a method to draw.</li> <li>● Create tone by shading.</li> <li>● Achieve even tones when shading.</li> <li>● Make texture rubbings.</li> <li>● Create art from textured paper.</li> <li>● Hold and use a pencil to shade.</li> <li>● Tear and shape paper.</li> <li>● Use paper shapes to create a drawing.</li> <li>● Use drawing tools to take a rubbing.</li> <li>● Make careful observations to accurately draw an object.</li> <li>● Create abstract compositions to draw more expressively.</li> </ul>	<p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> <li>● Use pencils of different grades to shade and add tone.</li> <li>● Hold a pencil with varying pressure to create different marks.</li> <li>● Use observation and sketch objects quickly.</li> <li>● Draw objects in proportion to each other.</li> <li>● Use charcoal and a rubber to draw tone.</li> <li>● Use scissors and paper as a method to 'draw'.</li> <li>● Make choices about arranging cut elements to create a composition.</li> <li>● Create a wax resist background.</li> <li>● Use different tools to scratch into a painted surface to add contrast and pattern.</li> <li>● Choose a section of a drawing to recreate as a print.</li> <li>● Create a monoprint.</li> </ul>	<p><u>Pupils know:</u></p> <ul style="list-style-type: none"> <li>● What print effects different materials make.</li> </ul> <p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> <li>● Analyse an image that considers impact, audience and purpose.</li> <li>● Draw the same image in different ways with different materials and techniques.</li> <li>● Make a collagraph plate.</li> <li>● Make a collagraph print.</li> <li>● Develop drawn ideas for a print.</li> <li>● Combine techniques to create a final composition.</li> <li>● Decide what materials and tools to use based on experience and knowledge.</li> </ul>



# Thursby Primary School



## Progression of Knowledge and Skills – Art & Design

Painting and mixed media						
MAKING SKILLS (INC. FORMAL ELEMENTS)	EYFS Unit: Paint my world	Year 1 and 2 Unit: Colour splash	Year 1 and 2 Unit: Life in colour	Year 3 and 4 Unit: Light and dark	Year 5 and 6 Unit: Portraits	Year 5 and 6 Unit: Artist study
		<ul style="list-style-type: none"> <li>● Explore paint, using hands as a tool.</li> <li>● Describe colours and textures as they paint.</li> <li>● Explore what happens when paint colours mix.</li> <li>● Make natural painting tools.</li> <li>● Investigate natural materials e.g. paint, water for painting.</li> <li>● Explore paint textures, for example mixing in other materials or adding water.</li> <li>● Respond to a range of stimuli when painting.</li> <li>● Use paint to express ideas and feelings.</li> <li>● Explore colours, patterns and compositions when combining materials in collage.</li> </ul>	<p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> <li>● Combine primary coloured materials to make secondary colours.</li> <li>● Mix secondary colours in paint.</li> <li>● Choose suitable sized paint brushes.</li> <li>● Clean a paintbrush to change colours.</li> <li>● Print with objects, applying a suitable layer of paint to the printing surface.</li> <li>● Overlap paint to mix new colours.</li> <li>● Use blowing to create a paint effect.</li> <li>● Make a paint colour darker or lighter (creating shades) in different ways e.g. Adding water, adding a lighter colour.</li> </ul>	<p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> <li>● Mix a variety of shades of a secondary colour.</li> <li>● Make choices about amounts of paint to use when mixing a particular colour.</li> <li>● Match colours seen around them.</li> <li>● Create texture using different painting tools.</li> <li>● Make textured paper to use in a collage.</li> <li>● Choose and shape collage materials e.g. cutting, tearing.</li> <li>● Compose a collage, arranging and overlapping pieces for contrast and effect.</li> <li>● Add painted detail to a collage to enhance/improve it.</li> </ul>	<p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> <li>● Mix a tint and a shade by adding black or white.</li> <li>● Use tints and shades of a colour to create a 3D effect when painting.</li> <li>● Apply paint using different techniques e.g. stippling, dabbing, washing.</li> <li>● Choose suitable painting tools.</li> <li>● Arrange objects to create a still life composition.</li> <li>● Plan a painting by drawing first.</li> <li>● Organise painting equipment independently, making choices about</li> </ul>	<p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> <li>● Develop a drawing into a painting.</li> <li>● Create a drawing using text as lines and tone.</li> <li>● Experiment with materials and create different backgrounds to draw onto.</li> <li>● Use a photograph as a starting point for a mixed-media artwork.</li> <li>● Take an interesting portrait photograph, exploring different angles.</li> <li>● Adapt an image to create a new one.</li> <li>● Combine materials to create an effect.</li> <li>● Choose colours to represent an idea or atmosphere.</li> <li>● Develop a final composition from sketchbook ideas.</li> </ul>



