



Haresfield CE Primary School
Progression of Knowledge and Skills in Art
Year A- KS₁

Year	Knowledge				Skills
<p>Year 1 Year 2</p> <p>Term 1</p>	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> ✓ to use a range of materials creatively to design and make products ✓ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ✓ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ✓ Evaluate the work of a range of artists, craft makers and designers and making links to their own work <p><u>Focus:</u> Drawing / Painting – Self-Portraits and Colour Mixing <u>Contributing towards:</u> Secondary Colours and Joan Miró (LKS2) <u>Artist focus:</u> Brianna McCarthy</p>				<p><u>Generating Ideas</u></p> <p>Talk about their ideas and explore different ways to record them using a range of media.</p> <p>Look at the work of famous artists to generate inspiration and conversation about art and artists.</p>
	<p><u>Objective</u></p>	<p><u>Sticky Knowledge</u></p>	<p><u>Key Vocabulary and Definitions</u></p>	<p><u>Activities</u></p>	<p><u>Using Sketchbooks</u></p>
	<p>To explore self portraits using line, shape and colour</p>	<p>Artists use line, shape and colour to create portraits.</p>	<p>Portrait – a drawing or painting of a person</p>	<p>Explore self-portraits by Brianna McCarthy and discuss how artists use bold colour, repeated pattern and expressive line to communicate personality and identity. Demonstrate looking carefully in mirrors to observe facial features including eyes, noses, mouths and hair. Children practise drawing simple self-portraits in sketchbooks using pencils, crayons and felt tips before experimenting with bold colour combinations inspired by Brianna McCarthy’s artwork.</p>	<p>Use sketchbooks to explore ideas of shade and tone</p>
	<p>To mix primary colours and explore painting techniques</p>	<p>Artists mix colours and use different brush sizes to create detail and texture.</p>	<p>Primary colours – red, blue and yellow</p>	<p>Demonstrate mixing primary colours to create secondary colours and using different brush sizes to paint thick and thin lines. Model controlling paint carefully when painting facial features, clothing and backgrounds. Children experiment with colour mixing and paint application techniques before creating a Brianna McCarthy Style portrait using the colours they have mixed, making sure they include bold colours and decorative patterns used by Brianna McCarthy.</p>	<p><u>Making Skills</u></p> <p>Develop control when using a wide range of tools to draw, paint and create sculpture</p> <p>Make choices about which materials to use to create an effect</p> <p>Develop observational skills</p>
<p>Year A</p>	<p><u>Focus:</u> Collage Paper – Folding, Tearing and Layering <u>Contributing towards:</u> Collage – Layering and Texture (LKS2) <u>Artist focus:</u> Eric Carle</p>				<p>Begin to use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Use a range of materials and tools with care and precision.</p>
<p><u>Objective</u></p>	<p><u>Sticky Knowledge</u></p>	<p><u>Key Vocabulary and Definitions</u></p>	<p><u>Activities</u></p>	<p><u>Evaluating and Analysing</u></p>	
<p>To explore collage materials and layering techniques</p>	<p>Artists use layered materials to create texture and shape.</p>	<p>Collage – artwork made by sticking materials onto a surface</p>	<p>Explore collage illustrations by Eric Carle and discuss how artists layer painted papers to create texture, pattern and shape. Demonstrate folding, tearing, crumpling and overlapping paper to create interesting surfaces and effects. Children experiment with arranging textured papers, tissue paper and coloured card to create jungle textures and Wild Thing-inspired shapes linked to the class story. Encourage discussion about how texture changes the appearance of artwork.</p>	<p>Describe and compare features of their own and others’ artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	
<p>To create a final layered collage inspired by the story</p>	<p>Artists combine colour, texture and shape within collage artwork.</p>	<p>Overlapping – placing one thing partly over another</p>	<p>Demonstrate planning a simple collage composition with foreground and background areas. Children create final collage scenes or creatures inspired by <i>Where the Wild Things Are</i>, layering torn and cut papers, textured materials and repeated patterns in the style of Eric Carle. Encourage thoughtful colour choices, careful arrangement and evaluation of how texture and layering create atmosphere and detail.</p>		

Whole School Art Curriculum

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	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> ✓ to use a range of materials creatively to design and make products ✓ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ✓ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ✓ Evaluate the work of a range of artists, craft makers and designers and making links to their own work <p><u>Focus:</u> Digital Art – Drawing and Photography <u>Contributing towards:</u> Digital Photography and Image Manipulation (LKS2)</p>			
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary and Definitions</u>	<u>Activities</u>
	To explore digital drawing tools and simple image effects	Digital tools can create different lines, shapes and colours.	Digital – created using technology	Demonstrate using simple drawing software on the tablets including brush tools, colour selection, eraser tools and undo functions. Children experiment with digital marks, lines and colours. Encourage children to compare digital drawing with drawing on paper and discuss which tools create different effects.
