

Knowledge and Skills Progression: Year 1 to Year 6

Oldfield's Art & Design Curriculum

Year	Term	Scheme of work	Drawing - Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3-D art	Responding to artwork and using a sketchbook
1	Aut	Mark Making	<ul style="list-style-type: none"> I can explore ways of drawing lines between two points I can experiment with how I hold a pencil when sketching I can discuss what a line is I can use adjectives to describe lines I can experiment with pressure when drawing pencil lines I can experiment with different kinds of pencils and observe the different marks they make I can create different repeated line patterns I can discuss and comment on the texture in artwork I can use rubbing to recreate texture 	<ul style="list-style-type: none"> I can hold a paintbrush correctly when painting I know what 'loading' the paintbrush is I know how to create a smooth sweeping brushstroke I can use paint to create differently shaped lines I can use my paintbrush to create lines of different thicknesses I can experiment with different ways to make marks using a paintbrush 		<ul style="list-style-type: none"> I can explore how Kandinsky used different lines in his artwork I can discuss how a line or a dot can be a piece of art using the story '<i>The Dot</i>' by Peter H Reynolds I can discuss the artworks of Paul Klee and say what I like and dislike about them I can spot different mark making techniques in Klee's work I can attempt to recreate some of the mark making in Klee's artwork
1	Spr	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 what secondary colours are I can mix primary colours to make secondary colours I know how to create lighter shades of colour I know how to create darker shades of colour I can use a paintbrush to make basic marks using paint I can use paint to create artwork in the style of an artist we have studied 	<ul style="list-style-type: none"> I can use collage to create artwork inspired by Piet Mondrian I can use collage and mixed media to create artwork inspired by Wassily Kandinsky 	<ul style="list-style-type: none"> I can say if I like or dislike Piet Mondrian's art I can spot similarities and differences between different pieces by Mondrian I can create a piece of art inspired by Mondrian I can comment on Kandinsky's use of colour to create effects I can create a piece of art inspired by Kandinsky
1	Sum	Self Portrait	<ul style="list-style-type: none"> I can discuss how artists have created different effects I can investigate how to make different marks using sketching pencils I can comment on how different grades of sketching pencil make different marks I can make a choice about which pencil I need to use for a purpose I can use a variety of media to create different effects I can apply a variety of techniques when drawing I can evaluate my work and the work of others and identify strengths and weaknesses 	<ul style="list-style-type: none"> I can experiment with different kinds of paint and what effects I can create with them. I can comment on the effects different paints create I can say which kind of paint I prefer 	<ul style="list-style-type: none"> I can use clay to create a self- portrait I can show an understanding and use of some basic clay skills I can begin to use tools to help me manipulate clay I can use coloured paper to create a collage self-portrait 	<ul style="list-style-type: none"> I can explore portraits by a variety of artists, including Matisse, Kahlo, Rembrandt, Van Gogh, Opie and more I can comment on how portraits by different artists make me feel I understand that portraits can tell you about the person in them I can make decisions about what I want my self-portrait to say about me I can say what I like and dislike about different portraits