# Thursby Primary School

## Progression of Knowledge and Skills – Art & Design



Sculpture and 3D					
MAKING SKILLS (INC. FORMAL ELEMENTS)	EYFS Unit: Creation station	Year 1 and 2 Unit: Paper play	Year 1 and 2 Unit: Clay houses	Year 3 and 4 Unit: Abstract shape and space	Year 5 and 6 Unit: Making memories
		<p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> <li>● Explore the properties of clay.</li> <li>● Use modelling tools to cut and shape soft materials e.g. playdough, clay.</li> <li>● Select and arrange natural materials to make 3D artworks.</li> <li>● Talk about colour, shape and texture and explain their choices.</li> <li>● Plan ideas for what they would like to make.</li> <li>● Problem-solve and try out solutions when using modelling materials.</li> <li>● Develop 3D models by adding colour.</li> </ul>	<p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> <li>● Roll and fold paper.</li> <li>● Cut shapes from paper and card.</li> <li>● Cut and glue paper to make 3D structures.</li> <li>● Decide the best way to glue something.</li> <li>● Create a variety of shapes in paper, e.g. spiral, zig-zag.</li> <li>● Make larger structures using newspaper rolls.</li> </ul>	<p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> <li>● Smooth and flatten clay.</li> <li>● Roll clay into a cylinder or ball.</li> <li>● Make different surface marks in clay.</li> <li>● Make a clay pinch pot.</li> <li>● Mix clay slip using clay and water.</li> <li>● Join two clay pieces using slip.</li> <li>● Make a relief clay sculpture.</li> <li>● Use hands in different ways as a tool to manipulate clay.</li> <li>● Use clay tools to score clay.</li> </ul>	<p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> <li>● Join 2D shapes to make a 3D form.</li> <li>● Join larger pieces of materials, exploring what gives 3D shapes stability.</li> <li>● Shape card in different ways e.g. rolling, folding and choose the best way to recreate a drawn idea.</li> <li>● Identify and draw negative spaces.</li> <li>● Plan a sculpture by drawing.</li> <li>● Choose materials to scale up an idea.</li> <li>● Create different joins in card e.g. slot, tabs, wrapping.</li> <li>● Add surface detail to a sculpture using colour or texture.</li> <li>● Display sculpture.</li> </ul>



