

# St Michael's Catholic Primary School



Art and Design progression of knowledge and skills

## Golden Thread

Year Group	Drawing	Painting	3d sculpture	Textiles	Collage	Printmaking
F	Stand alone unit Self Portrait Pencil	Stand alone unit	Christmas Craft	Easter Card	Art of Mining Christmas Card	Stand alone unit
1	Stand alone unit Self Portrait Pencil Art of Mining - Charcoal	Stand alone unit	Christmas sculpture	Stand alone unit	Easter Card	Christmas Card
2	Stand alone unit Self Portrait Pen Art of Mining - Pencil	Stand alone unit	Easter sculpture	Calendar	Christmas Card	Stand alone unit
3	Stand alone unit Self Portrait Pen Art of Durham Pastels	Stand alone unit	Stand alone unit	Calendar	Easter card	Christmas Card
4	Stand alone unit Self Portrait Charcoal Art of Durham Light and Scale	Stand alone unit	Christmas Card	Stand alone unit	Easter Card	Calendar
5	Stand alone unit Self Portrait Charcoal	Stand alone unit	Art of Durham Sculpture Christmas Craft	Easter Card	Stand alone unit	Christmas Card
6	Stand alone unit	Stand alone unit Self Portrait – Paint Art of Durham Paint	Stand alone unit	Christmas Card	Calendar	Easter Card

Whole School Focus						
There will be a termly whole school focus to support the learning in our school and to make links with our local area and other subjects in the curriculum.						
Art of Durham				Self Portrait		
In the first week of the Autumn term each class will focus on a piece of art linked to mining. This is to celebrate our local area and the history of mining in Durham.				In the Summer term each child will draw a self-portrait. The aim of this is to show progression in this skill year on year and to use the skills they have learnt that year		
	Drawing	Painting	Printmaking	Collage	3d	Textiles
Year 1	<p><b>Exploring marks that can be produced using different tools and media..</b></p> <p>Tracing lines in the air with the finger.</p> <p><b>Exploring mark making and understanding that different marks can be made using a range of tools.</b></p> <p>Experimenting with different materials to make tools and using own tools for mark making.</p> <p>Understanding that different surfaces may be used to produce an image.</p> <p><b>Analysing and describing an image to others.</b></p>	<p>Experimenting with painting media and techniques.</p> <p><b>Mixing paint to required consistency, using both Ready Mix and powder paint</b></p> <p>Experimenting with mixing impasto colour.</p> <p>Experimenting with the application of paint through a range of brush strokes.</p> <p><b>Understanding the technique of mixing colours through adding small amounts of dark to light.</b></p> <p>Using a response to a story as a starting point for an image</p>	<p><b>Printing with a variety of objects using a printing pad.</b></p> <p>Exploring the use of different tools and surfaces for printing.</p> <p>Making a clay slab relief block and using this to print onto a range of prepared surfaces.</p>	<p>Sorting, identifying and selecting contrasting materials.</p> <p><b>Enlarging forms, selecting, cutting, sticking</b></p>	<p><b>Learning the techniques of pulling, pinching and smoothing clay to produce forms in response to a story stimulus.</b></p> <p>Decorating clay forms with different coloured clays. Listening and responding to a story stimulus.</p>	<p><b>Exploring simple over/under weaving, wrapping and knotting.</b></p> <p><b>Experimenting with different ways of attaching fabric to a frame</b></p> <p>Trying out tools and materials to embellish strips of fabric using a variety of media.</p> <p>Working collaboratively in developing ideas for group pieces.</p> <p>Developing understanding of fabric pegging techniques.</p> <p>Exploring the elements of line and texture.</p>