	To explore digital photography and cropping tools	Digital cameras can record visual information and images can be changed using editing tools.	Crop – cutting part of an image away	Demonstrate taking photographs using tablets and discuss how framing changes an image. Children photograph natural textures, animal patterns or classroom objects before experimenting with basic cropping tools to focus on important shapes, colours or details inspired by the story settings.
Year 1	<p><u>Focus:</u> Painting – Pointillism and Postcard Scenes <u>Contributing towards:</u> Printing – Nature Patterns (LKS2) <u>Artist focus:</u> Georges Seurat</p>			<p><u>Generating Ideas</u></p> <p>Talk about their ideas and explore different ways to record them using a range of media. Look at the work of famous artists to generate inspiration and conversation about art and artists.</p> <p><u>Using Sketchbooks</u></p> <p>Use sketchbooks to explore ideas of shade and tone</p> <p><u>Making Skills</u></p> <p>Develop control when using a wide range of tools to draw, paint and create sculpture. Make choices about which materials to use to create an effect. Develop observational skills.</p>
Year 2	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary and Definitions</u>	<u>Activities</u>
Term 2	To learn about Georges Seurat and explore the pointillism technique	Georges Seurat painted using tiny dots instead of brush strokes. This technique is called pointillism.	Dot – a small round mark	<p>Show Georges Seurat’s paintings including <i>A Sunday Afternoon on the Island of La Grande Jatte</i>, <i>The Circus</i> and <i>Bathers at Asnières</i>. Discuss what children notice about the paintings and how the images change when viewed close up and from further away. Explain that pointillism uses tiny dots of colour placed next to each other so that the viewer’s eye blends them together from a distance. Children examine printed images closely and from across the room to observe the effect. Demonstrate creating dots using cotton buds, fingertips and brush ends. Model how to dab paint carefully rather than dragging tools across the page. Children experiment with creating dots using different tools and colours, comparing dot size, spacing and control. Children create colour-mixing experiments using dots of primary colours placed next to each other to observe how colours visually blend from a distance. Encourage discussion about which tools create the neatest and most controlled dots.</p>
Year A	To create simple images using pointillism techniques	Dots placed close together look darker and more solid. Dots with spaces between them look lighter.	Pointillism – a painting technique using small dots of colour	<p>Revisit Georges Seurat’s paintings and discuss how repeated dots create texture, movement and atmosphere. Demonstrate drawing a very simple outline image such as a flower, butterfly, fish or landscape before filling areas using carefully placed dots rather than painted lines or blocks of colour. Model using one colour family per area and varying dot spacing to create lighter and darker effects. Children practise creating simple pointillism pictures using 3–4 colours and cotton buds for greater control. Encourage children to keep dots inside outlines, overlap colours carefully and experiment with spacing to create different visual effects.</p>
	To create and evaluate a final pointillist postcard scene	Pointillism creates different effects when viewed close up compared to far away because dots blend visually together.	Landscape – a picture showing outdoor scenery	<p>Demonstrate sketching a simple postcard-sized landscape scene perhaps inspired by Meerkat Mail. Model applying pointillism carefully across the whole image using cotton buds and controlled repeated dots. Children create their own postcard scenes and fill the entire composition using pointillist techniques. Encourage children to add details such as flowers, clouds or birds using smaller dots and contrasting colours. Once complete, children mount work onto card to create finished postcards.</p>
				<p><u>Evaluating and Analysing</u></p> <p>Describe and compare features of their own and others’ artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>

