



St Herbert's C of E Primary and Nursery School



Progression of Skills / Knowledge

Cycle A

Purple – substantive knowledge – knowing 'what'

Green – Implicit knowledge/skills – knowledge gained through experience.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Children in the EY will have access to a range of Art medium through the continuous provision, with each classroom having a mark making area, a creative workshop, painting area and malleable area with resources mapped out on the continuous provision plan.					
Nursery	<p>Transforming Objects</p> <p>To recognise colours.</p> <p>To explore line.</p> <p>To draw on different surfaces.</p> <p>Make a variety of marks.</p> <p>To explore shape.</p> <p>Mark making.</p>	<p>Exploring Christmas through Art.</p> <p>To apply simple decoration to clay.</p> <p>Print with a variety of objects onto different surfaces.</p>	<p>Sensory activities to explore colour.</p> <p>To use all of my senses to describe colour, light and shadows.</p>	<p>Making mini bug hotels.</p> <p>To explore shape.</p> <p>To create models.</p> <p>Hand-eye co-ordination.</p>	<p>Explore 3D Materials.</p> <p>Exploring shape.</p> <p>Modelling.</p> <p>To handle and manipulate different malleable materials.</p> <p>To build with recyclable resources.</p>	<p>Wax crayon rubbings.</p> <p>Colour recognition.</p> <p>Mark Making</p> <p>Fine motor skills.</p> <p>To take rubbings of textured objects in the outdoors.</p>
Reception	<p>Drawing – pencil sketches of my family.</p> <p>Use drawings to tell a story.</p> <p>Use a variety of drawing tools, media and techniques.</p> <p>Painting – colour mixing.</p> <p>Experiment with different types of paint and tools.</p> <p>Finding circles – Find circles in the environment and photograph.</p> <p>To explore shape.</p>	<p>Explorer's books, collecting colour – explore how different media respond on a textured surface.</p> <p>Use a variety of drawing tools, media and techniques.</p> <p>Imaginary Landscapes – building up a scene using background and foreground.</p> <p>Painting – colour mixing.</p> <p>Experiment with different types of paint and tools.</p>	<p>Clay snakes.</p> <p>Manipulate malleable materials and add decoration to clay.</p> <p>Prop making for toys – fabric clothes and cardboard furniture.</p> <p>Build and sculpt with recyclable and natural materials.</p> <p>Painting the Savannah.</p> <p>Painting – colour mixing.</p> <p>Experiment with different types of paint and tools.</p>	<p>Still life compositions inspired by Cezanne – create a composition of objects, photograph and sketch or paint.</p> <p>Painting – colour mixing.</p> <p>Experiment with different types of paint and tools.</p> <p>Movement Maps – charcoal, pencil, pastel, watercolour.</p> <p>Use a variety of drawing tools, media and techniques.</p>	<p>Let's Start with Collage.</p> <p>Handle and manipulate a variety of materials.</p> <p>Tear paper to make a collage.</p> <p>Clay Play</p> <p>Manipulate malleable materials and add decoration to clay.</p>	<p>Shells, observational drawing - soft pencils, chalks, pastels, wax crayon.</p> <p>Use a variety of drawing tools, media and techniques.</p> <p>World in a shoebox – painting an underwater scene.</p> <p>Painting – colour mixing.</p> <p>Experiment with different types of paint and tools.</p> <p>Painting pebbles to make fossils – scratch pattern.</p> <p>Painting – colour mixing.</p> <p>Experiment with different types of paint and tools.</p>

