



Art Knowledge & Skills Progression KS1

NATIONAL CURRICULUM		
National Curriculum Aims	Pupils should be taught to: <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	
	YEAR 1	YEAR 2
Inspirational Artists	<ul style="list-style-type: none"> • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Introduce pupils to specific named creative practitioners and some relevant examples of the work produced by these artists, craft makers, sculptors and printers. • Explore one or more selected key features of the work of a range of significant artists, craft makers, sculptures and printers, describing the differences and similarities between different practices and disciplines, and start to make links to pupils' own work. 	
Develop & Master Techniques in a Range of Materials	<ul style="list-style-type: none"> • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, tone, form and space. • Use a range of materials creatively to design and make products. • Use a range of materials creatively as they investigate, experiment and explore materials and processes, informing the way that they design and make products and expressive outcomes. 	
Developing Ideas	<ul style="list-style-type: none"> • Start to record simple media explorations in a sketch book. • Use a sketchbook to show the progression of their work. 	<ul style="list-style-type: none"> • Use a sketchbook to plan and develop simple ideas. • Build information on colour mixing, the colour wheel and colour spectrums. • Collect textures and patterns to inform other work.
Drawing	<ul style="list-style-type: none"> • Experiment with a range of media: pencils, crayons, pastels, charcoal, chalks • Name, match and draw lines and marks from observation • Draw on different surfaces with a range of media • Working from memory and imagination, use line to create patterns and represent objects seen, remembered or imagined working spontaneously and expressively. • Observe and draw shapes from observation • Make large and small scale observational drawings 	<ul style="list-style-type: none"> • Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. • Draw lines/marks from observations. • Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. • Understand tone through the use of different grades of pencils (HB, 2B, 4B)

	<ul style="list-style-type: none"> Look at objects from different angles. 	
Painting	<ul style="list-style-type: none"> Experiment with painting with different brush sizes and types. Name the primary colours and identify them on a colour wheel and in other forms e.g. environment, magazines Mix primary colours to make secondary colours, predicting resulting colours. Find collections of colours Explore lightening and darkening paint without the use of black or white. Experiment with different types of paint – powder, ready mix Create textured paint by adding sand, plaster etc Paint on different surfaces with a range of media. 	<ul style="list-style-type: none"> Begin to control the types of marks made with a range of painting techniques e.g. layering, adding texture. Select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques. Mix paint to make secondary colours, adding them to the colour wheel Know how to mix primary colours to make brown Explore adding white to a colour to make tints Explore adding black to a colour to make shades Work on different scales. Use a brush to produce marks appropriate to work e.g. small brush for small marks.
Printing	<ul style="list-style-type: none"> Print with a range of hard and soft materials e.g. fruits, toys – soft and hard, corks, pens, cotton reels, sponges. Take rubbings to understand and inform their own textured prints and patterns. Create repeating patterns Create simple relief printing blocks e.g. with string and card Make simple monochrome prints Experiment with overprinting motifs and colour. 	
Sculpture	<ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways including rolling, pinching, kneading and shaping. Manipulate malleable materials e.g. salt dough, play dough, plasticine, clay for a purpose e.g. create a simple pinch pot, Clay pendant. 	<ul style="list-style-type: none"> Explore sculpture with a range of natural materials e.g. leaves, stones, feathers, sticks, shells and fruits. Experiment with constructing and joining recycled, natural and manmade materials.
Textiles (See also DT)		Linked with DT unit - Puppets <ul style="list-style-type: none"> Cut and shape fabrics Join two pieces of fabric using stitching Apply decoration using beads, buttons, feathers etc Apply colour using printing, dying, fabric crayons Add shapes with glue or stitching Weave materials (e.g. carrier bags or ribbon on a bike wheel, natural materials on a weaving board) looking at colour and texture. Match and sort fabrics and threads for colour and texture Change and modify threads and fabrics - knotting, fraying,

		plaiting, twisting, pulling threads
Collage		<ul style="list-style-type: none"> • Create images from a variety of media e.g. magazines, fabric, crepe paper. • Arrange and glue materials to different backgrounds Sort and group materials by properties e.g. colour and textures • Collect, sort, name and match colours appropriate for an image • Create and arrange shapes appropriately Select and use textured paper for an image • Fold, crumble, tear and overlap papers and other materials <ul style="list-style-type: none"> • Work on different scales
Responding to Art	<ul style="list-style-type: none"> • Look at and talk about own work and that of other artists and the techniques used, expressing their likes and dislikes 	<ul style="list-style-type: none"> • Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. • Express thoughts and feelings about a piece of art.