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2	Aut	Yayoi Kusama	<ul style="list-style-type: none"> I can experiment with different materials to make marks I can make attempts to mimic the art of a famous artist I can experiment with different mediums to create a polka dot pattern I can experiment with the kind of polka dot patterns I am making I can follow instructions to create the basis for my sketching I can make visual observations to inform my sketches 	<ul style="list-style-type: none"> I can experiment with different mediums to create a polka dot pattern I can experiment with the kind of polka dot patterns I am making I can describe and make observations on a piece of artwork's colour and pattern I can make choices about the tools I will use when painting 	<ul style="list-style-type: none"> I can develop my scissor/cutting skills when cutting out circles I can use paper art to recreate an installation piece by Yayoi Kusama I can comment on the shape/form of 3-D objects and sculptures I can use the rolling technique effectively to manipulate clay I can recreate the form of a pumpkin, inspired by Kusama's sculptures 	<ul style="list-style-type: none"> I can join in discussions about a famous artist's work I can remember and give some facts about Yayoi Kusama I can respond appropriately to a piece of art by Yayoi Kusama I can say if I like or dislike a piece of artwork
2	Spr	Earth Art	<ul style="list-style-type: none"> I can identify repeating patterns in rangoli patterns I can identify repeating patterns in mandala patterns I can spot the symmetry in mandala patterns 	<ul style="list-style-type: none"> I know that natural materials can be used to make different mark making materials, including paints I can experiment with different ways to paint a rock I can comment on the colours of natural materials and how this can add to my artwork I can use given colours to finish a mandala pattern 	<ul style="list-style-type: none"> I can describe what a sculpture is I can comment on what different sculptures are made from I can use natural materials such as twigs and sticks to create a sculpture I can recreate rangoli patterns using natural materials such as leaves I can use clay to create imprints of natural materials such as leaves I can describe what weaving is I can create a simple loom I can weave using interesting natural materials I can recreate a mandala using natural materials I can use natural materials to create a collage scene 	<ul style="list-style-type: none"> I can name ways that rocks were used in ancient artworks I understand what is meant by 'abstract' artwork I can comment on the patterns created in woven rugs and tapestry I can discuss and explore mandalas with the class I can comment on the shapes, colours and patterns I can see in a mandala
2	Sum	Henri Rousseau	<ul style="list-style-type: none"> I can sketch and draw plants and flowers in the style of Rousseau I can sketch and create a 'portrait-landscape' I can use my imagination to generate ideas for my sketch 	<ul style="list-style-type: none"> I can use natural materials to create prints I can create prints inspired by Rousseau's paintings 	<ul style="list-style-type: none"> I can use paper to create a shoebox model of one of Rousseau's paintings I can use paper and other materials to create a mask I can use glue to help me attach different parts to my mask and/or model 	<ul style="list-style-type: none"> I can say who Henri Rousseau was and recall facts about his life I can discuss a painting by Henri Rousseau I can discuss and explain how I feel when looking at a Rousseau painting I can discuss portraits, landscapes, and Rousseau's genre of 'portrait-landscape'

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3	Aut	William Morris	<ul style="list-style-type: none"> I can recreate a wallpaper pattern in the style of William Morris I can explain what still life sketching is I can use soft, light sketching techniques to create a still life sketch I can adjust my pencil grip when sketching I can use careful observation skills to create a still life sketch I can make observations about different sketching mediums I understand how shading is linked to the light source in a drawing I can identify repeating patterns in wallpaper designs 	<ul style="list-style-type: none"> I can describe the process of block printing I can explain how different colours are achieved when using block printing to create a design I can design and create a relief printing tile to be used for block printing I can use a printing tile I have made to create a repeating pattern I can identify why a print may not have come out correctly I can create a half drop pattern with my printing 		<ul style="list-style-type: none"> I can find similarities and differences between the different works of William Morris I can analyse an existing piece of artwork using language associated with Art and Design I can describe what the Arts and Crafts movement was and explain why it was founded I can comment on why I had to make changes to my design
3	Spr	The Prehistoric World (4x lessons)		<ul style="list-style-type: none"> I can create my own version of prehistoric cave art 	<ul style="list-style-type: none"> I can children create a dinosaur/dinosaur skeleton using my sculpture skills I can use, shape and decorate clay beads in the style of Stone Age jewellery I can use my art skills to recreate pieces of prehistoric art 	<ul style="list-style-type: none"> I can explain what I know about the shape and size of different dinosaurs I can explain why we cannot be sure what a dinosaur's skin colour and texture looked like I know how prehistoric cave art was made I can discuss the style of prehistoric cave art I understand how Stone Age jewellery was created I can explain the purpose of jewellery (then and now) I understand that we cannot say for certain what some prehistoric objects are for I can share my ideas and opinions about these objects

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3	Sum	Seurat and Pointillism	<ul style="list-style-type: none"> • I can give a good description of what pointillism is • I can experiment with a range of pointillism techniques • I can apply pointillism techniques using different mediums • I can evaluate techniques and mediums and say which one I prefer 	<ul style="list-style-type: none"> • I can use a variety of tools to create a pointillism painting • I can use a variety of mediums to create a pointillism painting • I can identify primary and secondary colours and explain how secondary colours are made • I can identify tertiary colours on the colour wheel • I can identify complementary colours on the colour wheel • I can mix colours using the pointillism method • I can make decisions about the subjects and colours of my artwork, giving reasons for my choices 		<ul style="list-style-type: none"> • I can explain who George Seurat was and why he was famous • I can state how I feel about a piece of artwork and justify my thoughts • I can experiment with a range of techniques and methods for creating Pointillism • I can state which method I prefer and why • I can name some Pointillist artists • I can identify Pointillism in pieces of art • I can give reasons for my choices of colour and subject in my artwork • I can apply what I have learnt about Pointillism to create my own piece of artwork • I can evaluate my finished artwork and compare it to that of my peers
	Sum	Ancient Egyptians (3x lessons)		<ul style="list-style-type: none"> • I can decorate my papyrus in the style of ancient Egyptian art 	<ul style="list-style-type: none"> • I can create my own piece of replica papyrus • I can create a cartouche out of clay • I can work with a variety of materials and techniques to create an ancient Egyptian necklace 	<ul style="list-style-type: none"> • I can identify the style and content of ancient Egyptian art • I know what a cartouche is and what it was for • I can plan what I want my finished artwork to achieve • I can evaluate my artwork identifying areas of strength and weakness • I can gather ideas for my own artwork from ancient Egyptian necklaces • I can evaluate my finished artwork and say what I think and feel about it