# Thursby Primary School

## Progression of Knowledge and Skills – Art & Design



Craft and design					
MAKING SKILLS (INC. FORMAL ELEMENTS)	EYFS Unit: Let's get crafty	Year 1 and 2 Unit: Woven wonders	Year 3 and 4 Unit: Ancient Egyptian scrolls	Year 3 and 4 Unit: Fabric of nature	Year 5 and 6 Unit: Photo opportunity
		<p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> <li>● Explore differences when cutting a variety of materials.</li> <li>● Investigate different ways of cutting e.g. straight lines, wavy lines, zig-zags.</li> <li>● Follow lines when cutting.</li> <li>● Experiment with threading objects, holding equipment steady to do so.</li> <li>● Explore techniques for joining paper and card e.g. stick, clip, tie, tape.</li> <li>● Apply craft skills e.g. cutting, threading, folding to make their own artworks.</li> <li>● Design something on paper</li> </ul>	<p><u>Pupils know:</u></p> <ul style="list-style-type: none"> <li>● What materials can be cut, knotted, threaded or plaited.</li> </ul> <p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> <li>● Wrap objects/shapes with wool.</li> <li>● Measure a length.</li> <li>● Tie a knot, thread and plait.</li> <li>● Make a box loom.</li> <li>● Join using knots.</li> <li>● Weave with paper on a paper loom.</li> <li>● Weave using a combination</li> </ul>	<p><u>Pupils know:</u></p> <ul style="list-style-type: none"> <li>● That layering materials in opposite directions make the handmade paper stronger.</li> </ul> <p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> <li>● Use a sketchbook to research a subject using different techniques and materials to present ideas.</li> <li>● Construct a new paper material using paper, water and glue</li> <li>● Use symbols to reflect both literal and figurative ideas.</li> <li>● Produce and select an effective final design.</li> <li>● Make a scroll.</li> <li>● Make a zine.</li> <li>● Use a zine to present information.</li> </ul>	<p><u>Pupils know:</u></p> <ul style="list-style-type: none"> <li>● Know a mood board is a visual collection which aims to convey a general feeling or idea.</li> <li>● That batik is a traditional fabric decoration technique that uses hot wax.</li> </ul> <p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> <li>● Select imagery and use as inspiration for a design project.</li> <li>● To know how to make a mood board.</li> <li>● Recognise a theme and develop colour palettes using selected imagery and drawings.</li> <li>● Draw small sections of one image to docs on colours and texture.</li> <li>● Develop observational drawings into shapes and pattern for design.</li> <li>● Transfer a design using a tracing method.</li> <li>● Make a repeating pattern tile using cut and torn paper shapes.</li> <li>● Use glue as an alternative batik technique to create patterns on fabric.</li> <li>● Use materials, like glue, in different ways depending on the desired effect.</li> <li>● Paint on fabric.</li> <li>● Wash fabric to remove glue to finish a decorative fabric piece.</li> </ul>



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## Progression of Knowledge and Skills – Art & Design



Artists / craftspeople / designers / significant people			
EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Megan Coyle Frida Kahlo Pablo Picasso Henri Matisse Beth Cavener Julie Wilson Chie Hitotsuyama Nick Bibby	Clarice Cliff Jasper Johns Cecilia Vicuña Romare Bearden Rachel Whiteread	Max Ernst Charles Darwin Carl Linnaeus Georgia O'Keeffe Anthony Caro Alberto Giacometti Fernando Botero Paul Cezanne Clara Peeters Audrey Flack Ruth Daniels Senaka Senanayake	Teis Albers Chris Plowman Derrick Ofosu Boateng Chila Kumari Singh Burman Vincent Van Gough David Hockney Paula Rego John Singer Sargent Fiona Rae Lubaina Himid Diego Rivera Louise Nevelson Joseph Cornell



# Thursby Primary School



## Progression of Knowledge and Skills – Art & Design

EYFS (Nursery and Reception)		<u>Drawing</u> Unit: Marvellous marks	<u>Painting and mixed media</u> Unit: Paint my world	<u>Sculpture and 3D</u> Unit: Creation station	<u>Craft and design</u> Unit: Let's get crafty
<b>Generating Ideas</b>	Talk about their ideas and explore different ways to record them using a range of media.	✓	✓	✓	✓
<b>Using sketchbooks</b>	Experiment in an exploratory way.	✓	✓	✓	✓
<b>Making skills (including formal elements)</b>	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.	✓	✓	✓	
	Cut, thread, join and manipulate materials safely, focussing on process over outcome.			✓	✓
	Begin to develop observational skills (for example, by using mirrors to include the main features of faces).	✓		✓	
	<b>Colour:</b> The name of a wide range of colours.		✓		✓
	<b>Colour:</b> Colours can be mixed to make new colours.		✓		
	<b>Form:</b> Modelling materials can be shaped using hands or tools.			✓	
	<b>Shape:</b> The names of simple shapes in art.	✓			
	<b>Line:</b> Lines can be curved or straight and described in simple terms such as: wiggly, straight and round.	✓		✓	
	<b>Pattern:</b> When they have made a pattern with objects/colours/drawn marks and be able to describe it.			✓	✓
	<b>Texture:</b> Simple terms to describe what something feels like (e.g. bumpy)	✓		✓	
<b>Tone:</b> There are different shades of the same colour and identify colours as 'light' or 'dark.'	✓				



