

Yearly Skills & Knowledge Progression

Subject: ART  
Year group: 1

	Half Term 1	Half Term 2
Autumn	<p><b>Knowledge:</b> Study a range of artists, craft makers and designers (SMSC 3, 5) Know the names of tools, techniques and elements that he/she uses.</p> <p><b>Skills:</b> Make marks in print using found objects and basic tools and use these to create repeating patterns (Arabesque patterns (Islam)) Explore mark making using a variety of tools- drawing pencils and colouring pencils Uses a variety of tools to represent objects in lines- drawing pencils and colouring pencils (SMSC 1, 4) (BV 2) Cut sort and shape fabrics and experiment with ways of joining (Black history months- Faith Ringgold 'story quilts') Use artwork to record ideas, observations and experiences</p>	<p><b>Knowledge:</b> Study a range of artists, craft makers and designers (SMSC 3, 5) Know the names of tools, techniques and elements that he/she uses.</p> <p><b>Skills:</b> Make marks in print using found objects and basic tools and use these to create repeating patterns (Rangoli) Explore mark making using a variety of tools- chalk, pastels, charcoal and crayons Uses a variety of tools to represent objects in lines- chalk, pastels and crayons (SMSC 1, 4) (BV 2) Explain what he/she likes about the work of others. (SMSC 2) (BV 1)</p>
	<p><b>What can make this personal to Dovers Green?</b> Self portraits in sketch books (termly assessment) Studying artist and illustrator -Faith Ringgold (SMSC 3, 5) Studying Axel Scheffler- artist and illustrator Drawing of class tree</p>	
Spring	<p><b>Knowledge:</b> Know the names of tools, techniques and elements that he/she uses.</p> <p><b>Skills:</b> Explore mark making using a variety of tools- ballpoints and felt tips Uses a variety of tools to represent objects in lines- ballpoints and felt-tips (SMSC 1, 4) (BV 2) Explain what he/she likes about the work of others. (SMSC 2) (BV 1)</p>	<p><b>Knowledge:</b> Study a range of artists, craft makers and designers Know the names of tools, techniques and elements that he/she uses.</p> <p><b>Skills:</b> Experiment with different materials to design and make products in 2 and 3 dimensions (Forest School- Andy Goldsworthy) (SMSC 3, 5) (BV 4) Make structures by joining simple objects together</p>

<p><u>What can make this personal to Dovers Green?</u>          Self Portraits in sketch books (termly assessment)          Creative Arts Week/Dovers Green Gallery (SMSC 2)          Link to Forest School: Study Andy Goldsworthy sculptures with links to natural and man-made materials (SMSC 3, 5)          Drawing of class tree</p>	
<p><b>Knowledge:</b>          Know the names of tools, techniques and elements that he/she uses.  <b>Skills:</b>          Cut sort and shape fabrics and experiment with ways of joining- (dying fabrics for medieval costume using flowers/plants from Forest School) (SMSC 4, 5) (BV 2)</p>	<p><b>Knowledge:</b>          Know the names of tools, techniques and elements that he/she uses.  <b>Skills:</b>          Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines (SMSC 4)          Explore mark making using a variety of tools (revisiting tools used throughout the year) (BV 4)</p>
<p><u>What can make this personal to Dovers Green?</u>          Self Portraits in sketch books (termly assessment)          Link to science: Observational drawing of a flower, tree or leaf          Dying fabrics using natural materials found in Forest School (SMSC 4, 5)          Green week- using recycled materials to create image          Drawing of class tree</p>	

The development of SMSC and the promotion of British Values within Art	
<b>SMSC</b>	<ol style="list-style-type: none"> <li>1. Children will have the opportunity to choose the media and materials they wish to use to create their art work.</li> <li>2. Children will have the opportunity to share their art work and be taught to begin to critique the work of others</li> <li>3. Children will be introduced to a range of artists and art work</li> <li>4. Children will be given the opportunity to use different media and mediums to create art work</li> <li>5. Children will have the opportunity to explore art from different eras and cultures</li> <li>6. Children will have the opportunity to visit other places in the community displaying art work.</li> </ol>

**British Values**

1. Democracy; encourage respect for democracy by making decisions together or voting for art work that we like the best from a selection created by specific artists.
2. Rule of Law; enable students to share resources.
3. Respect and Tolerance; encourage students to be positive about the work of others and begin to understand that we all have our own opinions.
4. Individual Liberty; Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to talk about their experiences and learning.