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	<p><u>Objective</u></p> <p>To explore watercolour techniques and colour mixing</p>	<p><u>Sticky Knowledge</u></p> <p>Watercolour paint can create light washes and blended colour effects.</p>	<p><u>Key Vocabulary and Definitions</u></p> <p>Watercolour – paint mixed with water to create transparent colour</p>	<p><u>Activities</u></p> <p>Explore examples of Chinese dragon paintings and discuss colour, movement, curved shapes and decorative patterns. Discuss how Chinese dragons are often shown twisting and flowing across the page. Demonstrate using watercolour paints to create washes, blend colours and control water carefully using different brush sizes. Model how adding more water creates lighter colours and how layering paint creates darker tones. Children experiment with watercolour techniques including blending reds, oranges, yellows and greens to create fiery dragon-inspired colour palettes. Encourage children to create flowing brushstrokes, curved lines and decorative patterns inspired by scales, flames and clouds.</p>	<p><u>Using Sketchbooks</u></p> <p>Use sketchbooks to explore ideas of shade and tone</p>
	<p>To create a final Chinese dragon painting using watercolour</p>	<p>Artists use colour, line and movement to create expressive paintings.</p>	<p>Brushstroke – a mark made using a paintbrush</p>	<p>Demonstrate sketching a simple dragon shape lightly in pencil before adding watercolour carefully. Model using curved brushstrokes, layered washes and decorative details to create movement and atmosphere. Children create final Chinese dragon paintings inspired by traditional dragon artwork, combining flowing brushstrokes, blended colours and repeated patterns. Encourage children to experiment with colour harmony, decorative detail and movement within compositions. Explain that these paintings and dragon designs will be used as inspiration for clay dragon sculptures in the next unit. Evaluate how effectively colour and brushstrokes communicate movement and energy.</p>	<p><u>Making Skills</u></p> <p>Develop control when using a wide range of tools to draw, paint and create sculpture Make choices about which materials to use to create an effect Develop observational skills</p>
<p>Term 3 Year A</p>	<p><u>Focus:</u> 3D Sculpture – Clay Dragons and Texture <u>Contributing towards:</u> Clay Cartouche (LKS2)</p>				<p>Begin to use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Use a range of materials and tools with care and precision.</p>
	<p><u>Objective</u></p> <p>To explore clay techniques and begin constructing dragon forms</p>	<p>Clay can be shaped, rolled and joined to create sculpture.</p>	<p>Clay – a soft natural material used for modelling</p>	<p><u>Activities</u></p> <p>Revisit the watercolour dragon paintings created in the previous unit and discuss how shapes, curves and patterns could be transformed into 3D sculptures. Explore images of dragon sculptures from different cultures and discuss shape, texture and movement. Demonstrate safely rolling, kneading, pinching and shaping clay using hands and simple tools. Model how to join clay pieces using score-and-slip techniques. Children experiment with creating dragon eyes, claws, spikes, tails and curved body shapes before beginning simple dragon sculptures inspired by their painted dragon designs. Encourage children to think about balance, movement and overall shape.</p>	<p><u>Evaluating and Analysing</u></p> <p>Describe and compare features of their own and others’ artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>
	<p>To add texture and detail to clay dragon sculptures</p>	<p>Texture can be added using tools, repeated marks and impressed patterns.</p>	<p>Texture – how something feels or looks on a surface</p>	<p>Demonstrate using clay tools, natural objects and stamps to create scales, ridges and repeated patterns. Show children how repeated marks can create realistic dragon textures and decorative surface detail inspired by their watercolour dragon paintings. Children refine clay dragon sculptures by strengthening joins, smoothing some areas and adding detailed surface textures including scales, claws, spikes and swirling patterns. Encourage children to compare rough and smooth textures and evaluate which textures work best for different dragon features.</p>	
<p>To paint and evaluate clay dragon sculptures</p>	<p>Sculpture can be improved through colour and decorative detail.</p>	<p>Sculpture – three-dimensional artwork</p>	<p>Demonstrate painting dried clay dragons using thicker poster paint or acrylic paint rather than watercolour. Explore colours and decorative patterns used in Chinese dragon artwork including reds, golds, greens and swirling details. Model layering paint carefully and using smaller brushes to add highlights and decorative pattern. Children paint and decorate clay dragon sculptures inspired by the colours and patterns explored in their earlier watercolour paintings. Encourage children to evaluate their sculptures considering shape, texture, colour, craftsmanship and how successfully they transformed their painted dragon ideas into 3D form.</p>		

