Progression in Art KS 1 Year 1

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| **To Develop Ideas** | **Drawing** | **Painting** | **Collage** | **Sculpture** |
| I can question and develop ideas from starting points from the curriculum, imagination, observation & experiencesTopics- Polar Regions/Great Fire of London/Castles | I can sketch with different grades of pencil and other implements to achieve variations in tone. I can apply tone to a simple drawing.Autumn 1-Self-portaits- pencil drawings and watercolours. (with mirrors).Summer 1- Use sketchbooks to design a castle based on knowledge from history and English. | I can experiment with different effects and colour, washes, thickened paint, creating textural effects.Autumn 1-Apple paintings-study the colour of apples and recreate with water colour paints. | I can experiment with a range of media and techniques such as tearing, layering, overlapping, etc. to create images and create texture.Spring 1-Used coloured strips of tissue to recreate the Northern Lights. | I can create surface patterns and textures in a malleable material. |
| I can collect information, sketches and resources to use in my work. | I can use different grades of pencil and other implements to draw different forms and shapes. I can begin to see that objects have a third dimension.Summer 1- Look at pictures of Bayeux Tapestry-recreate images seen using mixed media.Summer 2- Bird Drawings/paintings-look at pattern/line /colour. | I can use a number of brush techniques using thick and thin brushes to produce different effects such as shapes, textures, patterns and lines. Autumn 1- Design and used mixed media to make a Christmas card for the printers.Summer 2-Bird Paintings/ Sunflowers inspired by Van Gogh. | I can select and arrange materials for a striking effect.Autumn 1-Create a portrait in the style of Picasso-base in felt pens/cut out ears/eyes/nose/stick in unusual places.Collage and mixed media for Christmas/Mother’s day/Father’s Day Cards. | I can design and make models from observation and imagination.Summer 1-Making a Medieval Castle. |
| I can explore the roles and purposes of artists and crafts people working in different times and cultures.Picasso-PortraitsPaul Klee- Portraits/ CastlesLeonardo Da Vinci-most famous portrait in the world. “Mona Lisa”Van Gogh- “Path in the Woods” “Sunflowers.”Claude Monet- “Lily Pond”Bayeux Tapestry | I can use my sketchbook to collect and record visual information from different sources. I can plan, alter and refine my drawings as necessary. I can draw for a sustained period.Spring 1- Draw daffodils-close up – look and observe details of a daffodil.Spring 2- I can draw a landscape of London buildings for fireworks picture. | I can mix a variety of colours and know which are primary colours and make secondary coloursI can mix tints and shadesI can use specific colour language.Spring 1- I can mix paints red/white to recreate blossom on trees.Summer 2- Common Garden birds with /without colour- experiment with lines/splashes/swirls/twirls etc. |  | I can work with clay independently. I can join clay adequately and construct a simple base for extending and modelling other shapes.Summer 2-Clay pinch pots-using clay and bamboo boards create a pot that may have been used in a medieval castle. |
|  | I can create texture with a wide range of drawing implements. I can apply a simple use of pattern and texture. | I can work confidently on a range of scales and with a variety of different tools and sizes of brush.Summer 2- Create textures inspired by Monet’s Lily Pond. |  | I can cut and join wood safely and effectively. |
|  | I can make a variety of lines and marks with a wide range of implements – charcoal, pencil, crayon, chalk, pastel, pens etc. Autumn 1-Draw parts of the face with charcoal. Summer 1-Recreate Paul Klee’s “Castle and the Sun” using crayons and watercolours | I can create different effects and textures with paint according to what I need for the task |  | I can make a simple 3D papier-mache object |

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| **Print** | **Textiles** | **Digital Media** | **The Greats** | **Evaluating** | **Breadth of Study** |
| I can use layers of two or more colours. | I can shape and stitch materials – cutting and joining | I can create images, video and sound recordings using cameras, iPad and video recorders and explain why they were created. | I can replicate some of the techniques used by notable artists, artisans and designers.Summer 2- With the music of Saint Saens and the painting of Lily Pad by Claude Money study colours used. | I can compare ideas, methods and approaches in my own and others work. I can say what I think and feel about it.Ongoing discussions/ reviewing our own paintings and those of our friends.Reviewing and discussing works of the Greats. | I can work on my own and with others on 2D and 3D projects and use different scales  |
| I can replicate patterns observed in natural or built environments.Look, observe patterns in paintings. | I can develop skills in stitching – use running stitch and basic cross stitch and back stitch.  | I can present recorded visual images using power point | Autumn 1 –Make a portrait in the style of Paul Klee- use watercolours.Autumn 1-Read the picture book about Leonardo called the mona LisaFix together a paper jig-saw of the Mona LisaSummer 1/2/ Examine painting “Castle and the Sun” by Paul Klee.  | I can adapt my work and describer how I might develop it further. | I can use ICT in art Purple Mash |
| I can print using a variety of materials, objects and techniques | I can use a range of techniques – weaving, quilting, embroidery, applique, dying to create textural effects. | I can use a graphics package to: experiment with line, colour and texture by working with - control brush tools, change the type of brush, create shapes, repeat shapes, use special effects and simple filtersUse Purple Mash to access photos. |  | I can annotate work in my sketchbook | I can investigate art, craft & design in the locality and in a variety of styles and traditions |
| I can talk about the process used to make a simple printAutumn 1- Using thick paint print and twist cut toilet rolls to create fireworks. | I can match the tool to the material |  |  |  |  |
| I can create printing blocks using a relief or impressed method |  |  |  |  |  |