



**Holmesdale Infant School**  
**Yearly Knowledge and Skills Progression**  
**Subject: Art We follow the KAPOW Curriculum for Art**  
**Year 1**

**We have identified 4 BIG IDEAS that run through our Art curriculum. These are evident threads that run through the year group**  
**1. Generating ideas 2. Making skills (including formal elements) 3. Knowledge of artists 4. Evaluating and analysing**

**Kapow Units Across the Year**  
**(Must be taught in order throughout the year)**

In Year 1 art, children explore a variety of creative techniques across four engaging modules. In *Drawing – Exploring Line and Shape*, they investigate how lines and shapes can be used expressively, inspired by artists Bridget Riley and Paul Klee, developing control and creativity through mark-making and portrait drawing. In *Painting and Mixed Media – Colour Splash*, they experiment with colour mixing and painting on different surfaces, drawing inspiration from Clarice Cliff and Jasper Johns. The *Sculpture and 3D – Paper Play* module introduces them to three-dimensional construction using paper and card, where they fold, roll, and scrunch materials to create sculptures influenced by the intricate ‘Tree of Life’ screen at the Sidi Saiyyed Mosque and the work of Louise Bourgeois. Finally, in *Craft and Design – Woven Wonders*, children learn techniques such as plaiting, threading, knotting, and weaving to produce textured, three-dimensional artworks inspired by Cecilia Vicuña. Each module nurtures artistic confidence, fine motor skills, and imaginative expression.

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p><b>Drawing – exploring line and shape</b></p>  <p><b>5 sessions</b></p> <p>Exploring line and shape through a range of materials and stimuli, children develop control and creativity as they investigate the work of artists Bridget Riley and Paul Klee. Inspired by these artists, they experiment with expressive mark-making and portrait drawing. They learn how lines can vary in appearance and form shapes, and begin to recognise shapes within forms to help them draw more accurately.</p>	<p><b>Painting and mixed media - colour splash</b></p>  <p><b>5 sessions</b></p> <p>Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.</p> <p><b>Sculpture and 3D – paper play</b></p>	<p><b>Craft and design – woven wonders</b></p>  <p><b>5 sessions</b></p> <p>Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.</p>



### 5 sessions

Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.

### Autumn Term

### Drawing – exploring line and shape



#### Suggested prior learning



Drawing: Marvellous marks

#### Key Knowledge gained:

##### Formal elements

- **Shape:** To know a range of 2D shapes and confidently draw these.
- **Line:** To know that drawing tools can be used in a variety of ways to create different lines.
- **Pattern:** To know lines can create patterns like zig zags and wavy lines.
- **Texture:** To know different drawing tools make different marks.
- **Tone:** Changing pressure when drawing can create light and dark tones.

##### Making skills

- To develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.

#### Key Skills developed:

##### Generating ideas

- To explore their own ideas using a range of media.

##### Using sketchbooks

- To use sketchbooks to explore ideas.

##### Making skills

- To explore drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. (Line, Pattern)
- To notice 2D shapes within objects and how they can be used to form the 'bones' of a drawing. (Shape)

- To make choices about which materials to use to create an effect.
- To develop observational skills to look more closely.

- To explore drawing and combining geometric shapes. (Line, Shape)
- To identify known shapes (in different sizes and orientations) in objects, scenes or images they wish to draw. (shape, Line)
- To recognise that applying more pressure when drawing or colouring gives a darker tone. (Tone)
- To create an area with a single, consistent tone when colouring/shading. (Tone)
- To demonstrate a growing spatial awareness to represent the position and size of objects, e.g. grounded trees. (Space)

***Knowledge of artists***

- To understand how artists choose materials based on their properties in order to achieve certain effects.

***Evaluating and analysing***

- To describe and compare features of their own and others' artwork.
- To evaluate art with an understanding of how art can be varied and made in different ways and by different people.

**Key vocabulary to be grasped:**

<i>artist</i>	<i>control</i>	<i>line</i>	<i>shape</i>	<i>pressure</i>
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**Unit Outcomes**

**Pupils who are secure will be able to:**

- **Identify that some shapes are organic.**
- **Connect lines to create shapes.**
- **Use and recognise different types of lines when drawing shapes.**
- **Identify basic shapes in everyday objects and artwork.**
- **Talk about what they like or dislike in a piece of artwork.**
- **Use shapes to draw a face.**
- **Use different pressure to make a colour lighter or darker.**
- **Choose lines and shapes inspired by Brianna McCarthy's artwork.**

## Spring Term

### Painting and mixed media - colour splash



Suggested prior learning



Painting and mixed media: Paint my world

#### **Key Knowledge gained:**

##### **Formal elements**

- **Colour:** To know that the primary colours are red, yellow and blue.
- **Colour:** To know primary colours can be mixed to make secondary colours:
  - Red + yellow = orange
  - Yellow + blue = green
  - Blue + red = purple
- **Pattern:** To know that a pattern is a design in which shapes, colours or lines are repeated.
- **Tone:** To know that there are many different shades (or 'hues') of the same colour.
- **Tone:** To know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.

##### **Making skills**

- To know how to combine primary coloured materials to make secondary colours.
- To know how to mix secondary colours to paint.
- To know how to choose suitable sized paintbrushes.
- To know how to clean a paintbrush to change colours.
- To know how to print with objects, applying a suitable layer of paint to the printing surface.
- To know how to overlap paint to mix new colours.
- To know how to use blowing to create a paint effect.
- To know how to make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour.

##### **Evaluating and analysing**

- Art is made in different ways.

#### **Key Skills developed:**

##### **Generating ideas:**

- Explore their own ideas using a range of media.

##### **Using sketchbooks:**

- Use sketchbooks to explore ideas.

