



# St Herbert's C of E Primary and Nursery School

## Progression of Skills / Knowledge

### Cycle B



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

	<p><b>Drawing</b> Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <hr/> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting &amp; representing. Photograph.</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen.</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.</p> <p>Create final collaged drawings (see column 5 "collage") which explore composition.</p> <p><b>Sketchbooks</b> 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><b>Painting</b> Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making.</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues.</p> <p>Understand the concept of still life.</p> <hr/> <p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools.</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above.</p>		<p><b>Drawing</b> Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen.</p> <p><b>Sketchbooks</b> 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 Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <hr/> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media.</p> <p>Make visual notes about artists studied.</p> <p><b>Making</b> Understand the role of an architect.</p> <p>Understand when we make sculpture by adding materials it is called Construction.</p> <hr/> <p>Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior.</p>	

	<p>Make a new sketchbook (Elastic Band or Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media.</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.</p> <p>Make visual notes about artists studied.</p> <p><b>Collage</b> Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <hr/> <p>Use the observational drawings made (see column 1 “drawing”), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet.</p> <p>Collage with drawings to create invented forms. Combine with making if appropriate.</p>				<p>Use Design through Making philosophy to playfully construct towards a loose brief.</p>	
<p>Year 3 / 4</p>				<p><b><u>Working with Shape and Colour</u></b> <b>Printmaking</b> Understand that screen prints are made by forcing ink over a stencil.</p> <hr/> <p>Understand that mono print can be used effectively to create prints which use line.</p>	<p><b><u>Natural Materials</u></b> <b>Sketchbooks</b> Continue to build understanding that sketchbooks are places for personal experimentation.</p> <hr/> <p>Understand that the way each persons’ sketchbook looks is unique to them.</p>	<p><b><u>Sculpture and Structure</u></b> <b>Sketchbooks</b> Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p> <hr/> <p>Use sketchbooks to:</p> <p>Practise drawing skills.</p>

				<p>That screen prints can be used to create prints which use thicker lines and / or shapes.</p> <hr/> <p>Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning.</p> <p><b>Collage</b> Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <hr/> <p>Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition.</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>Brainstorm animation ideas.</p> <p>Experiment with pigments created from the local environment.</p> <p><b>Painting</b></p> <hr/> <p>Continue to develop colour mixing skills.</p> <p>Explore creating pigments from materials around you (earth, vegetation). Use them to create an image which relates to the environment the materials were found in.</p> <p>Option to use light to create imagery by exploring anothotype or cyanotype.</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>Reflect.</p> <p><b>Making</b> To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right.</p> <hr/> <p>Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making.</p>
Year 5 / 6	<p><b><u>2D Drawing to 3D</u></b></p> <p><b><u>Making</u></b></p> <p><b>Drawing</b> Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects.</p> <p>Understand that graphic designers use typography and</p>		<p><b><u>Activism</u></b></p> <p><b><u>Sketchbooks</u></b> Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes.</p> <p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head?</p>		<p><b><u>Brave Colour</u></b></p> <p><b><u>Sketchbooks</u></b> Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes.</p> <p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head?</p>	

	<p>image to create packaging which we aspire to use.</p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work.</p> <hr/> <p>Explore using negative and positive space to “see” and draw a simple element/object.</p> <p>Use the grid system to scale up the image above, transferring the image onto card.</p> <p><b>Sketchbooks</b> Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes.</p> <p>Using the grid method to scale up an image.</p> <p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head?</p> <p>Develop Mark Making</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p>		<p>Explore colour: make colours, collect colours, experiment with how colours work together.</p> <p>Explore combinations and layering of media.</p> <p>Develop Mark Making</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p><b>Printmaking</b> Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. <a href="#">Activism</a></p> <p>Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.</p> <hr/> <p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world.</p> <p>Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art.</p> <p>Or create a zine using similar methods.</p>		<p>Explore colour: make colours, collect colours, experiment with how colours work together.</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p><b>Making</b> Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork.</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life.</p> <hr/> <p>Use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.”</p> <p>Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel.</p>	
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