



Tenacres First School Progression of Knowledge and Skills



Art and Design

	Year One	Year Two	Year Three	Year Four
Exploring and developing ideas	<ul style="list-style-type: none"> record ideas from imagination or something modelled begin to talk about their ideas and share them with others with guidance, begin to look at some artists, craftspeople and designers both past and present begin to discuss artwork/ sculptures and use some basic language such as dark/ light 	<ul style="list-style-type: none"> record ideas from imagination or first-hand observation begin to discuss ideas and share them with others begin to identify a starting point for their work begin to look at some artists, craftspeople, designers both past and present begin to discuss artwork/ sculptures and use some specific language such as tone, light/ dark 	<ul style="list-style-type: none"> record ideas from imagination, first-hand observation or experience begin to think of questions about their own ideas and discuss these with others identify a starting point for their work begin to research a range of artists, craftspeople and designers both past and present discuss artwork/ sculptures and use specific language begin to use research to help influence and expand ideas 	<ul style="list-style-type: none"> explore and record ideas from imagination, first-hand observation and experience consider the different purposes for artwork when exploring ideas identify a starting point for their work discussing ideas with others about their own work and the work of others to help generate ideas/ influence artwork explore and research a range of artists, craftspeople and designers both past and present. discuss artwork/ sculptures and use specific language use research to help influence and expand ideas
Evaluating and developing work	<ul style="list-style-type: none"> begin to discuss what they do and don't like about a piece of artwork 	<ul style="list-style-type: none"> discuss what they do and don't like about a piece of artwork 	<ul style="list-style-type: none"> discuss a piece of artwork beginning to use specific language 	<ul style="list-style-type: none"> discuss a piece of artwork, using specific language

	<ul style="list-style-type: none"> begin to think about what they could change to improve reflect on how the finished piece has used skills practised in sketchbooks 	<ul style="list-style-type: none"> begin to identify things that they would change to improve the artwork compare the finished piece to the skills practised/ ideas gathered in their sketchbooks 	<ul style="list-style-type: none"> discuss what they do and don't like about a piece of artwork identify things that they would change to improve the artwork compare the finished piece to the skills practised/ ideas gathered in their sketchbooks 	<ul style="list-style-type: none"> discuss what they do and don't like about a piece of artwork identify things that they would change to improve the artwork compare the finished piece to the skills practised/ ideas gathered in their sketchbooks identify which skills they may need to practise
<p>Drawing</p> <p>Possible artists – Van Gogh, Cezanne, Picasso, Henry Moore, Klee, Kadinsky, Andy Warhol, Georgia O'Keeffe, Henri Matisse, Henri Rrousseau, Joan Miro</p>	<ul style="list-style-type: none"> begin to use a variety of drawing tools such as pencils, crayons, pastels, felt tips, chalk Use a sketch book to practise and explore ideas Begin to explore the use of line, shape, pattern and colour Explore and experiment with tone, shading and sketching 	<ul style="list-style-type: none"> use a variety of tools such as pencils, crayons, pastels, felt tips, chalk Use a sketch book to practise techniques and explore ideas Begin to draw with a purpose e.g. drawing to capture a feeling or experience identify and discuss the use of shadows, use of light and dark explore and experiment with tone, shading and sketching begin to draw more accurately – portraits should start to look more accurate 	<ul style="list-style-type: none"> use a variety of tools such as pencils, crayons, pastels, felt tips, chalk begin to experiment with a variety of pencils plan a drawing before starting beginning to be able to change the drawing as necessary Use a sketch book to keep a record of any research, skill practise and ideas begin to use sketching to plan other projects, e.g. a painting drawings are beginning to be drawn to scale and in correct proportion become more accurate when drawing – portraits 	<ul style="list-style-type: none"> use a variety of tools such as pencils, crayons, pastels, felt tips, chalk use a variety of pencils and be able to choose the most appropriate plan a drawing before starting can change and adapt a drawing as necessary Use a sketchbook to keep a record of any skill practise, ideas or research drawings are drawn to scale and in correct proportion drawings of people, animals or real life objects are accurate and in correct proportion