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## Progression of Knowledge and Skills – Art & Design

EYFS (Nursery and Reception)		<u>Drawing</u> Unit: Marvellous marks	<u>Painting and mixed media</u> Unit: Paint my world	<u>Sculpture and 3D</u> Unit: Creation station	<u>Craft and design</u> Unit: Let's get crafty
<b>Knowledge of artists</b>	Enjoy look at and talking about art	✓	✓	✓	✓
	Recognise that artists create varying types of art and use lots of different types of materials.		✓	✓	
	Recognise that artists can be inspired by many things.		✓	✓	
	Artists use modelling materials like clay to recreate things from real life.			✓	
	Artists choose colours to draw or paint with.	✓	✓		✓
	Artists draw many different things and use different tools to draw with.	✓			
	Some art doesn't last long – it is temporary.		✓	✓	
	Sometimes artists cut and stick photos to make new images.		✓		
<b>Evaluating and analysing</b>	Talk about their artwork, stating what they feel they did well.	✓	✓	✓	✓
	*This understanding is developed over the course of the year; through exposure to a wide variety of artwork and artists across all of the four units.* Say if they like an artwork or not and begin to form opinions by explaining why.	✓	✓	✓	
	Art is:  Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring.	✓	✓	✓	✓



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## Progression of Knowledge and Skills – Art & Design

Class 2 (Year 1 and 2)		<u>Drawing</u> Unit: Make your mark	<u>Painting and mixed media</u> Unit: Colour splash	<u>Sculpture and 3D</u> Unit: Paper play	<u>Craft and design</u> Unit: Woven wonders
<b>Generating Ideas</b>	Explore their own ideas using a range of media.	✓	✓	✓	✓
<b>Using sketchbooks</b>	Use sketchbooks to explore ideas.	✓	✓	✓	✓
<b>Making skills (including formal elements)</b>	Develop some control when using a wide range of tools to draw, paint, and create crafts and sculptures.	✓	✓	✓	✓
	Make choices about which materials to use to create an effect.	✓	✓		✓
	Explore and analyse a wider variety of ways to join and fix materials in place.			✓	✓
	Develop observational skills to look closely and reflect surface texture.	✓			
	<b>Colour:</b> Know what the primary colours are.		✓		
	<b>Colour:</b> Know primary colours can be mixed to make secondary colours: Red + Yellow = Orange Yellow + Blue = Green Blue + Red = Purple		✓		
	<b>Form:</b> Know paper can change from 2D to 3D by folding, rolling and scrunching it.			✓	
	<b>Form:</b> Know that three dimensional art is called sculpture.			✓	✓
	<b>Shape:</b> Know a range of 2D shapes and confidently draw these.	✓			
	<b>Shape:</b> Know paper can be shaped by cutting and folding it.			✓	
	<b>Line:</b> Know that drawing tools can be used in a variety of ways to create different lines.	✓			
<b>Line:</b> Know lines can represent movement in drawings.	✓				



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## Progression of Knowledge and Skills – Art & Design

<b>Pattern:</b> Know pattern is a design in which shapes, colours or lines are repeated.		✓		
<b>Texture:</b> Know that texture means 'what something feels like.'	✓			
<b>Texture:</b> Know different marks can be used to represent the textures of objects.	✓			
<b>Texture:</b> Know different drawing tools make different marks.	✓			
<b>Tone:</b> That there are many different shades (or 'hues') of the same colour.		✓		
<b>Tone:</b> Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.		✓		



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## Progression of Knowledge and Skills – Art & Design



