



# Preston Candover Art Curriculum

## Progression in Art Skills

		Year R	Years 1/2	Years 3/4	Years 5/6
<b>Drawing &amp; Painting</b>	<b>Skills</b>	<p>Hold, control (and develop the use of) a variety of media, (naming them and predicting the results they might achieve) and using them to make various marks and lines</p> <p>Name, choose and match primary and secondary colours.</p> <p>Describe people, objects and places using simple art specific language related to colour and shape.</p> <p>Use lines to create (an increasing range of) shapes patterns and textures.</p> <p>(Colour in more accurately with drawing materials and with some accuracy with paint.</p> <p>Mix and match basic colours.</p> <p>Make drawings and paintings.</p> <p>Digital Art: Make drawings on the computer using simple tools to make lines, shapes and pour colours.</p>	<p>Develop use and control of an increasing variety of media, naming them and beginning to predict the results they might achieve.</p> <p>Colour in accurately with paint as well as drawing materials.</p> <p>Mix and match basic colours and make them lighter or darker.</p> <p>Name primary, secondary and some tertiary colours and qualify their tonal value.</p> <p>Work to the size of paper or surface.</p> <p>Make more detailed drawings and paintings.</p> <p>Make drawings on the computer having opened and used an art program using simple tools to make lines, shapes and pour colours.</p> <p>Digital Art: Can copy paste, save and print.</p> <p>Use a digital camera to capture, save and print.</p>	<p>Use and control more specialist media to explore their use and the effect they achieve.</p> <p>Identify some key visual Art elements e.g. colour, line, shape and space in their work.</p> <p>Begin to adapt and apply colours to achieve tonal effects, patterns and textures.</p> <p>Begin to match how they approach the scale of their work.</p> <p>Make drawings and paintings that include some detail and context.</p> <p>Be able to draw the human form in proportion</p> <p>Digital Art: Make drawings on the computer, using a painting program to create an image.</p> <p>Can use a digital camera competently, combining photo with drawing. Can make a simple animated sequence.</p>	<p>Work with a wider range of more specialist media and mix media to achieve desired effects.</p> <p>Use primary colours and black and white to mix a full range of hues and tones.</p> <p>Compose work and plan effective use of available space.</p> <p>Describe what they have achieved using a wide range of art specific vocabulary, re media, tools, equipment, and processes.</p> <p>Develop techniques using key elements of line tone etc...including proportion and simple perspective.</p> <p>Know and use the proportions of the human body.</p> <p>Digital Art: Make drawings on the computer.</p> <p>Can use a digital camera to capture and cut and paste into another image to create a collage.</p> <p>Can use a paint program to develop virtual designs for a painting, print or 3D work.</p> <p>Can use a video camera to produce a short sequenced narrative film, making a time based presentation with sound.</p>
	<b>Knowledge</b>	<p>How to explain what they are doing.</p> <p>Know that different media makes different types of marks.</p> <p>Other artists have drawn and painted the same things that they do.</p>	<p>Know that different media are appropriate to different tasks..</p> <p>Media can be applied in different ways to achieve different effects.</p> <p>Skill develops with practice.</p> <p>Different key elements of art can be explored in the same piece of work.</p> <p>Drawing can be planning or the finished work.</p> <p>Yr1: The names of tools, techniques and formal elements (colours, shapes, tones etc) that they use.</p> <p>Yr2: Talk about the materials, techniques and processes they have used using appropriate vocabulary (names of colours, tools)</p>	<p>Describe what they have achieved and how it was produced, using Art vocabulary.</p> <p>Know that drawing and painting need to be practised, to be develop.</p> <p>Media can be used and applied in various ways: changing pressure, direction and speed.</p> <p>Drawing can be part of planning or a finished piece.</p> <p>Recognise and apply the proportions of the human body through figure drawing that has been modelled.</p> <p>Yr3: Know about and explain how to use some of the tools and techniques they have chosen to work with.</p> <p>Yr4: Know about and demonstrate, how tools they have chosen to work with, should be used effectively and safely.</p>	<p>Personal skills and the ability to draw and paint needs to be practised to be developed and extended.</p> <p>The choice of media and how it is applied enhances the expression of ideas and feelings.</p> <p>Looking at and talking about a wide range of work of other artists from a variety of cultures and times to demonstrate a knowledge of styles by relating them to their own work.</p> <p>Yr5: Know how to describe the processes they are using and how they hope to achieve high quality outcomes.</p> <p>Yr6: Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>
<b>Printmaking</b>	<b>Skills</b>	<p>Load an object with paint and print from it.</p> <p>Make rubbings from different surfaces.</p> <p>Make a range of other prints e.g. from bubbles.</p> <p>Print to make pictures, patterns or textures.</p>	<p>Load a range of different objects with paint and print from them.</p> <p>Make a simple printing block from polystyrene printing tiles or similar.</p> <p>Ink up a block and print a regular or irregular pattern.</p>	<p>Investigate a range of printing techniques.</p> <p>Build a simple printing block by applying card, string, tissue, wool etc.</p> <p>Ink up a block and print a regular or offset pattern.</p> <p>Experiment with a range of printing methods.</p>	<p>Make a more complex print block from polystyrene printing tiles or similar and cut it to apply more than one colour.</p> <p>Build a printing block by applying card, string, tissue, wool etc.</p> <p>Ink up a block and print a regular, irregular or offset pattern.</p>

			Print to make more complex pictures, patterns or textures Choose objects from which to print to achieve specific results.	Choose objects to print with that create a specific effect.	Develop their own repeated patterns using the computer.
