



DOG KENNEL HILL PRIMARY SCHOOL

Art and Design Progression of Knowledge and Skills Map



KNOWLEDGE /SKILL	Year 1/2	Year 3/4	Year 5/6
DRAWING	<ul style="list-style-type: none"> • Using images and symbols to name and describe feelings and ideas. • Representing familiar objects as a 'schema' by combining shapes. • Drawing confidently from imagination. • Combine schematic and observational approaches. • Add detail to artwork. • Observing and recording the shapes, patterns and textures found in objects. • Working in a combined schematic and observational way with confidence in placing objects. • Using drawing as the starting point for work in other media as well as in its own right. 	<ul style="list-style-type: none"> • Representing objects with correct proportions. • Observing how shape, colour and tone can be used to describe form. • Using observational drawings as opening studies for more developed work. • Using line, tone and texture to represent objects in three dimensions. • Spending longer periods of time on more challenging activities, concentrating on particular views of objects. • Using tools, such as viewing frames, effectively. • Using drawing as part of the investigation process and presenting work well in a sketchbook. 	<ul style="list-style-type: none"> • Depicting shadows and reflections using light and shade. • Combining different pressures and shading techniques. • Developing a personal style. • Choosing appropriate techniques to convey meaning or atmosphere.
PAINTING	<ul style="list-style-type: none"> • Exploring the tactile and visual qualities of a paintbrush. • Combining materials and tools and enjoy finding out how to achieve different effects. • Mixing paints from a limited range. • <i>Showing control in the use of colour</i> 	<ul style="list-style-type: none"> • Working in stages using different materials for particular effects. • Making some independent decisions about colour. • Beginning to understand and identify complementary colours and warm and cool colours. • Speaking about the emotional impact of colour. 	<ul style="list-style-type: none"> • Include texture gained through paint mix or brush technique. • Show well developed control is to achieve effects. • Mix appropriate colours to create a suitable colour palette that conveys mood and atmosphere.



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SCULPTURE	<ul style="list-style-type: none"> • Exploring materials. • Joining simple objects together. • Using a range of modelling materials squeezing, pinching and rolling them to make familiar or fantasy objects. • Adding colour, pattern and texture to objects. • Working on a larger scale when appropriate. • Showing sufficient control to join and manipulate materials for the purpose intended. • Showing a developing understanding of the qualities of the materials used. 	<ul style="list-style-type: none"> • Taking part in extended activities through different stages. • Working independently with a wider range of materials. • Requiring less support when selecting materials and tools. • <i>Using a similar range of materials as at earlier levels but with an increased sensitivity and control.</i> • <i>Using more advanced materials like wire and plaster.</i> 	<ul style="list-style-type: none"> • Portraiture work has a life like quality gained by choosing and applying the most appropriate techniques. • Making models on a range of scales that communicate observations from the real or natural world. • Producing sculptures that are well proportioned.
MATERIALS AND TEXTILES	<ul style="list-style-type: none"> • Sorting, matching and naming different materials. • Exploring materials to see how they are made. • Using joining processes such as tying and gluing. • Weaving on simple frames for different effects. • Using paints, dyes, crayons and other media to make individual and group designs on textiles. 	<ul style="list-style-type: none"> • Developing more control over the making process. • Collecting materials and ideas for work and experiment with materials before using them. • Using more advanced printing and dyeing techniques, combining different processes. • <i>Following a clear design brief to achieve an effect in techniques such as sewing (cross stitch & backstitch) appliqué,</i> 	<ul style="list-style-type: none"> • Displaying precision in work. • Combining a range of sewing printing, dyeing and joining techniques to good effect.
PRINTING	<ul style="list-style-type: none"> • Using objects basic tools and equipment to make patterns and images. • <i>Working with a range of processes, controlling materials and tools.</i> • <i>Using printing to illustrate and</i> 	<ul style="list-style-type: none"> • Approaching work in stages to use simple processes to make more complex designs. • Developing work from initial studies and investigations. • Understanding how printing differs from other art processes and 	<ul style="list-style-type: none"> • Choosing the appropriate materials on which to print to suit the purpose. • Using drawings and designs to bring fine detail into my work. • Combining printing



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	<i>explore ideas, commenting on what is done.</i>	<p>how it is used in different cultures.</p> <ul style="list-style-type: none"> • <i>Using a number of colours built up in a sequence.</i> • <i>Using precise repeating patterns by creating accurate printing blocks.</i> 	<p>techniques within one piece of work to create impact and effect.</p>
COLLAGE	<ul style="list-style-type: none"> • Using cut and torn papers and other materials to make simple patterns and images. • Recognising that materials look and feel different, choosing the most suitable materials for an effect. • <i>Mixing paper and other materials with different textures and appearances.</i> 	<ul style="list-style-type: none"> • Using collage to explore wider art themes. • Returning to work using a range of techniques to develop the final image. • <i>Experimenting with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned)</i> • <i>Experimenting with ceramic mosaic techniques to produce a piece of art.</i> 	<ul style="list-style-type: none"> • Choosing the most appropriate materials to fit the purpose. • Conveying a definite theme that is apparent to any viewer.