Class 2 (Year 1 and 2)		<u>Drawing</u> Unit: Make your mark	<u>Painting and mixed media</u> Unit: Colour splash	<u>Sculpture and 3D</u> Unit: Paper play	<u>Craft and design</u> Unit: Woven wonders
<b>Knowledge of artists</b>	Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work,				✓
	Understand how artists choose materials based on their properties in order to achieve certain effects.	✓			
	Some artists are influenced by things happening around them.			✓	✓
	Sometimes artists concentrate on how they are making something rather than what they make.				✓
	Artists living in different places at different times can be inspired by similar ideas or stories.			✓	
	Artists can use everyday materials that have been thrown away to make art.				✓
	Artists choose materials that suit what they want to make.	✓		✓	✓
<b>Evaluating and analysing</b>	Describe and compare features of their own and others' artwork.	✓	✓	✓	✓
	Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	✓	✓	✓	✓
	Art is made in different ways.	✓	✓	✓	✓
	Art is made by all different kinds of people.	✓	✓	✓	✓
	An artist is someone who creates.	✓	✓	✓	✓
	Craft is making something creative and useful.				✓

\*This understanding is developed over the course of the year; through exposure to a wide variety of artwork and artists across all of the four units.\*



# Thursby Primary School



## Progression of Knowledge and Skills – Art & Design

Class 2 (Year 1 and 2)		<u>Painting and mixed media</u> Unit: Life in colour	<u>Sculpture and 3D</u> Unit: Clay houses
<b>Generating Ideas</b>	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	✓	✓
<b>Using sketchbooks</b>	Experiment in sketchbooks, using drawing to record ideas.		✓
	Use sketchbooks to help make decisions about what to try out next.	✓	✓
<b>Making skills (including formal elements)</b>	Further demonstrate increased control with a greater range of media.	✓	✓
	Make choices about which materials and techniques to use to create an effect.	✓	
	Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials..	✓	✓
	Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	✓	
	<b>Colour:</b> Different amounts of paint and water can be used to mix hues of secondary colours.	✓	
	<b>Colour:</b> Colours can be mixed to 'match' real life objects or to create things from your imagination.	✓	
	<b>Form:</b> That 'composition' means how things are arranged on the page.	✓	
	<b>Form:</b> Pieces of clay can be joined using the 'scratch and slip' technique.		✓
	<b>Form:</b> A clay surface can be decorated by pressing into it or by joining pieces on.		✓
	<b>Shape:</b> Collage materials can be shaped to represent shapes in an image.	✓	
	<b>Shape:</b> Patterns can be made using shapes.	✓	✓
	<b>Pattern:</b> Patterns can be used to add detail to an artwork.	✓	
	<b>Texture:</b> Collage materials can be chosen to represent real-life textures.	✓	



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## Progression of Knowledge and Skills – Art & Design

	<b>Texture:</b> Collage materials can be overlapped and overlaid to add texture.	✓	
	<b>Texture:</b> Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.	✓	
	<b>Texture:</b> Painting tools can create varied textures in paint.	✓	
	<b>Tone:</b> Different amounts of paint and water can be used to mix hues of secondary colours	✓	



# Thursby Primary School

## Progression of Knowledge and Skills – Art & Design



Class 2 (Year 1 and 2)		<u>Painting and mixed media</u> Unit: Life in colour	<u>Sculpture and 3D</u> Unit: Clay houses
<b>Knowledge of artists</b>	Talk about art they have seen using some appropriate subject vocabulary.	✓	✓
	Create and critique both figurative and abstract art, recognising some of the techniques used.		✓
	Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	✓	
	Some artists create art to make people aware of good and bad things happening in the world around them.	✓	
	Art can be figurative or abstract.	✓	✓
	Artists try out different combinations of collage materials to create the effect they want.	✓	
	Artists can use the same material (felt) to make 2D or 3D artworks.		✓
	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.	✓	✓
	Begin to talk about how they could improve their own work.	✓	✓
Talk about how art is made.	✓	✓	
<b>Evaluating and analysing</b>	People use art to tell stories.	✓	✓
	People make art about things that are important to them.	✓	✓
	People make art to share their feelings.	✓	✓
	People make art to explore an idea in different ways.	✓	✓
	People make art to help others understand something.	✓	

\*This understanding is developed over the course of the year; through exposure to a wide variety of artwork and artists across all of the four units.\*



