

Art & Design

Knowledge and Skills Progression Years 1 to Year 6

Year	Term	Art & Design Unit	Knowledge and skills
1	Autumn 1	Colour Creations	<ul style="list-style-type: none"> I can name a variety of colours I can choose a favourite colour and give reasons for my choices I know what primary colours are I know who Piet Mondrian is I can create artwork in the style of Mondrian using primary colours I know what secondary colours are I can mix primary colours to create secondary colours I can create lighter and darker shades of a colour I can create monochrome works of art by mixing shades of one colour I know who Kandinsky is I can use my knowledge of colour to create artwork in the style of Kandinsky I can evaluate my finished artwork and state what I think and feel about it
1	Summer 1	Earth Art	<ul style="list-style-type: none"> I can re-create an image with paint I understand painted images can be used to tell stories I understand that sculptures can be made from natural materials I can make simple sculptures using play-dough and sticks I can create a sculpture from provided images I can use leaves to create a picture I can create a basic frame to be used for weaving I know how to follow instructions I can recognise and create patterns I understand how to make a mandala I can use my fine motor skills to produce attractive pieces of art I can re-create a scene using natural materials I know how to solve problems in art I can evaluate my own art work and others
2	Autumn 1	Self-portraits	<ul style="list-style-type: none"> I know the difference between a portrait and a self portrait I can talk about the work of a variety of artists and say what they think and feel about it I can compare and describe a variety of self-portraits I can discuss how artists have created different effects I can investigate how to make different marks using sketching pencils I can use a variety of media to create different effects I can use observation to create a self-portrait I can evaluate my work and the work of others and identify strengths and weaknesses I know that artists use colour to portray emotions and moods I can apply colour to portraits to portray ideas I know that portraits can come in many different forms I can work with clay to create a portrait
2	Summer 1	Animal Art	<ul style="list-style-type: none"> I can use observations to identify features of an animal I can use scissors accurately and safely to manipulate paper I can recreate animal patterns and outlines using paint and paper I can create my own repeating patterns I can evaluate my artwork and discuss my successes and suggest areas I could improve upon I can describe and comment on aboriginal artwork I can create my own aboriginal animal dot artwork I can discuss and respond to a variety of artwork

			<ul style="list-style-type: none"> • I understand the importance of symbolism in native American art • I can create my own native American animal artwork • I know how to mix colours to create different shades
3	Autumn 1	Jewellery Designers	<ul style="list-style-type: none"> • I understand what gemstones are and where they come from • I can create my own unique gemstones using pattern and colour combinations • I can describe the appearance of some famous jewellery • I can make pendants for my own use • I can describe the patterns and materials used by famous jewellers • I can design and make my own bracelets using patterns and materials • I can use specific skills to make a brooch of my Own • I can use a range of artistic skills to design my own artwork • I can use famous designers' ideas and creations in my own art work • I can follow a design to make my own piece of jewellery
3	Summer 1	L.S Lowry	<ul style="list-style-type: none"> • I can name similarities and differences between paintings • I can discuss and comment on the figures of Lowry's paintings • I can recreate a figure in Lowry's style • I can select and evaluate appropriate painting tools • I can name the three primary colours • I can describe what a tone, tint and shade are • I can colour mix paints to match a chosen colour • I can identify the foreground, mid-ground and background of a painting • I can describe what happens to an object when it is put in the background • I can create foreground, background and mid-grounds in my own painting • I can make comparisons between artwork by the same artist • I can apply the style of an artist to my own artwork • I can provide an evaluation of my work
4	Spring 1	Famous Buildings	<ul style="list-style-type: none"> • I know that an architect is someone who designs buildings • I know that Christopher Wren is a famous architect • I can comment on the features of St Paul's Cathedral and say what I feel about them • I can sketch features of St Paul's Cathedral accurately. • I know that architectural styles change over time and across different locations • I can describe the main features of St Basil's Cathedral • I can recreate St Basil's Cathedral using my own Interpretations. • I can identify lines of symmetry in buildings • I can use symmetry accurately in my artwork to create effects • I can discuss why many architects choose symmetrical designs for their buildings • I know who designed the Sydney Opera House • I can recreate the Sydney Opera House, making choices about colours, materials and media to use • I can design a building for a particular purpose • I can incorporate shape, line and colour into my designs • I can evaluate my finished artwork fairly
4	Summer 1	Investigating Patterns	<ul style="list-style-type: none"> • I can create my own patterns based on patterns found at home and in the environment • I know what reflection, rotation and symmetry are • I can experiment with using reflection, rotation and symmetry to create their own patterns • I can evaluate my own and others work fairly and constructively • I can experiment with stencilling techniques • I can design a pattern, including the use of colour

			<ul style="list-style-type: none"> • I can create a design for a print • I can use tools and techniques appropriately to create a string print pattern • I can design a pattern for a particular purpose • I can fulfil a design brief and explain why my design is appropriate • I can use a variety of techniques to colour in their pattern
5	Autumn 1	People in Action	<ul style="list-style-type: none"> • I can record from first-hand observation • I can comment on how artists use form and figures in movement art • I can identify how facial features alter when engaged in physical activity • I can record from experience and imagination • I can use colours to reflect an idea or emotion • I can experiment with different techniques • I can annotate my work • I understand how I can adapt the style of artists for my own purposes • I can experiment with different methods and techniques • I can arrange images to produce the illusion of movement • I can describe what I think and feel about my own artwork and the work of others • I can apply my knowledge of materials and processes to create my own artwork • I can compare my work with others as part of the process of evaluation
5	Summer 1	Viking Art	<ul style="list-style-type: none"> • I can describe some of the main features of Viking art • I can recognise the style of Viking knots and patterns • I can follow instructions carefully to create a Viking pattern • I can use a sketchbook to try out ideas to extend Upon • I can incorporate Viking knots and patterns into a picture of a Viking animal • I can add features to a basic animal shape to create effects • I can use techniques to sketch a dragon head that is proportionally accurate • I can sketch a portrait that is proportionally correct • I can use various shading techniques to create light and shade • I can review my work and the work of others, expressing what I think and feel about it • I can work with clay to create a piece of jewellery as it was designed
6	Autumn 1	Art Illusions	<ul style="list-style-type: none"> • I know that artists use illusions to create effects • I know what perspective is and how this can be used by artists • I can use vanishing points and horizon lines in my artwork to create perspective • I know how some artists use perspective to give the illusion of depth and space • I can apply perspective in my own artwork • I can use foreshortening in my own work to create perspective • I can create illusions through trompe l'oeil • I can identify tricks artists have used to create illusions • I can create my own illusions using blivets • I can use line and colour to create illusions • I can discuss my artwork and say what I think and feel about it
6	Summer 1	In Flanders Fields	<ul style="list-style-type: none"> • I understand why the government commissioned official war artists • I can express my own thoughts and opinions about different artworks • I know about the war experiences and viewpoints of the artist Paul Nash • I can discuss his artwork and my thoughts, feelings and opinions of it

			<ul style="list-style-type: none">• I can create my own artwork based on the style of Paul Nash• I can identify and explain the features of WWI propaganda posters• I can create my own WWI propaganda poster• I can explain what dazzle camouflage was and how it was intended to work• I can make my own dazzle camouflage design• I can discuss and express my opinions of the poem, 'In Flanders Fields'• I understand how the poppy came to be an international symbol of remembrance• I can create my own artwork using a variety of art skills
--	--	--	--