


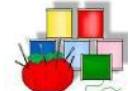





West Kirby Primary School Knowledge and Skills Progression

Subject area: Art and Design skills

Knowledge & Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generic skills	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
	<p>Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work</p>	<p>Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>
Drawing	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
 <p>Suggested artists: <i>Leonardo Da Vinci,</i> <i>Vincent Van Gogh,</i> <i>Poonac</i></p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media</p> <p><u>Lines and marks</u> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently, textured and sized media.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media</p> <p><u>Lines and marks</u> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently, textured and sized media. <u>Shape</u> Observe and draw shapes.</p>	<p>Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.</p> <p><u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels pens etc. Experiment with different grades of pencil and other implements to create lines a</p>	<p>Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.</p> <p><u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to</p>	<p>Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work.</p> <p><u>Lines, Marks, Tone, Form & Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing.</p>	<p>Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in</p>

	<p><u>Shape</u> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.</p> <p><u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p><u>Texture</u> Investigate textures by describing, naming, rubbing, copying.</p>	<p>from observations. Draw shapes in between objects. Invent new shapes.</p> <p><u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p><u>Texture</u> Investigate textures by describing, naming, rubbing, copying.</p>	<p>marks.</p> <p><u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.</p> <p><u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p><u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p>	<p>create lines and marks.</p> <p><u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.</p> <p><u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p><u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p>	<p>Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching, within their own work. Start to develop their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition</p>	<p>their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition</p>
Painting	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
 <p>Suggested artists: <i>Pollock, Monet, Chagall, Ben Moseley, Van Gogh</i></p>	<p>Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing, media, scrapping through. Name different types of paint and their properties. <u>Colour</u> Identify primary colours by name. Mix primary shades and tones. <u>Texture</u> Create textured paint by adding sand, plaster</p>	<p>Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing, media, scrapping through. Name different types of paint and their properties. <u>Colour</u> Identify primary colours by name. Mix primary shades and tones. <u>Texture</u> Create textured paint by adding sand, plaster</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. <u>Colour</u> Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades.</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. <u>Colour</u> Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades.</p>	<p>Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. <u>Colour</u> Mix and match colours to create atmosphere and light effects. Be able to identify primary, secondary, complementary and contrasting colours. Work with complementary colours.</p>	<p>Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. <u>Colour</u> Mix and match colours to create atmosphere and light effects. Be able to identify primary, secondary, complementary and contrasting colours. Work with complementary colours.</p>

Printing	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
 <p>Suggested artists: <i>Picasso, Dan Mather, Andy Warhol</i></p> <p>And for Pattern: <i>Joan Miro, Bridget Riley, Escher, Paul Klee</i></p>	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns Colour-Experiment with overprinting motifs and colour Texture-Make rubbings to collect textures and patterns</p>	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns Colour-Experiment with overprinting motifs and colour Texture-Make rubbings to collect textures and patterns.</p>	<p>Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays</p>	<p>Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays</p>	<p>Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Create prints with three overlays</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p>	<p>Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Create prints with three overlays</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p>
Textiles	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
 <p>Suggested artists: <i>Linda Caverley, Molly Williams, William Morris, Gustav Klimt</i></p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape fabric using scissors/snips Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc Create cords and plaits for decoration Colour Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee Texture Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape fabric using scissors/snips Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc Create cords and plaits for decoration Colour Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee Texture Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining Experiment with paste resist.</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining Experiment with paste resist.</p>	<p>Use fabrics to create 3D structures Use different grades of threads and needles Experiment with batik techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>	<p>Use fabrics to create 3D structures Use different grades of threads and needles Experiment with batik techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>
3-D and sculpture	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)

 <p>Suggested artists: <i>Henry Moore, Barbara Hepworth, Andy Goldsworthy</i></p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools Form Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form Texture Change the surface of a malleable material e.g. build a textured tile</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools Form Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form Texture Change the surface of a malleable material e.g. build a textured tile</p>	<p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material Use papier mache to create a simple 3D object</p>	<p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material Use papier mache to create a simple 3D object</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media</p>
Collage	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
 <p>Suggested artists: <i>Peter Blake, Kurt Schwitters, Hannah Hoch, Ben Giles, Davis Adey</i></p>	<p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers Work on different scales Colour Collect, sort, name match colours appropriate for an image Shape Create and arrange shapes appropriately Texture Create, select and use textured paper for an image</p>	<p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers Work on different scales Colour Collect, sort, name match colours appropriate for an image Shape Create and arrange shapes appropriately Texture Create, select and use textured paper for an image</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary</p>	<p>Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideas</p>	<p>Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideas</p>
Digital media	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
	<p>Explore ideas using digital sources i.e. internet, CD-ROMs Record visual information using digital cameras, video recorders Use a simple graphics package to create images</p>	<p>Explore ideas using digital sources i.e. internet, CD-ROMs Record visual information using digital cameras, video recorders Use a simple graphics package to create images</p>	<p>Record and collect visual information using digital cameras and video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create images and effects with;</p>	<p>Record and collect visual information using digital cameras and video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create images and effects with;</p>	<p>Record, collect and store visual information using digital cameras, video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create and manipulate new images</p>	<p>Record, collect and store visual information using digital cameras, video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create and manipulate new images Be able to Import an image (scanned,</p>

<p>Suggested artists: Stephen McMennamy, Sean Charmatz, Jason Naylor, Hal Lasko</p>	<p>and effects with Lines by changing the size of brushes in response to ideas Shapes using eraser, shape and fill tools Colours and Texture using simple filters to manipulate and create images Use basic selection and cropping tools</p>	<p>and effects with Lines by changing the size of brushes in response to ideas Shapes using eraser, shape and fill tools Colours and Texture using simple filters to manipulate and create images Use basic selection and cropping tools</p>	<p><u>Lines</u> by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal Create <u>shapes</u> by making selections to cut, duplicate and repeat Experiment with <u>colours and</u> <u>textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p>	<p><u>Lines</u> by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal Create <u>shapes</u> by making selections to cut, duplicate and repeat Experiment with <u>colours and</u> <u>textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p>	<p>Be able to Import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.)</p>	<p>retrieved, taken) into a graphics package Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.)</p>
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