# Thursby Primary School

## Progression of Knowledge and Skills – Art & Design



Class 3 (Year 3 and 4)		<u>Drawing</u> Unit: Growing artists	<u>Sculpture and 3D</u> Unit: Abstract shape and space	<u>Craft and design</u> Unit: Ancient Egyptian scrolls
<b>Generating Ideas</b>	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	✓	✓	✓
<b>Using sketchbooks</b>	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.	✓		✓
<b>Making skills (including formal elements)</b>	Confidently use a range of materials and tools, selecting and using these appropriately with more independence.	✓	✓	✓
	Use hands and tools confidently to cut, shape and join materials for a purpose.	✓	✓	✓
	Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	✓		✓
	<b>Colour:</b> Using light and dark colours next to each other creates contrast.		✓	
	<b>Form:</b> Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).	✓	✓	
	<b>Form:</b> Organic forms can be abstract.		✓	
	<b>Shape:</b> Negative shapes show the space around and between objects.		✓	
	<b>Shape:</b> Artists can focus on shapes when making abstract art.		✓	
	<b>Line:</b> Using different tools or using the same tool in different ways can create different types of lines.	✓		
	<b>Pattern:</b> Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).			✓
	<b>Pattern:</b> Surface rubbings can be used to add or make patterns.	✓		
	<b>Texture:</b> Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.	✓		
	<b>Tone:</b> That 'tone' in art means 'light and dark'.	✓		



# Thursby Primary School



## Progression of Knowledge and Skills – Art & Design

	<b>Tone:</b> Shading helps make drawn objects look realistic.	✓		
	<b>Tone:</b> Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.	✓		
	<b>Tone:</b> Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	✓		



# Thursby Primary School

## Progression of Knowledge and Skills – Art & Design



Class 3 (Year 3 and 4)		<u>Drawing</u> Unit: Growing artists	<u>Sculpture and 3D</u> Unit: Abstract shape and space	<u>Craft and design</u> Unit: Ancient Egyptian scrolls
<b>Knowledge of artists</b>	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.	✓		✓
	Consider how to display art work, understanding how artists consider their viewer and the impact on them.		✓	
	Art from the past can give us clues about what it was like to live at that time.			✓
	The meanings we take from art made in the past are influenced by our own ideas.			✓
	Artists have different materials available to them depending on when they live in history.			✓
	Artists can make their own tools.			✓
	Artists experiment with different tools and materials to create texture.	✓		
	Artists can work in more than one medium.	✓		✓
	Artists make decisions about how their work will be displayed.		✓	
<b>Evaluating and analysing</b>	Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.		✓	✓
	*This understanding is developed over the course of the year; through exposure to a wide variety of artwork and artists across all of the four units.* Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.	✓	✓	✓
	Begin to carry out a problem-solving process and make changes to improve their work.		✓	
	Artists make art in more than one way.		✓	
	There are no rules about what art must be.		✓	



# Thursby Primary School

## Progression of Knowledge and Skills – Art & Design



Art can be purely decorative or it can have a purpose.		✓	✓
People use art to tell stories and communicate.		✓	✓
People can make art to express their views or beliefs.			✓
People make art for fun, and to make the world a nicer place to be.		✓	
People use art to help explain or teach things.	✓		✓
People make art to explore big ideas, like death or nature.	✓		✓
One artwork can have several meanings.			✓



# Thursby Primary School



## Progression of Knowledge and Skills – Art & Design

Class 3 (Year 3 and 4)		<u>Drawing</u> Unit: Power prints	<u>Painting and mixed media</u> Unit: Light and dark	<u>Craft and design</u> Unit: Fabric of nature
<b>Generating Ideas</b>	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	✓	✓	✓
<b>Using sketchbooks</b>	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	✓	✓	✓
<b>Making skills (including formal elements)</b>	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.	✓	✓	✓
	Use growing knowledge of different materials, combining media for effect.	✓		✓
	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	✓	✓	✓
	<b>Colour:</b> Adding black to a colour creates a shade.		✓	
	<b>Colour:</b> Adding white to a colour creates a tint.		✓	
	<b>Form:</b> Using lighter and darker tints and shades of a colour can create a 3D effect.		✓	
	<b>Shape:</b> How to use basic shapes to form more complex shapes and patterns.	✓		✓
	<b>Line:</b> Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	✓		
	<b>Pattern:</b> Patterns can be irregular, and change in ways you wouldn't expect.	✓		✓
	<b>Pattern:</b> The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.			✓
	<b>Texture:</b> How to use texture more purposely to achieve a specific effect or to replicate a natural surface.			✓
<b>Tone:</b> That using lighter and darker tints and shades of a colour can create a 3D effect.		✓	✓	