	<b>Knowledge</b>	Talk about their prints. Recognise printable pattern in natural and manmade objects. Printed patterns can be regular or irregular. Different objects make different patterns. Different methods give different kinds of prints. YrR: How to explain what they are doing.	Talk about their prints and the process of how they were made. Objects and printing materials can be used for varying effects, a print can be a picture in its own right. Identify and talk about pattern and texture in natural and made objects. Yr1: The names of tools, techniques and formal elements (colours, shapes, tones etc) that they use. Yr2: Talk about the materials, techniques and processes they have used using appropriate vocabulary (names of colours, tools)	Talk about their print work and the work of other printers. Investigate a range of printing techniques. Collect and compare printmaking patterns and textures. Identify and talk about pattern and texture in natural and made objects. Printing can be achieved through a range of ways. A print can be a picture in its own right and a repeated texture or pattern. Yr3: Know about and explain how to use some of the tools and techniques they have chosen to work with. Yr4: Know about and demonstrate, how tools they have chosen to work with, should be used effectively and safely.	Prints can be achieved through a wide range of techniques. Develop the art language to enable them to identify and talk about pattern and texture in natural and manmade objects. Relate their work to the work of other artists and describe the printing process used. A print can be a picture in its own right and a repeated texture or pattern. Photography is a form of printing. Printing is used commercially in for example: fabrics, papers, magazines and packages and other graphic designs. Yr5: Know how to describe the processes they are using and how they hope to achieve high quality outcomes. Yr6: Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.
<b>Textiles</b>	<b>Skills</b>	Collect and classify fabrics and threads into colours and different textures. Hold scissors and cut fabric (into basic shapes) and thread (into similar lengths). Thread beads onto a lace or string. (Thread a large eyed needle and sew some stitches.)	Cut fabric into basic shapes. Cut thread into a variety of similar lengths. Sew individual straight stitches as decoration. Weave with paper and card on a warp made with smooth threads.	Cut and apply threads with some accuracy. Thread and sew with medium to thick needles. Sew for decoration in straight lines and to join fabric. Weave using a wide range of fabrics and threads. Create patterns with dye.	Cut a pattern and use it to create a basic 3D shape from fabric. Sew fabric together by hand or machine. Create new threads by knotting or plaiting for example.
	<b>Knowledge</b>	Know that fabrics: are textiles that can be used for clothes and household linens. They come in a range of colours, thicknesses, textures and patterns. They can be sewn together to make 3D shapes such as clothes. Threads make fabrics including knitting and can be found in a wide range of thicknesses, colours and textures. How to hold and use scissors should be modelled. YrR: How to explain what they are doing in classifying, threading and sewing.	Fabrics are mainly constructed through weaving and therefore can be deconstructed into threads Sewing can embellish fabric with patterns and textures but its main purpose is to join fabrics together. Cutting and sewing are modelled. Yr1: The names of tools, techniques and formal elements (colours, textures etc) that they use. Yr2: Talk about the materials, techniques and processes they have used using appropriate vocabulary (names of colours, texture, tools)	Sewing, weaving, dyeing are processes that can be combined to create a particular effect. Irregular and regular patterns can be produced (e.g. by tie dyeing). Sewing can be used to join fabric, to create textures and patterns on it and to sew objects such as beads, buttons and threads to it. Yr3: Know about and explain how to use some of the tools and techniques they have chosen to work with. Yr4: Know about and demonstrate how tools they have chosen to work with, should be used effectively and safely.	Techniques associated with the working of fabrics and threads can be adapted to fit the requirements of the task. The weight and structure of the fabric and the threads have to be considered when selecting for particular purposes in the work. Yr5: Know how to describe the processes they are using and how they hope to achieve high quality outcomes. Yr6: Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.