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4	Aut	At the Pantomime	<ul style="list-style-type: none"> I can design a costume for a particular purpose I can design my own costume accessories I can choose appropriate design features for an accessory for a particular character 	<ul style="list-style-type: none"> I can make appropriate choices about colours and other design features I can choose appropriate fonts, colours and design features in my pantomime poster I can incorporate my own set, costume and prop designs within my own pantomime poster 	<ul style="list-style-type: none"> I can follow a design to create a model set I can use a variety of techniques to create different effects 	<ul style="list-style-type: none"> I can study and comment on some design features of pantomimes I can sketch aspects of design that I like I can come up with ideas for design features for a pantomime I know what set design entails? I can design a set for a particular scene I can create a working design that includes all the relevant details I can evaluate my finished work and the work of others I can evaluate my finished work I can describe costume accessories that various pantomime characters might use I can identify features of pantomime posters
4	Spr	Plant Art	<ul style="list-style-type: none"> I can use my observational skills to create a detailed sketch of part of a plant I understand that constant observation is important when creating a detailed sketch of a plant I understand that attention to detail is important when creating a detailed sketch of a plant I understand that patience is important when creating a detailed sketch of a plant I can discuss how to represent a plant as a piece of art I can follow simple instructions to create a more realistic sketch of a tree I can compare a sketch from my imagination, and a visually informed sketch and evaluate the differences 	<ul style="list-style-type: none"> I understand the difference between tints, shades and tones I can create tints, shades and tones to match a given colour I can use tints, shades and tones to create a piece of artwork I can transfer a sketching method into the medium of painting effectively I understand what depth in an artwork is I can use colour and size to create the illusion of depth in artwork 	<ul style="list-style-type: none"> I understand what a sculpture is and what different materials they can be made from I can define the differences between decorative and functional sculpture I understand how slip can be used to join two pieces of clay I can use tools to make marks in the clay for decorative purposes I can add or remove bits of clay to create detail I can make my own simple sculpture from clay I can use layers of different colour paper to create a collage with depth 	<ul style="list-style-type: none"> I can identify an artwork that is visually pleasing to me I can give my personal opinion of different artwork I can listen to others' opinions of artworks, and try to see their point of view I can describe what a botanical illustration is and why they were first created I can discuss and respond to Georgia O'Keeffe's artwork and how she used tones in her artwork I understand how artists create the illusion of depth in their artwork I can design my artwork and give reasons for my choices I can use my previous experience of different mediums to make decisions about my artwork
4	Sum	Journeys	<ul style="list-style-type: none"> I can create my own symbols 	<ul style="list-style-type: none"> I can use what I have learnt to create a piece of Indigenous Australian artwork I can use symbols in my work I can choose colours that reflect what it is I am representing I can identify different ways of representing an object through symbols I can create a piece of artwork to represent a familiar journey I can produce a piece of artwork in the style of Paul Klee I can use colour and pattern to create different effects I can use ideas they have gathered to create my own 'journey' artwork 		<ul style="list-style-type: none"> I understand that Indigenous Australian art often uses symbols for objects I can identify symbols and explain what they mean I can recall a familiar journey and identify it on a map I know who Paul Klee is and the kind of artwork he created I can constructively discuss my finished artwork