##### **Making skills:**

- Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.
- Make choices about which materials to use to create an effect.

##### **Evaluating and analysing:**

- Describe and compare features of their own and others' artwork.
- Evaluate art with an understanding of how art can be varied and made in different ways and by different people.

- Art is made by all different kinds of people.
- An artist is someone who creates.

**Key vocabulary to be grasped:**

<i>blend</i>	<i>hue</i>	<i>kaleidoscope</i>	<i>pattern</i>	<i>mix</i>
<i>primary colour</i>	<i>Secondary colour</i>	<i>shade</i>	<i>shape</i>	<i>space</i>
<i>thick</i>	<i>print</i>	<i>texture</i>		

**Unit Outcomes**

Pupils who are secure will be able to:

- Name the primary colours.
- Explore coloured materials to mix secondary colours.
- Mix primary colours to make secondary colours.
- Apply paint consistently to their printing materials to achieve a print.
- Use a range of colours when printing.
- Mix five different shades of a secondary colour.
- Decorate their hands using a variety of patterns.
- Mix secondary colours with confidence to paint a plate.
- Describe their finished plates.

**Spring Term**  
**Sculpture and 3D – paper play**



**Key Knowledge gained:**

**Formal elements**

- **Form:** Know paper can change from 2D to 3D by folding, rolling and scrunching it.
- **Form:** Know that three dimensional art is called sculpture.

**Key Skills developed:**

**Generating ideas**

- Explore their own ideas using a range of media.

- **Shape:** Know paper can be shaped by cutting and folding it.

***Making skills***

- How to roll and fold paper.
- How to cut shapes from paper and card.
- How to cut and glue paper to make 3D structures.
- How to decide the best way to glue something.
- How to create a variety of shapes in paper, e.g. spiral, zig zag.
- How to make larger structures using newspaper rolls.

***Knowledge of artists***

- Some artists are influenced by things happening around them.
- Artists living in different places at different times can be inspired by similar ideas or stories.
- Artists choose materials that suit what they want to make.

***Evaluating and analysing***

- Art is made in different ways.
- Art is made by all different kinds of people.
- An artist is someone who creates.

***Using sketchbooks***

- Use sketchbooks to explore ideas.

***Making skills***

- Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.
- Explore and analyse a wider variety of ways to join and fix materials in place.

***Evaluating and analysing***

- Describe and compare features of their own and others' artwork.
- Evaluate art with an understanding of how art can be varied and made in different ways and by different people.

**Key vocabulary to be grasped:**

artist	carving	concertina	curve	cylinder
imagine	loop	mosaic	overlap	sculpture
spiral	three dimensional (3D)	tube	zig zag	

**Unit Outcomes**

**Pupils who are secure will be able to:**

- **Roll paper tubes and attach them to a base securely.**
- **Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.**
- **Shape paper strips in a variety of ways to make 3D drawings.**
- **Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.**
- **Create a tree of life sculpture that includes several different techniques for shaping paper.**

- **Work successfully with others, sustaining effort over a time.**
- **Paint with good technique, ensuring good coverage.**

## Summer Term

### Craft and design – woven wonders



*Suggested prior learning*



Craft and design: Let's get crafty

#### **Key Knowledge gained:**

##### **Formal elements**

- **Form:** Know that three dimensional art is called sculpture.

##### **Making skills:**

- What materials can be cut, knotted, threaded or plaited.
- How to wrap objects/shapes with wool.
- How to measure a length.
- How to tie a knot, thread and plait.
- How to make a box loom.
- How to join using knots.
- How to weave with paper on a paper loom
- How to weave using a combination of materials.

##### **Knowledge of artists:**

- Some artists are influenced by things happening around them.
- Sometimes artists concentrate on how they are making something rather than what they make.
- Artists can use everyday materials that have been thrown away to make art.
- Artists choose materials that suit what they want to make.

##### **Evaluating and analysing:**

- Art is made in different ways.
- Art is made by all different kinds of people.

#### **Key Skills developed:**

##### **Generating ideas**

- Explore their own ideas using a range of media.

##### **Using sketchbooks**

- Use sketchbooks to explore ideas.

##### **Making skills**

- Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.
- Make choices about which materials to use to create an effect.
- Explore and analyse a wider variety of ways to join and fix materials in place.

##### **Knowledge of artists**

- Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.

##### **Evaluating and analysing**

- Describe and compare features of their own and others' artwork.
- Evaluate art with an understanding of how art can be varied and made in different ways and by different people.

- An artist is someone who creates.
- Craft is making something creative and useful.

**Key vocabulary to be grasped:**

<i>art</i>	<i>artist</i>	<i>craft</i>	<i>knot</i>	<i>loom</i>
<i>plait</i>	<i>thread</i>	<i>threading</i>	<i>warp</i>	<i>weaving</i>
<i>weft</i>				

**Unit Outcomes**

**Pupils who are secure will be able to:**

- Pupils who are secure will be able to:
- Give an opinion about whether an activity counts as 'art'.
- Listen attentively to a visitor describing their creative interests.
- Draw and talk about a remembered experience of making something creative.
- Independently choose and measure lengths of wool and join wool sections together.
- Adjust their wrapping technique if something doesn't work well.
- Show that they are selecting colours thoughtfully.
- Be open to trying out a new skill.
- Show that they are choosing materials based on colour, thickness and flexibility.
- Show resilience and keep going when things don't go right the first time.
- Join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc).
- Weave with paper, achieving a mostly accurate pattern of alternating strips.
- Describe their own weaving and compare it to Vicuna's artwork.
- Attach things securely to their box loom.
- Remember the process needed for weaving and attach some elements in this way.
- Discuss the choices they make and what they like about their finished work.

**End points – by the end of Year 1 pupils should be able to:**

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.