<p>Year 1 / 2</p>	<p><u>Spirals</u> Drawing Understand drawing is a physical activity.</p> <p>Understand drawing is a physical activity.</p> <hr/> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration.</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings.</p> <p>Sketchbooks Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.</p> <hr/> <p>Make a simple elastic band sketchbook. Personalise it.</p> <p>Use sketchbooks to:</p> <p>Develop experience of primary and secondary colours.</p> <p>Practice observational drawing.</p> <p>Explore mark making.</p>	<p>Calendars - painting</p>	<p><u>Inspired by Flora and Fauna</u> Drawing</p> <hr/> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen.</p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayons.</p> <p>Sketchbooks</p> <hr/> <p>Use sketchbooks to:</p> <p>Develop experience of primary and secondary colours</p> <p>Practice observational drawing</p> <p>Explore mark making</p> <p>Collage Understand collage is the art of using elements of paper to make images. Understand we can create our own papers with which to collage.</p> <hr/> <p>Collage with painted papers exploring colour, shape and composition.</p>		<p><u>Playful Making</u> Making Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>Understand the meaning of “Design through Making”</p> <hr/> <p>Use a combination of two or more materials to make sculpture.</p> <p>Use construction methods to build.</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.</p>	<p><u>Exploring Printmaking</u> Printmaking Understand prints are made by transferring an image from one surface to another.</p> <p>Understand relief prints are made when we print from raised images (plates).</p> <hr/> <p>Use hands and feet to make simple prints, using primary colours.</p> <p>Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image.</p> <p>Explore concepts like “repeat” “pattern” “sequencing”.</p> <p>Sketchbooks Use sketchbooks to:</p> <p>Test out printmaking ideas</p> <p>Develop experience of primary and secondary colours</p> <p>Practice observational drawing.</p> <p>Explore mark making.</p>
<p>Year 3 / 4</p>	<p><u>Making animated Drawings</u> Drawing</p>	<p><u>Working with Charcoal – Gestural Drawings.</u> Drawing</p>	<p><u>Exploring Pattern</u> Drawing Understand artists can work with pattern for different reasons:</p>			

	<p>Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject.</p> <p>Sketchbooks Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them.</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <hr/> <p>Work in sketchbooks to:</p> <p>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own.</p> <p>Develop mark making skills.</p> <p>Brainstorm animation ideas.</p> <p>Making Understand that articulated drawings can be animated.</p> <hr/> <p>Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations.</p>	<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans</p> <p>Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings.</p> <p>Understand that animators make drawings that move.</p> <hr/> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance).</p> <p>Sketchbooks Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them.</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <hr/> <p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal.</p>	<p>Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works.</p> <p>Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry.</p> <p>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.</p> <hr/> <p>Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns.</p> <p>Sketchbooks Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them.</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <hr/> <p>Use sketchbooks to:</p> <p>Practise drawing skills.</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists.</p> <p>Test and experiment with materials.</p> <p>Brainstorm pattern, colour, line and shape.</p> <p>Reflect.</p>			
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		<p>Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own.</p> <p>Develop mark making skills.</p>				
<p>Year 5 / 6</p>	<p>Fashion Design</p> <p>Sketchbooks Use sketchbooks to:</p> <p>Explore mark making.</p> <p>Brainstorm ideas generated when reading poetry or prose.</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc.</p> <p>Experiment with colour mixing and pattern, working towards creating paper “fabrics” for fashion design.</p> <p>Painting Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design.</p> <p>Making Understand that architects and other artists have</p>		<p>Typography and Maps</p> <p>Drawing Understand that designers create fonts and work with Typography.</p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.</p> <hr/> <p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters.</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful.</p> <p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper.</p> <p>Sketchbooks Use sketchbooks to:</p> <p>Explore mark making.</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p>		<p>Set Design</p> <p>Drawing Use charcoal, graphite, pencil, pastel to create drawings of atmospheric “sets” to help inform (though not design) set design (see column 6 “making”).</p> <p>Sketchbooks Use sketchbooks to:</p> <p>Explore mark making.</p> <p>Brainstorm ideas generated when reading poetry or prose.</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc.</p> <p>Making Understand that set designers can design/make sets for theatres or for animations.</p> <p>Understand that designers often create scaled models to test and share ideas with others.</p> <hr/> <p>Use Design through Making, inspired by a brief, to create a</p>	

	<p>responsibilities towards society. Understand that artists can help shape the world for the better.</p> <hr/> <p>Option to work in 3d to devise fashion constructed from patterned papers.</p>				<p>scale model "set" for a theatre production or an animation.</p> <p>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention.</p>	
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