<b>Sculpture</b>	<b>Skills</b>	Mould and create malleable materials (that can be combined to make objects). (Follow instructions to) assemble and disassemble a range of construction kits (to build specific objects) Combine boxes and other found materials to create junk models (preparing them for	Mould malleable materials to create shapes that can combine to make objects. Follow instructions to assemble a range of construction kits to build specific objects. Build junk models and prepare them for painting/decorating by covering with layers of paper.	Mould malleable materials, to create objects/people Use simple techniques for moulding. Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials. Create simple shapes from paper and card.	Design and create planned sculptures from single and combined media Using building, joining and decorating in clay. Use a wider range of tools to cut, join, shape and impress patterns and textures in a range of materials including paper. Carving using a range of more complex moulding materials.

		<p>painting and decorating with layers of paper).</p> <p>Use simple (a wider range of) tools to cut shape and impress patterns and textures into a range of materials.</p> <p>(Fold pleat and cut paper and card of varying thicknesses.)</p>	<p>Use a wide range of simple tools to cut, shape and impress patterns and texture in a range of materials.</p> <p>To fold, pleat and cut paper and card of varying thicknesses.</p>	<p>Create papier-mache and use to create 3D shapes/objects/people</p>	<p>Weaving patterns using threads and other appropriate materials of varying thicknesses.</p> <p>Using plaster impregnated bandages over frames.</p>
	<b>Knowledge</b>	<p>YrR: To have acquired the knowledge of techniques needed to create sculptures. e.g. sticking/cutting/assembling Know how to explain what they are doing in appropriate language.</p>	<p>Yr1: To know the names of tools, techniques and formal elements: qualities of materials that make them suitable for sculpting, (that they use).</p> <p>Yr2: Talk about the materials, techniques and processes they have used using appropriate vocabulary (names of tools, materials and method).</p>	<p>Know that sculptures are viewed from many angles.</p> <p>To have had techniques modelled for them.</p> <p>Yr3: Name, know about and explain how to use some of the tools and techniques they have chosen to work with in sculpting.</p> <p>Yr4: Know about and demonstrate, how tools they have chosen to work with, should be used effectively and safely and that these along with the materials will achieve a variety of results.</p> <p>Know that sculptures can be on a wide range of scales and that implicates the choice of materials to be used.</p>	<p>Some experience should be first-hand and from observing a sculptor at work.</p> <p>Know that sculpting is similar to drawing and painting in the third dimension and that sculptures are viewed from many angles and this should be considered when designing.</p> <p>Yr5: Know how to describe the processes they are using and how they hope to achieve high quality outcomes.</p> <p>Yr6: Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>
<b>Collage</b>	<b>Skills</b>	<p>Hold scissors and cut a range of materials. Cut straight lines.</p> <p>Tear paper into strips and simple shapes. Apply adhesive sparingly and place glued surfaces together accurately.</p> <p>Classify materials in to textures and colours. Work on individual and group collages.</p>	<p>Cut curved and straight lines from a range of materials with some accuracy.</p> <p>Tear paper into strips and shapes with some accuracy.</p> <p>Apply adhesive sparingly to a range of materials and stick them down accurately.</p> <p>Classify materials into colours and textures.</p> <p>Make choices to match colour and texture to purpose, applying various coloured, textured and patterned materials.</p> <p>Work as a member of a group producing a single collage.</p>	<p>Producing their own collages by being able to: Cut complex shapes from a range of materials with some accuracy.</p> <p>Tear paper to predetermined strips and shapes.</p> <p>Change the surface of materials by, for example...crumpling, creasing, folding, pleating, scoring, tearing, fraying.</p> <p>Apply adhesive sparingly and stick shapes down accurately.</p> <p>Experiment with materials.</p> <p>Work as a member of a group producing a single collage.</p>	<p>Cut complex shapes from a range of materials with accuracy.</p> <p>Use more specialist cutting equipment and adhesives.</p> <p>Alter and amend a range of surfaces to create new textures appropriate to the work.</p> <p>Planning and producing their own collage, choosing, cutting, arranging and applying materials focusing on the visual Art elements.</p> <p>Further experimenting with materials.</p>
