**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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