**Todwick Progression of Skills and knowledge Document**

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|  | **Subject** |
| **Subject Concept**  | **FS2** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Develop ideas** | Explore and use a variety of artistic effects to express their ideas and feelings.To have an understanding of how artists have used music for inspiration  | -Record and explore ideas from first hand observation, experience and imagination.- Ask and answer questions about the starting points for their work, and develop their ideas.- Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures and making links to their own work. | -Record and explore ideas from first hand observation, experience and imagination.- Ask and answer questions about the starting points for their work and the processes they have used- Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures and making links to their own work.-Develop own ideas | -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. | - 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. | 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. | 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. |
| **Master techniques****By evaluating and developing ideas** | Return to and build on their previous learning, refining ideas and developing their ability to represent them | - Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook using language of art, craft and design- Identify what they might change in their current work or develop in their future work. | - Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook using language of art, craft and design- Identify what they might change in their current work or develop in their future work.-Annotate work in sketchbook. | -Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them using language of art, craft and design.-Adapt their work according to their views and describe how they might develop it further.-Annotate work in sketchbook. | - Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them using language of art, craft and design.-Adapt their work according to their views and describe how they might develop it further.-Annotate work in sketchbook. | - Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them using language of art, craft and design.-Adapt their work according to their views and describe how they might develop it further.-Annotate work in sketchbook. | - Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them using language of art, craft and design.-Adapt their work according to their views and describe how they might develop it further.-Annotate work in sketchbook. |
| **Drawing****Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)**  | Explore how a range of media can be used to create different effects e.g. wax, paint, ink, pastel. | -Extend the variety of drawings tools -Explore different textures - Observe and draw landscapes -Observe patterns - observe anatomy (faces, limbs)  | - experiment with tools and surfaces - draw a way of recording experiences and feelings -discuss use of shadows, use of light and dark -Sketch to make quick records  | -Experiment with the potential of various pencils -close observation - Draw both the positive and negative shapes -initial sketches as a preparation for painting - accurate drawings of people – particularly faces  | -Identify and draw the effect of light - scale and proportion -accurate drawings of whole people including proportion and placement -Work on a variety of scales - computer generated drawings  | -effect of light on objects and people from different directions - interpret the texture of a surface -produce increasingly accurate drawings of people - concept of perspective  | - effect of light on objects and people from different directions - produce increasingly accurate drawings of people -to produce close observational drawing.-To use line tone and pattern-  |
| **Colour****(painting, ink, dye, textiles, pencils, crayon, pastels)** | Explore how we mix colours and create different shades by adding white and black.- Use colour mixing and brush stroke techniques to create own artwork and representations.-Begin to express their feelings of a piece of music through shape and colour.Re-visit and refine colour mixing when using colours a purpose-watercolours | -name all the colours - mixing of colours- Find collections of colour -applying colour with a range of tools  | -Begin to describe colours by objects - Make as many tones of one colour as possible (using white) - Darken colours without using black -using colour on a large scale  | - colour mixing - Make colour wheels -Introduce different types of brushes -techniques- apply colour using dotting, scratching, splashing  |  - colour mixing and matching; tint, tone, shade  - observe colours  - suitable equipment for the task  - colour to reflect mood  | -hue, tint, tone, shades and mood - explore the use of texture in colour -colour for purposes  | -hue, tint, tone, shades and mood - explore the use of texture in colour -colour for purposes – colour to express feelings  |
| **Texture (textiles, clay, sand, plaster, stone, collage)**  |  -Explore collage and 3D shapes to create a piece of art e.g. paper mache bird box.-Investigate materials that could be used to create a Water lily inspired piece of art.-Use recyclable materials to create artwork.-Use clay tools to add detail | - weaving -collage - Sort according to specific qualities -how textiles create things  | - overlapping and overlaying to create effects -Use large eyed needles – running stitches -Simple appliqué work -Start to explore other simple stitches -collage  | -Use smaller eyed needles and finer threads -weaving –Tie dying, batik  | -observation and design of textural art -experimenting with creating mood, feeling, movement- -compare different fabrics  | - use stories, music, poems as stimuli -Select and use materials - embellish work -fabric making -artists using textiles  | - Develops experience in embellishing -Applies knowledge of different techniques to express feelings -Work collaboratively on a larger scale  |
| **Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )** | Explore manipulating clay and effects of tools on clay by creating a Diva lamp.Develop claywork skills by rolling and shaping clay to make a snail. | - Construct -Use materials to make known objects for a purpose  -Carve and build textured tile- Pinch and roll coils and slabs using a modelling media. -Make simple joins  | - Awareness of natural and man-made forms -Expression of personal experiences and ideas -To shape and form from direct observation (malleable and rigid materials) -decorative techniques -Replicate patterns and textures in a 3-D form  | -Shape, form, model and construct ( malleable and rigid materials) -Plan and develop - understanding of different adhesives and methods of construction - aesthetics  | -Plan and develop - Experience surface patterns / textures - Discuss own work and work of other sculptors - analyse and interpret natural and manmade forms of construction  | -plan and develop ideas -Shape, form, model and join -observation or imagination -properties of media -Discuss and evaluate own work and that of other sculptors  | -plan and develop ideas - Shape, form, model and join -observation or imagination - properties of media -Discuss and evaluate own work and that of other sculptor |
| **Printing (found materials, fruit/veg, wood blocks, press print, lino, string)** |  Explore print using household objects and vegetables .g. bubble wrap to create new effects- Return to and build on their previous learning of print, | -Create patterns - Carry out different printing techniques e.g. monoprint, block, relief and resist printing.  | - Print with a growing range of objects -Identify the different forms printing takes  | -relief and impressed printing - recording textures/patterns -monoprinting -colour mixing through overlapping colour prints  | -Use sketchbook for recording textures/patterns - Interpret -environmental and manmade patterns - modify and adapt print  | -combining prints -design prints -make connections -discuss and evaluate own work and that of others  | - Builds up drawings and images of whole or parts of items and landscapes using various techniques -Screen printing - Explore printing techniques used by various artists |
| **Pattern ( paint, pencil, textiles, clay, printing)**  |   | -Awareness and discussion of patterns -repeating patterns- symmetry  | - Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning -natural and manmade patterns -Discuss regular and irregular  | - pattern in the environment -design using ICT -make patterns on a range of surfaces -symmetry  | - Explore environmental and manmade patterns -tessellation  | - Create own abstract pattern to reflect personal experiences and expression-create pattern for purposes  | - Create own abstract pattern to reflect personal experiences and expression -create pattern for purposes |
| **Take inspiration from the greats****All classes to take part in Picture This!** | - Van Gogh including Sunflowers.-Kandinsky-Matisse- Monet. | -Artist appropriate to learning journey -Norman Foster -Gemma Nemer (The Button Tin) | -Artist appropriate to learning journey-Narnia The Lion the Witch and wardrobe - Willow Pattern-Andy Goldsworthy | --Artist appropriate to learning journey-Lowrie -Tinga Tinga-Egyptian | -Artist appropriate to learning journey-The Romans - Andy Warhol- Banksy  | -Artist appropriate to learning journey-Katsushika Hokusai-Kadir Nelson-Alma W.Thomas-Jarmund Vigsnaes | -Artist appropriate to learning journey-The Vikings- tapastry- Henri Rousseau-Picture this  |
| **Breadth of study** |  | - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.- Use ICT -Investigate different kinds of art, craft and design | - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.- Use ICT -Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. | - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.- Use ICT -Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. | - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.- Use ICT -Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. | - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.- Use ICT -Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. | - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.- Use ICT -Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. |
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