



# Fairview Community Primary School

## Key Skills & Knowledge Progression Map:

### Art

At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect** and **honesty** towards one another.

At Fairview Community Primary School, our intent is to develop in children an enjoyment of Art and an excitement about being creative. They will be provided with a wide variety of experiences, which allow them to develop, build on and extend on their skills. We believe that a high-quality Art education should develop creativity, engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. Children will be introduced to a range of art work and develop knowledge of the styles and techniques used by a variety of artists. As pupils progress, they will develop a vocabulary to enable them to evaluate the work of artists, but also of their own and that of their peers.

	Nursery	Reception	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	<p>To create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>To draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>To use drawing to represent ideas like movement or loud noises.</p> <p>To show different emotions in their drawings – happiness, sadness, fear, etc.</p>	<p>To have the opportunity to explore mark making using a variety of materials.</p> <p>To hold and use drawing mediums with some dexterity.</p> <p>To use their control to investigate marks and represent observations, memories and ideas with purpose/intention.</p> <p>To begin to explore how to create lines and shapes of different sizes and thicknesses.</p>	<p>To introduce a "sketchbook" as being a place to record.</p> <p>To increase their dexterity and control of drawing mediums.</p> <p>To experiment with a range of drawing mediums to create a variety of marks e.g. pencil, pen, chalk, pastels...</p> <p>To begin to draw lines and shapes of different sizes and thicknesses.</p> <p>To explore pattern and texture by describing, rubbing and copying.</p>	<p>To explore a range of drawing mediums to create a range of marks: pencils, rubbers, crayons, pens, pastels, chalk and ink...</p> <p>To explore existing art work and to look at line and tone.</p> <p>To begin sketching the shapes represented.</p> <p>To create pencil and charcoal sketches. To develop skills in line and colour. To develop shading skills.</p>	<p>To build on observational drawing skills using the local area.</p> <p>To explore a range of drawing mediums to create texture and form.</p> <p>To explore a range of lines and shapes to create varied tone.</p> <p>To develop the focus and length of time used for drawing.</p>	<p>To explore the drawing of landscapes – adding in objects in the foreground and background (size and colour)</p> <p>To add perspective and depth.</p> <p>To develop the drawing of self-portraits – explore the elements on the face. Think of size and to make as realistic as possible.</p>	<p>To use a variety of materials and techniques to show direction of light, tone, shadow in order to enhance artworks.</p> <p>To work of sustained, detailed drawings.</p> <p>To explore perspective, scale and proportion.</p>	<p>To use a range of techniques to show direction of light, tone and shadow to enhance artworks.</p> <p>To work on sustained drawings using close observational skills.</p> <p>To develop use of perspective, scale and proportion.</p>

<b>Painting and Printing</b>	<p>To show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>To explore colour and colour mixing.</p>	<p>To begin to use primary colours to explore.</p> <p>To understand that mixing colours will create a different colour.</p> <p>To understand a range of materials to print and create pictures.</p>	<p>To name and mix primary colours to make secondary colours.</p> <p>To use a range of tools to paint including a variety of brush sizes.</p> <p>To experiment with different textural techniques.</p> <p>To make simple prints of objects.</p>	<p>To name and secondary colours to create different tones and shades.</p> <p>To use specific brushes for certain aspects of painting.</p> <p>To create texture and effects with paint using printing techniques.</p> <p>To know how to make a background using a wash.</p>	<p>To apply knowledge of the primary and secondary colours to produce tints and shades.</p> <p>To experiment using different techniques in paint e.g. blocking, washes and textural brush strokes.</p> <p>To apply knowledge of painting and printing to create textures e.g. using relief and impressed methods.</p>	<p>To use watercolour paints and to use paint effects and colour to help develop depth and perspective in landscapes.</p> <p>To use thicker paint in the style of oil paint to create bright landscapes.</p> <p>Portraits – to mix colours to match skin tone and hair colour so that their portraits are as accurate as possible.</p> <p>Aboriginal art – to use traditional colours and techniques to create aboriginal style artwork.</p>	<p>To experiment with different medium and materials for painting.</p> <p>To identify, mix colours.</p> <p>To experiment with printing, layering such as with motifs and colours.</p>	<p>To develop and refine skills in a range of medium and materials for painting.</p> <p>To confidently mix and match colours to create atmosphere and light effects.</p> <p>To develop printing skills such as with motifs and colours.</p>
<b>3D and collage.</b>	<p>To explore different materials freely, to develop their ideas about how to use them and what to make</p> <p>To join different materials and explore different textures.</p>	<p>To develop their own ideas, then use a range of materials and joining methods to create them.</p> <p>To apply their knowledge to create representations e.g. transportation.</p>	<p>To manipulate modelling materials in a variety of ways.</p> <p>To explore constructing by joining materials to create a sculpture.</p>	<p>To use sculpture to create the shape of the mask and colour to represent features.</p> <p>To use form and colour to create a 3D Moonscape. Splatter painting onto a 3D background using mixed media</p>	<p>To plan and make models from imagination.</p> <p>To develop skills in joining a variety of materials.</p>	<p>To use pastels to create Northern Lights – to create Mountains and foreground to stick on the front slightly raised to develop foreground to give perspective to northern lights.</p> <p>To explore aboriginal sculptures of birds.</p> <p>To explore shape and form.</p> <p>To plan, create and decorate their own Australian bird sculptures.</p>	<p>To plan a sculpture using observation studies and drawn plans.</p> <p>To develop skills in clay e.g. slabs, coils and slips.</p> <p>To shape, form and construct using a variety of materials.</p>	<p>To develop a sculpture from preparatory tests and drawn plans.</p> <p>To refine skills in clay e.g. slabs, coils and slips.</p> <p>To develop skills using shape, form and construct using a variety of materials.</p>