			should begin looking life like and accurate	
<p>Painting</p> <p>Possible Artists – Seurat, Cezanne, Picasso, Klee, Kadinsky, Andy Warhol, Georgia O'Keeffe, Henri Matisse, Henri Rrousseau Joan Miro</p>	<ul style="list-style-type: none"> begin to experiment with colours and explore primary and secondary colours begin to name the colours experiment with colour mixing and tone begin to use different types of paints and name some of the differences between them begin to work on different scales begin to use a variety of tools such as sponges, brushes, string 	<ul style="list-style-type: none"> experiment with colours and explore primary and secondary colours mix a range of secondary colours, shades and tones Know which primary colours make which secondary colours name the colours use different types of paints and name the difference between their properties use a variety of tools such as sponges, brushes, string begin to experiment when painting to scale 	<ul style="list-style-type: none"> experiment with colours and explore primary and secondary colours Know which primary colours make which secondary colours experiment with shade and tones and begin to discuss begin to use specific language to discuss own artwork and the artwork of others use a variety of different paints know the properties of the different paints work on a variety of scales use a variety of tools confidently begin to select the correct tool for the piece of artwork 	<ul style="list-style-type: none"> experiment with colours and explore primary and secondary colours know which primary colours make secondary colours name the colours understand and use language such as shade, tone, tint, hue use language to discuss own artwork and the artwork of others use a variety of different paints and know the properties of these choose the correct paint for artwork, considering their properties work confidently on a variety of scales use a range of tools confidently and know which tool is most appropriate
<p>Printing</p> <p>Possible Artists – Klee, Picasso, Joan Miro, William Morris</p>	<ul style="list-style-type: none"> explore printing with natural objects e.g. rubbings print with a range of materials e.g. sponge, corks, fruits begin to build repeated patterns begin to recognise patterns in the environment 	<ul style="list-style-type: none"> explore printing using a variety of techniques such as rubbings, relief and press print with a range of materials recognise and create repeated patterns 	<ul style="list-style-type: none"> explore printing use a variety of techniques beginning to use techniques such as layering discuss how a print is created 	<ul style="list-style-type: none"> explore printing using a variety of techniques become confident using the techniques research and design a print select the most suitable technique or

			<ul style="list-style-type: none"> begin to design and create own print design 	<p>materials to create print</p> <ul style="list-style-type: none"> explore resist printing such as marbling, silkscreen
<p>Textiles/ collage</p> <p>Gunta Stölzl</p>	<ul style="list-style-type: none"> become familiar with a range of textiles such as felt, tissue paper, card, plastic, crepe paper begin to experiment with a range of textiles begin to choose the correct textures/ colours create an image from imagination or experience begin to weave a pattern into paper 	<ul style="list-style-type: none"> become familiar with a range of textiles such as felt, tissue paper, card, plastic, crepe paper and describe the properties of these begin to create a textured collage using a variety of media learn to thread a needle begin to cut and glue material begin to cut, shape and join fabric using simple sewing patterns 	<ul style="list-style-type: none"> become familiar with a range of textiles such as felt, tissue paper, card, plastic, crepe paper and describe the properties of these begin to choose the correct textile based on their properties be able to create a textured collage using a variety of media measure and cut a piece of fabric be able to pin or table a piece of fabric be able to create a simple sewing pattern 	<ul style="list-style-type: none"> become familiar with a range of textiles such as felt, tissue paper, card, plastic, crepe paper and describe the properties of these be able to choose the correct textile based on their properties be able to create a textured collage using a variety of media measure and cut a piece of fabric and pin or tape it. create a product by following sewing patterns.
<p>3D form</p> <p>Possible artists – Henry Moore, Calder, Anish Kapoor, Barbara Hepworth, Eva Rothschild, Jill Townsley, Michelle Reader</p>	<ul style="list-style-type: none"> begin to handle a range of materials e.g. clay, plastecine begin to use basic tools such as a rolling pin when using clay, begin to use a variety of techniques such as rolling, smoothing, pinching, squeezing, squashing explore sculpture using a variety of media 	<ul style="list-style-type: none"> handle a range of materials e.g. clay, plastecine begin to use a variety of tools and know the purpose of each begin to understand the basic care of materials and tools use a range of techniques to manipulate the materials explore sculpture using a variety of media 	<ul style="list-style-type: none"> handle a range of materials e.g. clay, plastecine use a variety of tool and know the purpose of each understand the basic care of materials and tools understand and describe the properties of materials and how these may change 	<ul style="list-style-type: none"> handle a range of materials e.g. clay, plastecine use a variety of tools, know the purpose of each and understand how to use them safely understand the basic care of materials discuss the properties of materials and how they may change begin to plan, adapt and create models