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	<p><u>Objective</u></p> <p>To explore Kandinsky’s use of colour, shape and line</p>	<p><u>Sticky Knowledge</u></p> <p>Artists use colour, line and shape to create expressive artwork.</p>	<p><u>Key Vocabulary and Definitions</u></p> <p>Contrast – the difference between light and dark or different colours</p>	<p><u>Activities</u></p> <p>Explore paintings by Wassily Kandinsky and discuss the bright colours, circles, curved lines and expressive shapes within his artwork. Discuss how artists can create movement and feeling using colour and repeated shapes. Demonstrate mixing primary colours to create secondary colours and using different brush sizes to paint thick, thin, curved and dotted marks. Children experiment with painting colourful abstract shapes and repeated patterns inspired by Kandinsky’s work and seasonal colours such as autumn oranges, winter blues and spring greens. Encourage children to compare warm and cool colours and discuss how contrasting colours create visual impact within artwork.</p>	<p><u>Using Sketchbooks</u></p> <p>Use sketchbooks to explore ideas of shade and tone</p>
	<p>To develop brush control and painted texture</p>	<p>Different brushstrokes create different textures and effects.</p>	<p>Curved line – a bent or flowing line used to create movement in artwork</p>	<p>Demonstrate using different brush sizes and brushstrokes to create dots, curved lines, circles and repeated patterns. Model controlling paint carefully to create clear shapes and textured marks. Children experiment with layering paint and overlapping shapes inspired by leaves, snowflakes, flowers and seasonal textures. Encourage children to compare the effects created by thick and thin brushes and discuss which marks create movement and pattern most effectively.</p>	<p><u>Making Skills</u></p> <p>Develop control when using a wide range of tools to draw, paint and create sculpture</p>
	<p>To create a final Kandinsky-inspired seasonal painting</p>	<p>Artists combine colour, shape and line to create expressive paintings.</p>	<p>Balance – arranging artwork so it feels even and well organised</p>	<p>Demonstrate planning a simple composition using repeated shapes, curved lines and contrasting colours inspired by seasonal change. Model gradually layering paint and adding details carefully to create movement and balance. Children create final abstract seasonal paintings inspired by Kandinsky, combining expressive brushstrokes, repeated shapes and mixed colours linked to seasons such as autumn leaves, winter snowflakes or spring flowers. Encourage children to evaluate colour choices, brush control and how effectively their paintings communicate movement and atmosphere.</p>	<p>Make choices about which materials to use to create an effect</p> <p>Develop observational skills</p>
	<p><u>Focus:</u> Printing – Seasonal Texture and Pattern <u>Contributing towards:</u> Printing – Nature Patterns (LKS2)</p>				<p>Begin to use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>
	<p><u>Objective</u></p> <p>To explore printing with natural and found objects</p>	<p><u>Sticky Knowledge</u></p> <p>Many objects can be used for printing. Different objects make different patterns.</p>	<p><u>Key Vocabulary and Definitions</u></p> <p>Printing block – an object used to transfer paint or ink onto paper</p>	<p><u>Activities</u></p> <p>Provide variety of printing objects: natural (leaves, flowers, bark, pine cones, feathers, shells), found (corks, sponges, bubble wrap, corrugated card, bottle tops, Lego bricks, toy car wheels). Demonstrate printing: press object into paint (in shallow tray), press firmly onto paper, lift straight up (don't drag), repeat to create pattern. Children experiment with all objects: try each object, observe pattern it makes, print multiple times to create repeating patterns, try different colours, create sample sheet showing what each object prints. Discuss: Which objects make the clearest prints? Which make interesting textures? Which are easiest to use?</p>	<p>Use a range of materials and tools with care and precision.</p> <p><u>Evaluating and Analysing</u></p> <p>Describe and compare features of their own and others’ artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>
<p>To create a final seasonal printed picture</p>	<p>Repeated printed shapes create pattern and texture within artwork.</p>	<p>Repetition – using shapes or marks again and again within artwork</p>	<p>Demonstrate planning a simple seasonal composition with foreground and background areas. Ask the children to plan a simple scene too – not too much detail as each section will be filled with different colour and texture prints. Model overlapping prints carefully and using repeated shapes to create movement and texture. Children create final seasonal printed pictures inspired by summer, autumn, winter or spring. Encourage children to evaluate colour choices as well as texture choices to print from to be the most suitable. Each section of the picture e.g. sand, sea, sky, clouds, sun needs to have good choice of colour and a different print texture chosen.</p>		