<b>Artists and Ideas</b>	To develop their own ideas and then decide which materials to use to express them.	To explore, use and refine a variety of artistic effects to express their ideas and feelings.	Kandinsky - colour mixing	Alan Bean – astronaut and artist	Urban and rural pictures inspired by Monet.	Fern Isabel Coppedge – snowy landscapes.	Darrell Wakelam	Propaganda posters
	To express feelings and emotions using art.	To share their creations, explaining the process they have used.  To create collaboratively, sharing ideas, resources and skills.	George Seurat (Pointillism)  Andy Goldsworthy - Natural Art & Sculpture  To describe the artwork they can see and give an opinion about the work of an artist.  To use colours to represent an emotion.	Monet - To explore the work of famous artists who painted water.	To create a background using a wash.  To use a range of brushes to create different effects in painting.  To identify the techniques used by different artists.  To identify when art is from different historical periods.	Aboriginal artists – traditional dot pictures. Aboriginal sculptures.  Albert Namatjira - study of his style and production of art work linked to his style. Australian aboriginal artist.  Portraits – explore the work of : Mona Lisa by De Vinci Self portraits by Pablo Picasso Van Gogh Albert Huie ( Jamaican artist) Pan Yulang ( Japanese female artist) Frida Kahlo	John Singer Sargent  Ansel Adams  Helen Frankenthaler  Frank Lloyd Wright  Jean-Michel Basquiat  Mary Cassatt	Henry Moore  + Create sculpture/drawings of an air raid shelter inspired by Henry Moore's artwork  Mayan masks  Tiles & Steles  Jay Lee  Painting with acrylics Illuminated lettering  Rainforest Collage and Sketching of The Amazon Rainforest.

<b>Key Vocabulary</b>	Paint, draw, brush, sponge, print, model, collage, texture, shape, features, portrait, join, stick, mix	Artist, draw, paint, brush, watercolour, model, represent, thick, thin, primary colours, line, shape, collage, texture,	Alter, arrange, artist, brush, carving, classic, collage, create, cut, designer, develop, digital media, dot, effect, experiment, explore, glue, join, line, materials, method, primary colours	Modern, moulding, object, paint, pattern, plaiting, primary, colours, print, sculpture, secondary colours, shading, shadow, sort, stitch, technique, textile, texture, thickness, tint, tones, tool, visual, weave	Accurate, adapt, annotate, back stitch, blocks, coiling, cross hatching, cross stitch, distinctive, dye, elaborate, feeling, hardness, hatching, influenced, layers, mixed, montage, mood, mosaic, movement	Notable, original, overlapping, palette, patterned, plain, precise, quilt, recognisable, recording, refine, replicate, resources, rough, sketch, smooth, striking, style, tessellation, washes, watercolour	Abstract, acrylic, animation, ceramic, convey, enhance, expression, extend, fluent, frameworks	Grasp, interpretation, lifelike, mimic, perspective, proportion, provoke, qualities, stability, tactile
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