	Collecting shapes through close observation.	To develop an understanding of and make responses to the work of artist Jasper Johns.				
	<b>Drawing</b>	<b>Painting</b>	<b>Printmaking</b>	<b>Collage</b>	<b>3d</b>	<b>Textiles</b>
<b>Year 2</b>	<p><b>Understanding that different mark makers may be used to create different effects.</b> Using different marks in response to descriptive language</p> <p><b>Understanding how to represent texture by using a variety of different marks.</b> Using a story as a starting point for artwork.</p> <p>Working co-operatively with a partner and be accepting of each other's ideas. Identifying what they might change in their work.</p> <p>Applying previously acquired skills to draw objects in different arrangements.</p>	<p><b>Using skills and media already experienced to produce a multimedia image</b> Using imagination to produce a painted image.</p> <p>Using knowledge of Fairfield Porter work to construct and paint in his style. <b>Producing colour tints using white paint.</b> Exploring the dynamics of unmixed paint</p> <p>Understanding J M Turner use of shapes and surfaces. Creating surfaces for painting.</p> <p><b>Identifying shapes and colours and the way they can be used to create images.</b> Exploring shape and space</p>	<p><b>Learning techniques associated with making direct prints from natural objects.</b></p> <p>Selecting suitable objects to suit purpose</p> <p>Evaluating and modifying own work after discussion.</p> <p><b>Making unique state prints.</b> <b>Producing clay slab prints with the inclusion of overlaid tissue.</b></p> <p>Using overlays to produce translucent colour effects in their printmaking</p> <p><b>Discussing and evaluating designs.</b> Using prior knowledge of materials and processes to produce work in response</p>	<p>Identifying and using primary, secondary and complementary colours.</p> <p><b>Collecting, sorting, selecting and sticking materials.</b></p> <p><b>Understanding and exploring line as contour.</b></p> <p>Developing an understanding of Bridget Riley's use of line.</p> <p>Cutting wide and narrow linear strips.</p>	<p><b>Forming clay garden items in response to the story by rolling, pinching and pulling coloured clays.</b></p> <p>Listening and responding to a story as a starting point for 3D work.</p> <p>Using techniques already learned and applying these to imaginative work in 3D.</p>	<p>Developing ideas from first hand observation and experience.</p> <p><b>Responding to an artist's chosen palette through making a textile wrap.</b></p> <p>Identify what they would like to change and develop in future work.</p>
	<b>Drawing</b>	<b>Painting</b>	<b>Printmaking</b>	<b>Collage</b>	<b>3d</b>	<b>Textiles</b>

<p><b>Year 3</b></p>	<p><b>Investigating and exploring a range of visual mark making in the style of Vincent Van Gogh.</b></p> <p>Sorting, selecting and comparing graphic marks</p> <p>Investigating the visual element of tone (light and dark).</p> <p><b>Exploring different pencil positions, pressures, hatching and cross-hatching to produce a range of different light and dark tones.</b></p> <p>Exploring pattern by using the elements of line, colour and shape.</p> <p>Experimenting with different colour combinations.</p> <p><b>Using ICT as an expressive tool.</b></p> <p>Transposing imagery from one medium to another, enlarging and layering</p>	<p><b>Comparing and commenting on their own and others' work.</b></p> <p>Collecting visual and other information for the development of ideas.</p> <p><b>Exploring ways of making and creating a range of light and dark colours from the primary and secondary range.</b></p> <p>Experimenting with paint application to represent specific ideas.</p> <p>Responding to ideas and techniques used by other artists.</p> <p>Comparing and contrasting images from a range of artists. Using specific painting techniques in the work of Vincent Van Gogh.</p>	<p><b>Inking up a slab correctly and using a roller in different ways to make a variety of marks.</b></p> <p>Selecting and presenting own work in sketchbooks</p> <p>Developing work to include previously learned techniques.</p>	<p>Modifying and adapting work as it progresses.</p> <p><b>Developing cutting and sticking skills.</b></p> <p><b>Developing an understanding of positive and negative imagery.</b></p> <p><b>Comparing ideas and approaches to the work of Henri Matisse.</b></p>	<p><b>Developing the use of brown, gummed tape to produce a form.</b></p> <p>Recording and collecting visual and other information to inform their ideas.</p> <p>Making decisions and developing ideas.</p> <p><b>Responding to the work of a famous artist and making connections with their own work.</b></p> <p><b>Transposing 2D designs onto a 3D form.</b></p> <p>Reviewing own work and that of others.</p> <p>Recording developing work in sketchbooks.</p>	<p><b>Developing understanding of collographs, cutting and assembling a relief surface.</b></p> <p><b>Experimenting with block printing techniques onto pre-dyed fabric</b></p> <p>Developing understanding of rotation and reflection.</p>
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	Drawing	Painting	Printmaking	Collage	3d	Textiles
<b>Year 4</b>	<p><b>Responding to the work of Wassily Kandinsky.</b></p> <p><b>Using a natural object as a starting point for drawing and coloured textile work</b></p> <p>Using viewfinders to select and analyse visual elements.</p> <p>Selecting and composing images, developing analytical observational skills</p> <p>Discussing work with others.</p> <p>Developing analytical skills and fine pencil control</p> <p><b>Producing thick and thin lines and a variety of tonal qualities</b></p>	<p>Exploring the application of colour reflecting the style of George Frederick Watt.</p> <p><b>Understanding how colour may be applied to images in different ways</b></p> <p><b>Using their sketches as a starting point for further work</b></p> <p>Selecting, mixing and applying colours to reflect the style of George Watt</p> <p>Developing and modifying work as it progresses.</p> <p><b>Understanding the wash technique of wet on wet</b></p> <p>Working in the environment to produce direct observational paintings in the style of Turner.</p>	<p>Using own work as a starting point for further images.</p> <p><b>Exploring the technique of printing with a relief block onto paper.</b></p> <p><b>Understanding the idea of repeat printing and the use of relief blocks to rotate and flip images.</b></p> <p>Discussing and comparing different techniques.</p>	<p>Understanding that artists use different starting points for their work.</p> <p><b>Using objects from everyday life as a starting point for their own work.</b></p>	<p><b>Dipping fabric to produce 3D forms.</b></p> <p>Working collaboratively to produce artwork.</p> <p>Adapting and modifying work through class and group discussion</p>	<p><b>Developing an understanding of the mono-printing process using thick and thin marks and lines on fabric.</b></p> <p>Developing control of tools and techniques.</p> <p>Adapting and modifying their work according to their views.</p> <p>Understanding the advantages of combining media and processes</p> <p><b>Developing knotting, threading and binding.</b></p> <p>Selecting materials and processes and organise and combine these in their work.</p> <p>Comparing responses to artists' work. Making decisions about how to develop responses to Brennand –Wood.</p>
	Drawing	Painting	Printmaking	Collage	3d	Textiles
<b>Year 5</b>	<b>Producing observational</b>	<b>Exploring the Fauvist use of colour</b>	Using the work of printmakers as a	Using the viewfinder to select and record	<b>Producing drawings of figures</b>	<b>Developing and applying weaving</b>

