



Lawrence View Primary School

Art

Knowledge and Skills Progression Grids.

Starting academic year 2022-23

Art: Across School

Drawing		Paint	Sculpture	Printing, mixed media, collage, IT
EYFS F1	<ul style="list-style-type: none"> Experiment with painting and drawing lines and shapes using a variety of equipment. 	<ul style="list-style-type: none"> Explore colours and mixing to understand colours change. Explore painting with different materials. 	<ul style="list-style-type: none"> Engage in fine motor activities to manipulate different materials. Experiment with range of materials. Select appropriate tools. Know how to hold scissors correctly for cutting. 	<ul style="list-style-type: none"> Look at a range of different Art and discuss.
EYFS F2	<ul style="list-style-type: none"> Be able to paint or draw a face with simple features. Use equipment effectively to create a desired effect. 	<ul style="list-style-type: none"> Explores what happens when mixing colours Know names of colours. 	<ul style="list-style-type: none"> Manipulate a range of materials (boxes, card, clay) to create different effects to produce an outcome. Cut with some accuracy. 	<ul style="list-style-type: none"> Understand and practise the technique of printing. Look at a range of Art and describe what can be seen.
A Year 1 artist will ...	<ul style="list-style-type: none"> Explore a range of drawing tools e.g. sketching pencils, pencil crayons and pastels. Know that different sketching pencils make different marks. Know how to use 2 different gradient of pencils. Draw lines of different size and thickness and explore shapes. Begin to make observational drawings. Colour (own work) neatly following the lines. Pencil/s Crayon/s Thick/ness Thin Line Grade 	<ul style="list-style-type: none"> Use thick and thin paint brushes. Know the names of the primary and secondary colours. Mix primary colours to create secondary colours. Discuss and use warm and cold colours. 	<ul style="list-style-type: none"> Enjoy handling, feeling and manipulating a range of materials. (Wire, paper and straws.) Cut shapes using scissors in a safe way. Build a construction using straws and paper. Discuss different types of buildings. 	IT <ul style="list-style-type: none"> Begin to explore digital media to create an image. Explore digital tools e.g. brushes, shape, fill tools and erase.

A Year 2 artist will ...	<ul style="list-style-type: none"> Choose and use three grades of sketching pencil when drawing Begin to control marks made with different media. Draw experiences and feelings. Sketch to make records. Know how to use a view finder to focus on a specific part of a photo for drawing. 	<ul style="list-style-type: none"> Describe a range of colours. Mix a range of secondary colours and tertiary colour Discuss why they have selected certain colours. Discuss why some art is more suited to painting styles. 	<ul style="list-style-type: none"> Know how to make a clay pot and know how to join two clay finger pots together and apply decorative techniques. Show an awareness that natural and human made materials can be used to create sculpture. Discuss the work of other sculptors and relate these to their own ideas and designs. 	<p>Printing</p> <ul style="list-style-type: none"> Explore repeated patterns using a simple method. Use shapes to make a repeated pattern. Identify a wider range of printed forms in everyday life and consider how the process has changed overtime. <p>Collage</p> <ul style="list-style-type: none"> Develop a range of cutting, tearing and fixing techniques to create a specific picture. Use scissors to cut with accuracy. Fold, crumple, tear and overlap paper to create an image.
A year 3 artist will	<ul style="list-style-type: none"> Know how to use four grades of sketching pencils. Draw from imagination and observations. Experiment with mark making with charcoal. Create initial sketches for painting. Begin to draw with accuracy. Discuss shadows, light and dark. Have an awareness of how pattern can be used to create texture. 	<ul style="list-style-type: none"> Make tints of one colour by adding white. Darken/lighten colours without using black/white Mix/ create colour for use on a large scale (wash) Demonstrate increasing control of the type of marks made to create certain effects. Know how to use different paint brushes for different effects. E.g. small, flat headed. 	<ul style="list-style-type: none"> Plan, shape, mould and make construction from clay. Use tools to create shapes. Show an awareness of how texture, form and shape can be transferred from 2D and 3D. Consider and understand different aesthetics. 	<p>Study of artists –</p> <ul style="list-style-type: none"> Know how to identify the techniques used by different artists. Know how to compare the work of different artists. Recognise when art is from different cultures. Recognise when art is from a different period.
A year 4 artist will ...	<ul style="list-style-type: none"> Use a wide range of sketching pencils. Consider scale and proportion Create accurate observational drawing. Work on a variety of scales. Produce drawing using IT Identify and draw the effects of reflection. Draw for a sustained period of time. 	<ul style="list-style-type: none"> Make tints, tones and shades using white, grey and black. Observe colour and suggest why it has been changed. Independently choose the right paint and equipment. Select colour to reflect mood. Explore different brush strokes and why they might have been used. Begin to discuss how they are influenced by the work of others. 	<ul style="list-style-type: none"> Discuss the work of other sculptors and architect and how these have influenced their own work/ designs. Adapt work when necessary and explain why. Develop awareness in environmental sculpture. Use wire and clay to sculpt figures. 	<p>Printing</p> <ul style="list-style-type: none"> Understand the difference between repeat printing and mono printing. Explore the process of mono printing. Explore the process of printing with multiple colours. <p>Digital Media-</p> <ul style="list-style-type: none"> Begin to use digital media to record.

A year 5 artist will ...	<ul style="list-style-type: none"> • Work in a sustained and independent way to create an accurate, detailed drawing. • Developing key elements of their work. (line, tone, pattern, texture). • Draw from different viewpoints considering the horizon line. • Begin to consider perspective. • Use different styles of shading work from a variety of sources including observation and photographs to develop work. 	<ul style="list-style-type: none"> • Make and discuss hue, tint, tone, shade and mood. • Mix colours, shades, tones, tints with confidence, building upon previous knowledge. • Select colour for purpose explaining choices. • Discuss how colour can be used to express ideas, feeling and mood. • Confidently control the types of marks made and experiment with different effects and textures. 	<ul style="list-style-type: none"> • Understand that a range of media can be selected (due to their properties for different purpose). • Independently recognise problems and adapt work when necessary- taking inspiration from other sculptors. 	<p>Mixed Media</p> <ul style="list-style-type: none"> • Gain experience in overlaying colours. • Continue to experience in combining prints to produce an end print. • Demonstrate an awareness of printing onto fabric and consider the difference to printing onto paper. <p>Printing –</p> <ul style="list-style-type: none"> • Gain experience in overlaying colours. • Continue to experience in combining prints to produce an end print. • Demonstrate an awareness of printing onto fabric and consider the difference to printing onto paper.
A year 6 artist will ...	<ul style="list-style-type: none"> • Select appropriate media and techniques to achieve a specific outcome. • Develop their own style. • Draw for a sustained period over a number of sessions. • Use tone in drawing to achieve depth. • Develop drawing with perspective and focal points. 	<ul style="list-style-type: none"> • Select colour to express feelings. • Discuss harmonious and contrasting colours and their placement on the colour wheel. • Work in a sustainable and independent way, developing own style. • Purposefully controlling the types of marks, brushstrokes used to create desired effects. • Use colours and brushstrokes to create atmosphere and light effects. 	<ul style="list-style-type: none"> • Recognise sculptural forms in the environment and use these as inspiration for their own work. • Demonstrate experiences in relief and freestanding work using a range of media. • Independently select sculpture as a method of producing work, if this fits the criteria of the task. 	

(Adapted from Focus education assessing a Knowledge Rich Curriculum)