






# Singleton Church of England Primary School

## Progression of Skills and Knowledge

### Art - Y1



	Year 1 – Unit 1 Colour Splash - Panting and Media 	Year 1 – Unit 2 Make your mark – drawing 	Year 1 – Unit 3 3D Sculpture 
<b>Knowledge of Artists</b>	Know the following artists <ul style="list-style-type: none"><li>Jasper Jones</li><li>Clarice Cliff</li></ul> Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.	Know the following artists <ul style="list-style-type: none"><li>Bridget Riley</li><li>Zaria Forman</li><li>Wassily Kandinsky</li><li>Renata Bernal</li><li>Ilya Bolotowsky.</li></ul> Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.	Know the following artists <ul style="list-style-type: none"><li>Samantha Stephenson</li><li>Louise Bourgeois</li></ul> Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.
<b>KEY VOCABULARY</b>	primary colours, Secondary colours, Mix, Blend, Pattern, Shape, Kaleidoscope, Texture, Space, shade, hue, Design, Paint, Concentric circles, Silhouette	Shape, line, texture, marks, hard, soft, rough, smooth, observation, experiment, shadow, light and dark, thick, straight, wiggly, charcoal, pastels, chalk	Roll, smooth, flatten, shape, cut, pinch pot, thumb pot, ceramic, glaze, score, slip, 3D, sculpture, plaster, casting, negative space, in relief
<b>SUBSTANTIVE KNOWLEDGE</b>	<b>Colour</b> <ul style="list-style-type: none"><li>Know that the primary colours are red, yellow and blue.</li><li>Know that primary colours can be mixed to make secondary colours:<ul style="list-style-type: none"><li>Red + yellow = orange</li><li>Yellow + blue = green</li><li>Blue + red = purple</li></ul></li><li>Know that different amounts of paint and water can be used to mix hues of secondary colours.</li><li>Know that colours can be mixed to ‘match’ real life objects or to create things from your imagination.</li><li>Know that colour can be used to show how it feels to be in a particular place.</li></ul>	<b>Line</b> <ul style="list-style-type: none"><li>Know that drawing tools can be used in a variety of ways to create different lines.</li><li>Know that lines can represent movement in drawings.</li><li>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</li></ul> <b>Pattern</b> <ul style="list-style-type: none"><li>Know that a pattern is a design in which shapes, colours or lines are repeated.</li><li>Know that patterns can be used to add detail to an artwork.</li></ul> <b>Texture</b> <ul style="list-style-type: none"><li>Know that texture means ‘what something feels like’.</li><li>Know that different marks can be used to represent the textures of objects.</li><li>Know that different drawing tools make different marks.</li></ul> <b>Tone</b> <ul style="list-style-type: none"><li>Know that ‘tone’ in art means ‘light and dark’.</li><li>Know that we can add tone to a drawing by shading and filling a shape</li></ul>	<b>Form</b> <ul style="list-style-type: none"><li>Know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</li><li>Know that three-dimensional art is called sculpture.</li><li>Know that ‘composition’ means how things are arranged on the page.</li></ul> <b>Shape</b> <ul style="list-style-type: none"><li>Know that paper can be shaped by cutting and folding it.</li><li>Know that shapes can be organic (natural) and irregular.</li><li>Know that shapes can be geometric if they have mostly straight lines and angles.</li><li>Know that patterns can be made using shapes.</li></ul>
<b>MAKING CONNECTIONS</b> <b>Key knowledge / key questions</b>	<b>EYFS</b> Recall <ul style="list-style-type: none"><li>Painting through finger painting.</li><li>creating natural paintbrushes using found objects.</li><li>responding to music through the medium of painting.</li><li>Creating landscape collages inspired by the work of Megan Coyle.</li><li>Creating a large piece of group artwork based around fireworks.</li></ul> <b>Cycle A/B</b> This links to Year 2-unit Painting and mixed media – Life in colour Discuss artists from previous unit then:- What can we remember? – Year 2 children – Key questions <ul style="list-style-type: none"><li>What happens when we mix primary colours together? (They make other colours)</li><li>What are the colours made by primary colours called? (Secondary colours)</li><li>What are the secondary colours? (Orange, purple and green)</li><li>What primary colours mixed together make:<ul style="list-style-type: none"><li>green (yellow and blue)</li><li>orange (red and yellow)</li><li>purple? (blue and red)</li></ul></li></ul>	<b>EYFS</b> Recall <ul style="list-style-type: none"><li>exploring making marks with wax crayons, felt pens, chalk, pencils</li><li>observational drawing.</li><li>Self portraits</li></ul> <b>Cycle A/B</b> This links to Year 2 – Unit – Drawing Telling a story Discuss artists from previous unit then:- What can we remember Y2 Key questions – hold up charcoal <ul style="list-style-type: none"><li>We used charcoal – what can you remember about sketching with charcoal?<ul style="list-style-type: none"><li>Does the way you hold the charcoal affect the marks you make?</li><li>How many different ways can you hold the charcoal?</li><li>Can we break or shape the charcoal to create different effects?</li></ul></li></ul>	<b>EYFS</b> Recall Exploring clay/ playdough and its properties. Using tools safely and with confidence. Creating natural 3D landscape pictures using found objects Making a 3D clay sculpture  <b>Cycle A/B</b>  This links to Year 2 unit - Sculpture and 3D - Clay houses Discuss artists from previous unit then: - What can we remember Y2 Key questions – re clay moulding / shaping /joining <ul style="list-style-type: none"><li>How can clay be smoothed?</li><li>How can the clay be rolled into an even sausage shape?</li><li>How do you roll a ball in clay?</li><li>What is important about how hard or softly you press tools and objects into the clay surface?</li><li>How do we get the clay surfaces ready to be joined together? (‘Score’ them with lines using the knife)</li><li>How do we make the score marks? (Pressing quite gently so we don’t cut through the clay)</li><li>How much slip do we need to use? (Only a light brushing on both surfaces)</li><li>How can we make sure the clay sticks? (Smooth it over once you have attached</li></ul>