	<p><b>drawings and selecting and using a range of media.</b></p> <p>Developing layering techniques using acetate and OHP markers.</p> <p><b>Experimenting with the use of rubbers to draw in the negative</b></p> <p>Working vigorously in line, mark and tone in response to the work of Frank Auerbach.</p>	<p>Knowing about the use of vibrant and unrealistic application of 'Fauvist' colours.</p> <p><b>Producing extended images by mixing and matching colours and patterns in response to a piece of patterned fabric.</b></p> <p>Mixing and matching colours and patterns.</p> <p>Using a range of tools and techniques to develop, modify and enhance work.</p>	<p>starting point for development.</p> <p>Discussing own work and that of others.</p> <p>Adapting and modifying their work according to their views</p> <p>Understanding the principle of working from light to dark colours.</p> <p><b>Learning the process of reduction printing using press-print.</b></p> <p><b>Producing first colour prints from press-print reduction block.</b></p>	<p>from direct observation.</p> <p>Selecting and developing ideas for own work.</p> <p>Overworking images.</p> <p><b>Selecting materials by colour and texture according to their intentions.</b></p> <p>Adapting and modifying own work and commenting on the work of others.</p> <p>Working in response to the images of Dale Devereux- Barker.</p> <p><b>Exploring and inventing symbols to represent meaning.</b></p>	<p><b>to describe form not detail.</b></p> <p><b>Responding to the work of a sculpture</b></p> <p><b>Developing and applying understanding of the work of local artists in the production of individual figurative sculptural forms.</b></p> <p><b>Developing understanding of modroc (plaster bandage) as a sculptural material.</b></p> <p>Recording ideas and processes used in the development of their sculptures.</p> <p>Reviewing own work and that of others.</p>	<p><b>skills using natural and made materials.</b></p> <p>Designing and developing intricate weaving skills.</p>
	<b>Drawing</b>	<b>Painting</b>	<b>Printmaking</b>	<b>Collage</b>	<b>3d</b>	<b>Textiles</b>

<p><b>Year 6</b></p>	<p>Focusing on a single element within a design.</p> <p>Discussing and reviewing work and making modifications.</p> <p><b>Making detailed drawings using a magnifying glass</b></p> <p><b>Enlarging designs developed in the sketchbook.</b></p> <p>Selecting and using a wide range of media</p>	<p><b>Discussing the linear qualities of the work of Patrick Caulfield</b></p> <p><b>Developing direct observational skills from variety of viewpoints.</b></p> <p><b>Developing knowledge of LS Lowry</b></p> <p>Selecting appropriate materials to transpose their drawings</p> <p>Adapting and improving their work to realise their intentions.</p>	<p><b>Producing batik images</b></p> <p>Adapting and modifying work.</p> <p>Comparing ideas and approaches to work as it progresses.</p>	<p><b>Developing the use of simple geometric shapes and patterning in response to the work of Gustav Klimt.</b></p> <p>Using a sketchbook to select and record aspects of Klimt's images.</p> <p>Applying experience of materials and process and developing control of tools and techniques.</p> <p>Developing questioning and thinking skills through the practical development of their work.</p>	<p><b>Understanding the concept of 'drawing' in 3D.</b></p> <p>Recording first hand observations directly into clay.</p> <p>Understanding Moore's use of the maquette.</p> <p>Comparing and commenting upon the ideas, methods and approaches of others'.</p> <p>Working independently from chosen starting points.</p> <p><b>Developing a small scale series of work.</b></p> <p><b>Understanding the work of Anthony Gormley</b></p> <p>Developing a series of work that has been modified and developed as it has progressed.</p>	<p>Developing understanding through direct experience and manipulation of materials and processes.</p> <p><b>Developing an understanding of the nature of materials and matching this to their intentions.</b></p> <p>Applying knowledge and demonstrating understanding through individual responses to the work of textile artist Jean Davywinter</p>
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