Thursby Primary School  
Progression of Knowledge and Skills – Art & Design



	<b>Tone:</b> Tone can be used to create contrast in an artwork.		✓	
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# Thursby Primary School

## Progression of Knowledge and Skills – Art & Design



Class 3 (Year 3 and 4)		<u>Drawing</u> Unit: Power prints	<u>Painting and mixed media</u> Unit: Light and dark	<u>Craft and design</u> Unit: Fabric of nature
<b>Knowledge of artists</b>	Use subject vocabulary confidently to describe and compare creative works.	✓	✓	✓
	Understand how artists use art to convey messages through the choices they make.		✓	
	Work as a professional designer does, by collating ideas to generate a theme.			✓
	Designers can make beautiful things to try and improve people's everyday lives.			✓
	Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.	✓		
	Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board.			✓
	Artists and designers sometimes choose techniques based on the time and money available to them.			✓
	Artists use drawing to plan ideas for work in different media.			✓
<b>Evaluating and analysing</b>	Use more complex vocabulary when discussing their own and others' art.	✓	✓	✓
	Discuss art considering how it can affect the lives of the viewers or users of the piece.		✓	
	Evaluate their work more regularly and independently during the planning and making process.		✓	✓
	Artists make choices about what, how and where they create art.		✓	✓
	Artworks can fit more than one genre.		✓	
	Art can be created to make money; being an artist is a job for some people.			✓
	Art, craft and design affects the lives of people who see or use something that has been created.			✓
	Art is influenced by the time and place it was made, and this affects how people interpret it.		✓	

\*This understanding is developed over the course of the year; through exposure to a wide variety of artwork and artists across all of the four units.\*



# Thursby Primary School

## Progression of Knowledge and Skills – Art & Design



	Artists may hide messages or meaning in their work.		✓	
	Artists evaluate what they make and talking about art is one way to do this.			✓



# Thursby Primary School

## Progression of Knowledge and Skills – Art & Design



Class 4 (Year 5 and 6)		Drawing Unit: I need space	Painting and mixed media Unit: Portraits
<b>Generating Ideas</b>	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	✓	✓
<b>Using sketchbooks</b>	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	✓	✓
<b>Making skills (including formal elements)</b>	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.	✓	✓
	Combine a wider range of media, e.g. photography and digital art effects.	✓	✓
	Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	✓	✓
	<b>Colour:</b> Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.		✓
	<b>Shape:</b> Shapes can be used to place the key elements in a composition.	✓	
	<b>Line:</b> Lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing.	✓	
	<b>Pattern:</b> Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.		✓
	<b>Texture:</b> How to create texture on different materials.	✓	
	<b>Tone:</b> Tone can help show the foreground and background in an artwork.		✓
	<b>Texture:</b> How to create texture on different materials.	✓	
<b>Tone:</b> Tone can help show the foreground and background in an artwork.		✓	



# Thursby Primary School

## Progression of Knowledge and Skills – Art & Design



Class 4 (Year 5 and 6)		Drawing Unit: I need space	Painting and mixed media Unit: Portraits
<b>Knowledge of artists</b>	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 how artists create work with the intent to create an impact on the viewer.	✓	✓
	Consider what choices can be made in their own work to impact their viewer.	✓	✓
	Artists are influenced by what is going on around them; for example culture, politics and technology.	✓	✓
	Artists 'borrow' ideas and imagery from other times and cultures to create new artworks.	✓	
	Artists use self-portraits to represent important things about themselves.		✓
	Artists can choose their medium to create a particular effect on the viewer.	✓	✓
	Artists can combine materials; for example digital imagery with paint or print.	✓	✓
<b>Evaluating and analysing</b>	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.	✓	✓
	People make art to portray ideas about identity.		✓
	People make art to fit in with popular ideas or fashions.	✓	
	People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online.	✓	
	Talking about plans for artwork, or evaluating finished work, can help improve what artists create.	✓	✓
	Comparing artworks can help people understand them better.		✓