	<b>Knowledge</b>	<p>Talk about materials especially their colours and textures.</p> <p>Materials can be cut and re-assembled into new shapes.</p> <p>Materials have different colours and surface textures.</p> <p>YrR: How to explain what they are doing.</p>	<p>Talk about their work and the work of others using vocabulary appropriately for the Art elements.</p> <p>Materials can be selected or created to reflect colour, and surface texture of the subject.</p> <p>A range of different materials can be combined in one piece of work.</p> <p>Yr1: The names of tools, techniques and formal elements (colours, shapes, tones etc) that they use.</p> <p>Yr2: Talk about the materials, techniques and processes they have used using appropriate vocabulary (names of colours, tools)</p>	<p>Talk about their work and the work of others using language appropriate to the visual Art elements of shape, texture, pattern and colour, and identify how they combine in the work to achieve specific results.</p> <p>Look at and talk about collages created by other artists.</p> <p>Materials can be altered and combined to create new textures that are appropriate for the subject of the work.</p> <p>The choice of materials can enhance work.</p> <p>Yr3: Know about and explain how to use some of the tools and techniques they have chosen to work with.</p> <p>Yr4: Know about and demonstrate, how tools they have chosen to work with, should be used effectively and safely.</p>	<p>Talking about their work and the work of others using appropriate language of all the visual elements, how they combine in the work and how they achieve specific results.</p> <p>Looking at and talking about collages created by other artists, analysing the materials and processes used and the effects achieved.</p> <p>The choice of materials to reflect colour, tone and texture can enhance work and are individual. Materials can be adapted, combined or changed to suit their purpose.</p> <p>Yr5: Know how to describe the processes they are using and how they hope to achieve high quality outcomes.</p> <p>Yr6: Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>

<p><b>Evaluating: their work and the work of other Artists, Designers and Craftspeople</b></p>	<p><b>Skills</b></p>	<p>Recognise and describe key features of their own and others' work. Ability to explain key features of their own work and others. Describing what they see and like in the work of another artist/craft maker/designer.</p>	<p>Show an interest in and describe what they think about the work of others. Compare their work with Artists studied. Express clear preferences and give some reasons for these. Describing what they see and like in the work of another artist/craft maker/designer. Express their feelings about their own work or the work of others..</p>	<p>Identify some key visual elements e.g. colour, line, shape and space in the work of others. Be able to appreciate that artists will see the same subject in different ways and therefore produce work that is very different. Take the time to reflect upon what they like and dislike about their work in order to improve it. Communicate what they are trying to express in their own work</p>	<p>Make a record about the qualities and styles in their pieces of work. Say who their work is influenced by. Include technical aspects in their work. E.g. architectural designs. Provide reasoned evaluations of both their own and professionals' work, which take into account starting points and intentions. Be influenced by other artists/craft makers/designers</p>
	<p><b>Knowledge and understanding</b></p>	<p>Yr R: That art design and craft is made by artists exhibiting care and skill and is valued for its qualities.</p>	<p>Yr1: How to recognise and describe some simple characteristics of different kinds of art, craft and design in their own work and the work of others Yr2: That different forms of creative work are made by artists, craftspeople and designers.</p>	<p>Compare the work of different artists. Make links to another artist to inspire their work. Say how another artist/craft maker/designer has used visual Art elements Explore work from different cultures. See how art can change over time. Communicate what they feel an artist is trying to express in their work. Yr3: Know about and describe the work of some artists, craftspeople, architects and designers. Yr4: Know about and describe some of the key ideas, techniques and working practises of a variety of artists, craftspeople, architects and designers that they have studied.</p>	<p>Have knowledge of a wide range of artists and have formed their own opinions on their different styles. Look at technical aspects of designers' work. Yr5: Know, research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their intentions and cultural context. Yr6: Know how to describe, interpret and explain the work, ideas, and working practices of some significant artists, craftspeople, architects and designers, taking account of the influence of the different historical, cultural and social contexts in which they work/worked.</p>