Year	Knowledge				Skills
<p>Year 1 Year 2 Term 6 Year A</p>	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> ✓ to use a range of materials creatively to design and make products ✓ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ✓ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ✓ Evaluate the work of a range of artists, craft makers and designers and making links to their own work <p><u>Focus:</u> Drawing / Mark Making – Texture and Rubbings <u>Contributing towards:</u> Drawing – Tone, Texture and Detail (LKS2)</p>				<p><u>Generating Ideas</u> Talk about their ideas and explore different ways to record them using a range of media. Look at the work of famous artists to generate inspiration and conversation about art and artists.</p>
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary and Definitions</u>	<u>Activities</u>	
	To explore textures through rubbings and mark making	Artists can create texture by observing and recording surface patterns.	Rubbing – creating texture by placing paper over a surface and colouring across it	Explore a range of natural and man-made textures including bark, leaves, bricks, fabric and wooden surfaces. Demonstrate placing paper over textured surfaces and using crayons or pencils sideways to create rubbings. Children experiment with rubbings using different materials and compare the patterns and textures produced. Encourage children to describe textures using artistic language such as rough, smooth, bumpy and patterned.	
	To investigate repeated marks and textured patterns	Repeated marks and patterns can represent texture within artwork.	Mark making – creating different lines, dots and patterns using drawing tools	Demonstrate creating repeated marks including dots, zigzags, short lines and curved marks to represent textures found in woodland environments. Children use pencils, crayons, charcoal and felt tips to create texture studies inspired by leaves, bark, fur, feathers and stones. Encourage children to compare natural textures with the marks they create and discuss which techniques are most effective.	
	To create a final textured drawing inspired by nature	Artists combine rubbings and drawing techniques to create detailed artwork.	Surface – the outside layer or texture of an object	Demonstrate planning a simple woodland or nature composition using collected rubbings and textured mark making. Model layering rubbings with observational drawing and repeated marks to create depth and detail. Children create final nature-inspired drawings combining rubbings, texture studies and observational details from leaves, bark and woodland objects. Encourage children to evaluate how effectively they used texture and repeated marks to communicate natural surfaces and detail.	
	<p><u>Focus:</u> 3D Modelling – Junk Modelling and Construction <u>Contributing towards:</u> Environmental Sculpture (LKS2)</p>				
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary and Definitions</u>	<u>Activities</u>	
	To explore joining and constructing with recycled materials	Artists and designers can reuse materials to create sculptures and models.	Recycled – materials used again to make something new	Explore examples of junk modelling and discuss how everyday materials can be transformed into artwork. Demonstrate safely joining boxes, tubes and recycled materials using tape, glue and tabs. Children experiment with stacking, joining and balancing materials to create simple structures and forms. Encourage children to test which joins are strongest and discuss how shape affects stability.	
	To create a final junk model sculpture	Sculpture can be created by combining and joining different materials.	Construct – to build or make something	Demonstrate planning a simple junk model design before assembling materials carefully. Model adding smaller details, painted decoration and texture to improve the final sculpture. Children create final junk model sculptures inspired by buildings, vehicles, animals or imaginative creations using recycled materials. Encourage children to evaluate stability, shape, texture and creativity within their finished models.	
	<p><u>Evaluating and Analysing</u> Describe and compare features of their own and others’ artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>				