\*This understanding is developed over the course of the year; through exposure to a wide variety of artwork and artists across all of the four units.\*



# Thursby Primary School

## Progression of Knowledge and Skills – Art & Design



Class 4 (Year 5 and 6)		<u>Drawing</u> Unit: Make my voice heard	<u>Painting and mixed media</u> Unit: Artist study	<u>Sculpture and 3d</u> Unit: Making memories	<u>Craft and design</u> Unit: Photo opportunity
<b>Generating Ideas</b>	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	✓	✓	✓	✓
<b>Using sketchbooks</b>	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	✓	✓	✓	✓
<b>Making skills (including formal elements)</b>	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.	✓	✓	✓	✓
	Combine materials and techniques appropriately to fit with ideas.	✓	✓	✓	
	Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	✓	✓	✓	
	<b>Colour:</b> A 'monochromatic' artwork uses tints and shades of just one colour.	✓			
	<b>Colour:</b> Colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.	✓	✓	✓	✓
	<b>Form:</b> The surface textures created by different materials can help suggest form in two-dimensional art work.	✓		✓	
	<b>Shape:</b> How an understanding of shape and space can support creating effective composition.	✓		✓	✓
	<b>Line:</b> How line is used beyond drawing and can be applied to other art forms.	✓	✓	✓	✓
	<b>Pattern:</b> Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.		✓	✓	✓
	<b>Texture:</b> Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.			✓	
<b>Tone:</b> That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.		✓			



# Thursby Primary School



## Progression of Knowledge and Skills – Art & Design

Class 4 (Year 5 and 6)		<u>Drawing</u> Unit: Make my voice heard	<u>Painting and mixed media</u> Unit: Artist study	<u>Sculpture and 3d</u> Unit: Making memories	<u>Craft and design</u> Unit: Photo opportunity
Knowledge of artists	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.	✓	✓	✓	✓
	Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces .		✓	✓	✓
	Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.			✓	✓
	Artists can use symbols in their artwork to convey meaning.	✓	✓	✓	
	Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.	✓			
	Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new.	✓			
	Art can be a form of protest.	✓	✓		
	Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.	✓	✓	✓	✓
	Art sometimes creates difficult feelings when we look at it.	✓	✓		
	Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.	✓			
	Artists can use materials to respond to a feeling or idea in an abstract way.		✓	✓	
	Artists take risks to try out ideas; this can lead to new techniques being developed.			✓	✓
	Artists can make work by collecting and combining ready-made objects to create 'assemblage'.			✓	
Artforms are always evolving as materials and techniques change over time.				✓	



# Thursby Primary School



## Progression of Knowledge and Skills – Art & Design

<b>Evaluating and analysing</b>  *This understanding is developed over the course of the year; through exposure to a wide variety of artwork and artists across all of the four units.*	Give reasoned evaluations of their own and others' work which takes account of context and intention.	✓	✓	✓	✓
	Discuss how art is sometimes used to communicate social, political, or environmental views.	✓	✓		
	Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.	✓		✓	✓
	Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	✓	✓	✓	✓
	Art doesn't have to a literal representation of something, it can sometimes be imagined and abstract.	✓	✓	✓	✓
	Art can represent abstract concepts, like memories and experiences.	✓	✓	✓	✓
	Art can be a digital art form, like photography.				✓
	Sometimes people make art to express their views and opinions, which can be political or topical.	✓	✓		
	Sometime people make art to create reactions.	✓		✓	
	People use art as a means to reflect on their unique characteristics.	✓		✓	✓
	Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way.				✓
	People can have varying ideas about the value of art.	✓	✓		✓
	Art can be analysed and interpreted in lots of ways and can be different for everyone.	✓	✓		
Everyone has a unique way of experiencing art	✓	✓			