Key Skills	<p><b>Generating ideas;</b></p> <ul style="list-style-type: none"><li>Explore their own ideas using range of media</li></ul> <p><b>Sketchbooks:</b></p> <ul style="list-style-type: none"><li>Using sketch books</li><li>Use sketch books to explore ideas</li></ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"><li>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures</li><li>Make choices about which materials to use to create effect</li></ul> <p><b>Knowledge of artists;</b></p> <ul style="list-style-type: none"><li>Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.</li><li>Understand how artists choose materials based on their properties in order to achieve certain effects</li></ul> <p><b>Evaluating and Analysing</b></p> <ul style="list-style-type: none"><li>Describe and compare features of their own work and others’ artwork</li></ul> <p><b>Formal elements: Colour</b></p> <ul style="list-style-type: none"><li>Remember the primary colours and how to mix them to create secondary colours.</li><li>Create shades of a colour and choose and justify colours for a purpose.</li></ul>	<p><b>Generating ideas;</b></p> <ul style="list-style-type: none"><li>Explore their own ideas using range of media</li></ul> <p><b>Sketchbooks:</b></p> <ul style="list-style-type: none"><li>Using sketch books</li><li>Use sketch books to explore ideas</li></ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"><li>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures</li><li>Make choices about which materials to use to create effect</li><li>Develop observational skills to look closely and reflect surface texture</li></ul> <p><b>Knowledge of artists;</b></p> <ul style="list-style-type: none"><li>Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.</li><li>Understand how artists choose materials based on their properties in order to achieve certain effects</li></ul> <p><b>Evaluating and Analysing;</b></p> <ul style="list-style-type: none"><li>Describe and compare features of their own work and others’ artwork</li><li>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</li></ul> <p><b>Formal Elements: Line</b></p> <ul style="list-style-type: none"><li>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</li></ul> <p><b>Formal Elements: Pattern</b></p> <ul style="list-style-type: none"><li>Understand patterns in nature, design and make patterns in a range of materials.</li></ul> <p><b>Formal Elements: Texture</b></p> <ul style="list-style-type: none"><li>Use materials to create textures.</li></ul> <p><b>Formal Elements: Tone</b></p> <ul style="list-style-type: none"><li>Understand what tone is and how to apply this to their own work.</li></ul>	<p><b>Generating ideas:</b></p> <ul style="list-style-type: none"><li>Explore their own ideas using range of media</li></ul> <p><b>Sketchbooks</b></p> <ul style="list-style-type: none"><li>Using sketch books</li><li>Use sketch books to explore ideas</li></ul> <p><b>Making Skills:</b></p> <ul style="list-style-type: none"><li>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures</li><li>Make choices about which materials to use to create effect</li><li>Develop observational skills to look closely and reflect surface texture</li><li>Explore and analyse a wider variety of ways to join and fix materials in place.</li></ul> <p><b>Knowledge of artists;</b></p> <ul style="list-style-type: none"><li>Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.</li><li>Understand how artists choose materials based on their properties in order to achieve certain effects</li></ul> <p><b>Evaluating and Analysing:</b></p> <ul style="list-style-type: none"><li>Describe and compare features of their own work and others’ artwork</li><li>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</li></ul> <p><b>Formal Elements: Form</b></p> <ul style="list-style-type: none"><li>Learn about form and space through making sculptures and developing language.</li></ul> <p><b>Formal Elements: Shape:</b></p> <ul style="list-style-type: none"><li>Identify, describe and use shape for purpose.</li></ul>
Key Assessment Opportunity	<p><b>Focus Colour mixing – lesson 5</b></p> <ul style="list-style-type: none"><li>Mixing secondary Colours with confidence</li><li>Recreating own designs – in style of Clarice Cliff</li></ul>	<p><b>Key Assessment Opportunity</b></p> <p>An observation drawing - demonstrating application of skills and knowledge from the previous four lessons</p> <ul style="list-style-type: none"><li>Compare two different types of marks you made; what did you do to make the marks different?</li><li>How did having the cardboard square hiding your drawing change how you drew? Did you have to look more carefully at your object?</li></ul>	<p><b>Key Assessment Opportunity</b></p> <ul style="list-style-type: none"><li>Application of paper – shaping skills to make an imaginative sculpture – tree</li><li>Application of painting skills when working in 3D. – Spider</li></ul>