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5	Aut	Frida Kahlo	<ul style="list-style-type: none"> I can describe the general proportions of a face I can use my knowledge of proportions to complete a self-portrait I understand that I can use light guidelines for my sketches to help structure my sketches I can use light sketching lines to create my portrait 	<ul style="list-style-type: none"> I can analyse aspects of a painting including mood and colour I can add paint to a sketched self-portrait to add colour and detail I can choose colours to express aspects of my personality I can choose colours to express aspects of communities I belong to 		<ul style="list-style-type: none"> I can describe who Frida Kahlo is and give a brief summary of her work I can give my opinion of a painting or artist, giving reasons for my ideas I can describe the differences between a portrait and a self-portrait I can describe aspects of Mexican folk art I can identify aspects of the Mexican culture in Kahlo's artwork I can describe the aspects of the surrealist movement I can express my opinion of surrealism in paintings I can apply aspects of surrealism to my own artwork
	Spr	Viking Art	<ul style="list-style-type: none"> I can follow instructions carefully to create a Viking pattern 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 use different techniques to add shading to an outline I can choose appropriate techniques to include in a final piece of artwork I can sketch a portrait that is proportionally correct I can use various shading techniques to create light and shade in a portrait 		<ul style="list-style-type: none"> I can work with clay to create my piece of jewellery as it was designed 	<ul style="list-style-type: none"> I can describe some of the main features of Viking art I can describe particular works of Viking art in detail, explaining what I think of different works I can describe some of the ways in which Viking art has changed over time I can recognise the style of Viking knots and patterns I can use a sketchbook to try out ideas to extend upon I can discuss and comment on examples of animals in Viking art I can review my work and the work of others, expressing what I think and feel about it I can draw upon my knowledge of Viking art to design a piece of Viking jewellery I can assess my own work and state what I think and feel about it
5	Sum	Street Art	<ul style="list-style-type: none"> I can use sketching and shading to add details to my designs 	<ul style="list-style-type: none"> I can select contrasting colours using the colour wheel to help me I can choose colours to create the biggest 'standout' effect I can use impression printing to create a piece of repeated printed artwork I can create a stencil I can use a stencil to create a piece of artwork I can use more than one stencil to create a layered effect in my artwork 		<ul style="list-style-type: none"> I can take part in a discussion about graffiti and if it is an art form or not I can design my own tag reflecting what I have seen in existing artwork I can experiment with the size, value and shape of my designs in my sketchbook I can use my sketchbook to create designs for street art in a specific area I can discuss the messages that are portrayed in some pieces of art I can create my own piece of satirical artwork I can explore the work of Banksy

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6	Aut	In Flanders Fields	<ul style="list-style-type: none"> I can create my own artwork based on the style of Paul Nash I can create my own WWI propaganda poster I can make my own dazzle camouflage design 	<ul style="list-style-type: none"> I can create my own artwork using a variety of art skills 		<ul style="list-style-type: none"> I can understand why the government commissioned official war artists I can ask and answer questions about different artworks 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 Paul Nash's artwork and my thoughts, feelings and opinions of it I can identify and explain the features of WWI propaganda posters I can explain my own views on the use and power of propaganda art I can explain what dazzle camouflage was I can explain how dazzle camouflage was intended to work I can discuss and express their opinions of the poem, 'In Flanders Fields' I understand how the poppy came to be an international symbol of remembrance
6	Spr	Still Life	<ul style="list-style-type: none"> I can create light and shade using shading I am able to recall the different shading techniques I can use sketching techniques to create depth 	<ul style="list-style-type: none"> I can make decisions about using appropriate mediums when finishing a still life painting I am able to use paint to create different tones I can create texture with paint I am able to observe an object and translate the shapes and tones onto paper I can develop painting techniques from what I have learnt I am able to revisit studies made in my sketchbook to support my painting I am able to make observations and translate these onto paper 		<ul style="list-style-type: none"> I am able to explain what still life is I can observe how still life paintings are arranged and say why the artist has made those choices I am able to explain what 'tone' means I am able to make decisions when arranging objects I can explain my reasoning when choosing and arranging objects

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6	Sum	Express Yourself	<ul style="list-style-type: none">• I can use sketching to represent different illustrated facial expressions• I can make careful and precise observations to inform my sketching• I can describe how lines and fonts can express an idea• I can make choices based on different lines and fonts to create a desired effect• I can use different pressures and thicknesses to create a desired effect• I can use grids to help me achieve the correct proportions in my sketches based on photographs	<ul style="list-style-type: none">• I can explain how colour can help to express different aspects of someone's personality• I can identify emotions they feel, linked to a colour• I can use colour and shape to illustrate emotions, feelings and ideas to create my own colour theory• I can experiment with using my fingerprints to create a unique piece of artwork• I can vary the pressure and amount of paint I use when printing using my fingers to create different effects• I can use overlapping and layering to create shadow in my painting	<ul style="list-style-type: none">• I can use wire to create a sculpture of a person• I can convey an emotion or specific body language in my wire sculpture	<ul style="list-style-type: none">• I can respond and comment on different pieces of artwork• I can discuss and comment on Kandinsky's colour theory• I can discuss and give my opinions on Chuck Close's painting techniques
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