

Damers First school - Art progression of Knowledge and Skills

	Foundation	Year 1	Year 2	Year 3	Year 4
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> - Begin to use a variety of drawing tools - Use drawings to tell a story - Investigate different lines - Explore different textures - Encourage accurate drawings of people 	<ul style="list-style-type: none"> - Extend the variety of drawings tools - Explore different textures - Observe and draw landscapes - Observe patterns - Observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 - Discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> - 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 - Discuss and evaluate own work and that of others
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> - Experimenting with and using primary colours - Naming - Mixing (not formal) - Learn the names of different tools that bring colour - Use a range of tools to make coloured marks on paper 	<ul style="list-style-type: none"> - Name all the colours - Mixing of colours - Find collections of colour - Applying colour with a range of tools 	<ul style="list-style-type: none"> - Begin to describe colours by objects - Make as many tones of one colour as possible (using white) - Darken colours without using black - Use colour on a large scale 	<ul style="list-style-type: none"> - Colour mixing - Make colour wheels Introduce different types of brushes Techniques- apply colour using dotting, scratching, splashing - Discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> - Colour mixing and matching; tint, tone, shade - Observe colours - Choose suitable equipment for the task - Use colour to reflect mood - Discuss and evaluate own work and that of others
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> - Handling, manipulating and enjoying using materials - Sensory experiences - Simple collages - Simple weaving 	<ul style="list-style-type: none"> - Weaving - Collage - Sort according to specific qualities How textiles create things 	<ul style="list-style-type: none"> - Overlapping and overlaying to create effects - Use large eyed needles – running stitches - Simple appliqué work - Start to explore other simple stitches - Collage 	<ul style="list-style-type: none"> - Use smaller eyed needles and finer threads - Weaving - Tie dying - Batik - Discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> - Use a wider variety of stitches - Observation and design of textural art - Experimenting with creating mood, feeling, movement - Compare different fabrics - Discuss and evaluate own work and that of others
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<ul style="list-style-type: none"> - Handling, feeling, enjoying and manipulating materials - Constructing - Building and destroying - Shape and model 	<ul style="list-style-type: none"> - Construct - Use materials to make known objects for a purpose - Carve - Pinch and roll coils and slabs using a modelling media - Make simple joins 	<ul style="list-style-type: none"> - Awareness of natural and man-made forms - Expression of personal experiences and ideas - Shape and form from direct observation (malleable and rigid materials) - Decorative techniques - Replicate patterns and textures in a 3-D form - Study work of other sculptors and 3D work 	<ul style="list-style-type: none"> - Shape, form, model and construct (malleable and rigid materials) - Plan and develop a piece of work - - Understanding of different adhesives and methods of construction - Aesthetics - Discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> - Plan and develop an idea - Experience surface patterns / textures - - Discuss own work and work of other sculptors - Analyse and interpret natural and manmade forms of construction - Discuss and evaluate own work and that of others
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	<ul style="list-style-type: none"> Rubbings - Print with variety of objects - Print with block colour 	<ul style="list-style-type: none"> - Create patterns - Develop impressed images - Relief printing 	<ul style="list-style-type: none"> - Print with a growing range of objects - Identify the different forms printing takes 	<ul style="list-style-type: none"> - Relief and impressed printing - Recording textures/patterns - Monoprinting - Colour mixing through overlapping colour print - Discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> - Plan and develop an idea - Experience surface patterns / textures - Discuss own work and work of other sculptors - Analyse and interpret natural and manmade forms of construction - Discuss and evaluate own work and that of others

Pattern (paint, pencil, textiles, clay, printing)	Repeating patterns - Irregular painting patterns - Simple symmetry	- 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 - Discuss and evaluate own work and that of others	- Explore environmental and man made patterns Tessellation -Discuss and evaluate own work and that of others
KEY ELEMENTS	LINE	TONE SHAPE/FORM	COLOUR	TEXTURE	PATTERN