			<ul style="list-style-type: none"> • join clay adequately using correct techniques e.g. scoring 	<ul style="list-style-type: none"> • when discussing work, know the difference between something that has been sculpted, constructed or modelled • plan and create a simple papier mache object
Digital Media	<ul style="list-style-type: none"> • begin to explore ideas using the internet, iPads • use iPads to record, take pictures • begin to use computers to draw simple pictures • use computer programmes to explore simple shapes and lines 	<ul style="list-style-type: none"> • explore ideas using the internet, iPads • use iPads to record, take pictures • begin to use iPads to edit and manipulate images or videos • use computers to edit and manipulate an image (ActiveInspire) • use computer programmes to explore shapes, lines and patterns 	<ul style="list-style-type: none"> • explore and research purposeful ideas using the internet and iPads • use iPads to record, take pictures • use iPads to edit and manipulate images or videos • use computers to edit and manipulate images (ActiveInspire) • use computer programmes to explore shapes, lines and patterns 	<ul style="list-style-type: none"> • explore and research purposeful ideas using the internet and iPads • use iPads to record, take pictures and create stop start animation (using models) • use iPads to edit and manipulate images or videos • use computers to edit and manipulate images (ActiveInspire) <p>use computer programmes to explore shapes, lines and patterns</p>
EYFS				
Exploring and developing new ideas	<ul style="list-style-type: none"> • Begin to mark make using a range of media (pencils, crayons, chalk, paint, glitter) • Explore patterns and shapes • Take part in big draws (mark making, patterns) • Explore artists presented by a teacher (e.g. Jackson Pollark) • Explores what happens when they mix media • Develop own ideas through selecting and using materials and working on the process that interests them 			
Evaluating and developing work	<ul style="list-style-type: none"> • Begin to have a preference when working with tools and different media • Discuss what they like or don't like about a piece of work • Discuss what they could do to make improvements 			

	<ul style="list-style-type: none"> • Talk about the processes which have led them to make designs, images or products. • Talk about their own and others' work, recognising the difference between them and the strengths of others.
Drawing	<ul style="list-style-type: none"> • Explore and experiment with a range of tools such as pencils, crayons, chalks, pastels, felt tips • Begin to understand that circles and lines can be used to enclose a space • Begin to use shapes to represent an object • Give meaning to marks that they make
Painting	<ul style="list-style-type: none"> • Explores colours and how colours can be changed • Can name colours • Explores what happens when they mix colours • Uses a range of tools to paint such as ear buds, paint brushes, pom poms • Uses painting to represent real life objects • Experiment with large scale painting (splatter painting, movement painting, marble painting, blow painting)
Printing	<ul style="list-style-type: none"> • Explore printing with natural objects (leaf rubbing, bark rubbing etc) • Exploring printing with a range of objects (junk, buttons, wellies, sponges) • Explore printing onto a range of materials • Create their own simple printing block
Textiles/Collage	<ul style="list-style-type: none"> • Explore how materials can be combined to create an effect • Experiments to create different textures • Through exploration children find out and make decisions about how media and materials can be combined and changed. •
3D Form	<ul style="list-style-type: none"> • Explore how materials can be combined to create an effect • Use simple tools and techniques competently • Manipulate materials to achieve planned effect (e.g. clay – pinching, squashing, rolling) • Select tools and techniques needed to shape, assembly and join materials they are using
Digital Media	<ul style="list-style-type: none"> • Use ipads to capture photographs and videos • Begin to make marks using the mouse on simple computer programmes (active inspire) • Begin to explore using the shape tool • Begin to edit images using simple computer programmes