

Grayrigg CE Primary School Knowledge and Skill Progression for Art and Design

| | Autumn | Spring | Summer |
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| THE ACORNS- Years 1 & 2 | | | |
| YEAR A | Focused Artist: Sam Martin and Alison Bradley (local artists) | Focused Artist: Manami Ohno | Focused Artist: Favianna Rodriguez |
| | Drawing and colour: landscapes | Texture and Form: recycled art-cardboard | Printing and pattern: Making own prints |
| YEAR B | Focused Artist: SimOne | Focused Artist: AJ Simpson | Focused Artist: Shanthi Sridharan |
| | Drawing and colour: portraits | Texture and Form: clay creating shapes | Printing and pattern: Exploring symmetry. |
| THE OAKS - Years 3 & 4 | | | |
| YEAR A | Focused Artist: Ana Schmidt and Stephen Wiltshire | Focused Artist: Guerra de la Paz , Subodh Gupta , Khalil Chishtee | Focused Artist: Escher , Charles Msoga , Jason Panda |
| | Drawing and colour: city pictures introduce perspective | Texture and Form: recycled sculpture | Printing and pattern: Exploring reflection and tessellation |
| YEAR B | Focused Artist: Jacob Lawrence | Focused Artist: Andile Dyalvane | Focused Artist: Takeshi Murakami |
| | Drawing and colour: Skill people in proportion | Texture and Form: Clay | Printing and pattern printing via creating an imprint- alternatives to polystyrene to use due to environmental impact. |
| THE MIGHTY OAKS - Years 5 & 6 | | | |
| YEAR A (inc. London res.) | Focused Artist: Jean Michel Basquait | Focused Artist: Elizabeth Catlett and Wuon-Gean Ho (see video here) | |
| | Drawing and colour: Graffiti linked to visiting Leake Street Arches in London | Printing and pattern: Wall paper, lino printing exploring reflections, rotations, translations and tessellation | |
| YEAR B | Focused Artist: Ellis Singano | Focused Artists: Augusta Savage , Yayoi Kusama | |
| | Drawing and colour: Batik art | Texture and Form: busts and creation of own choice. | |

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| | YEAR A | YEAR B | YEAR A | YEAR B | YEAR A | YEAR B |
| Drawing | Use a variety of drawing tools Explore different surfaces Explore different textures Sketch to make quick records | | Experiment with the potential of various pencils close observation | | Begin to look at own sketches and seek to improve and explore ways to create light, shadow, texture. | |
| | explore shapes and size e.g. in a realistic face the nose should be a realistic size but in a more abstract or caricature version the nose could be enlarged. observe anatomy (faces, limbs) | discuss use of shadows, use of light and dark Observe and draw landscapes | initial sketches as a preparation for painting accurate drawings of whole people including proportion and placement | Identify and draw the effect of light scale and proportion Begin to explore perspective and distance in paintings of city landscape. | effect of light on objects and people from different directions interpret the texture of a surface | Create texture using drawing tools e.g. animal fur produce increasingly accurate drawings of animals using scale. |
| Colour | Mixing colours independently and exploring the shades of using different ratios of each colour. Make as many tones of one colour as possible (using white) Darken colours without using black | | Explore the use of black and white to create tints and tones. Introduce techniques- apply colour using dotting, scratching, splashing different types of brushes | | - hue, tint, tone, shades and mood explore the use of texture in colour colour for purposes | |
| | Mix colours, tints and tones to create a range of realistic skin tones Use contrasting colours for impacts | using colour on a large scale explore tints and tones of a colour to show definition e.g. different greys for rocks, different greens for hills, shades for sunset. | Mix skin tones with primary colours. black and white (see Angelica dass pantone piece) Use colours to reflect mood of a painting | Use colours to create emotional response to paintings. Explore different textures of paint and colours washes to create perspective. | Deliberate use of colour for contrast or to create effect e.g. 3d effect Use mixed paint effects on a large scale e.g. mural . | Deliberate use of colour to create impact e.g. picking out the animals eyes in the background colour To use tints and tones to create texture |
| Texture | Cutting and sticking with different thickness of paper and shapes Sort cardboard and paper according to specific qualities overlap to create effects, | Shaping clay attaching clay to clay with slip | add different materials to arts work and make deliberate choices about mixed media to create texture. Explore skills that could be used to recycle and reduce rubbish | experimenting with creating mood, feeling, movement- compare different tools and effects Printing into the clay with textiles and other textures | Select and use materials embellish work. Explore using different materials with clay to create textures. Explore tools and techniques that can be used to create desired effect in clay work | |

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| | YEAR A | YEAR B | YEAR A | YEAR B | YEAR A | YEAR B |
| Form | to shape from and mould rigid materials to create desired effect Make simple joins Bend, cut, scrunch roll and curve different rigidity of cardboards and paper to create a model. | Clay: Carve Pinch and roll coils and slabs using a modelling media. Make simple joins to shape from and mould malleable materials to create desired effect decorative techniques | Shape, form, model and construct (rigid materials) understanding of different adhesives and methods of construction aesthetics | Shape, form, model and construct (malleable materials) develop techniques for joining pieces of clay to form spherical shapes that aren;t solid clay. | To create a design for a clay sculpture and explore techniques on “practice clay” before committing to the final piece. Evaluate finished product and how success chosen techniques are in creating desired effect when clay has dried. Use finishing techniques such as painting. | |
| Printing | Create prints by sticking onto a surface to be used as a print | Create prints by engraving/cutting into a surface to be used as a print. | Create small scale prints , placing them different ways, Explore tessellation, reflection, repeated using a limited colour pallet | relief and impressed printing recording textures/patterns monoprinting colour mixing through overlapping colour prints modify and adapt print Create simple prints with different textures in groups to create a motif | explore printing techniques to create textured backgrounds e.g. scrunched paper, sponges, string pulls. Design a group/individual pieces to use these. | |
| Pattern | Explore and create patterns with the same colour pallet and the same pattern with different colour pallets and explore using these together to create a collage. | experiment with patterns around a circle using overlapping, reflections and symmetry. | Explore environmental and man made patterns tessellation reflection Create own abstract pattern to be repeated | Explore the use of patterns in pictures. | Use the printing techniques to create patterns in pictures exploring the use of colour and shape. | |