

Art and Design Progression of Knowledge and Skills

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units			Animals Settings and landscapes Natural Sculptures	Landmarks Rockets sculpture Rainforests	Investigating patterns Stone Age to Iron Age Plants and animals	Wrekin Sculptures- The Lion, the Witch and the Wardrobe Rainforest	Vikings 3d Sculpture - Canopic jars Local Study- River Severn	Local study- Ironbridge Geometry Mountains
NC Attainment targets Subject content	Birth to 5 Matters Development Matters ELG: Creating with Materials ELG: Fine Motor Skills		Pupils should be taught: <ul style="list-style-type: none"> • 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. 		Pupils should be taught: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. 			
Ideas	To explore different materials freely, in order to develop their ideas about how to use them and what to make. To develop their own ideas and then decide which materials to use to express them. To express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. To use their imagination as they consider what they can do with different materials. To make simple models which express their ideas.	To explore, use and refine a variety of artistic effects to express their ideas and feelings. To return to and build on their previous learning, refining ideas and developing their ability to represent them. To create collaboratively sharing ideas, resources and skills. To share their creations, explaining the process they have used.	To respond to ideas and starting points. To explore ideas and collect visual information	To explore different methods and materials and use these ideas to develop their own artwork	To develop ideas from given starting points To collect information, sketches and resources	To explore ideas in a variety of ways and record in sketchbooks To adapt and refine ideas as they progress To comment on artist works	To develop and imaginatively extend ideas from different starting points To collect information, sketches and resources and present ideas imaginatively in a sketchbook	To develop and imaginatively extend ideas from different starting points To collect information, sketches and resources and present ideas imaginatively in a sketchbook using different media To comment on artworks using effective language

Painting	Skills	<p>To explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>To show different emotions in their paintings like happiness, sadness, fear etc.</p> <p>To explore colour and colour-mixing.</p>	<p>To use a range of small tools, including paint brushes.</p> <p>To develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and paintbrushes.</p> <p>To begin to show accuracy and care when drawing.</p>	<p>To use thick and thin brushes.</p> <p>To mix primary colours to make secondary.</p>	<p>To mix primary colours to make secondary.</p> <p>To add white to colours to make tints and black to colours to make tones.</p>	<p>To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>To mix colour, shades and tones with increasing confidence</p> <p>To begin to explore complimentary colours.</p>	<p>To use watercolour paint to produce washes for backgrounds then add detail.</p> <p>To experiment with creating mood with colour.</p> <p>To show understanding of complimentary colours.</p>	<p>To sketch (lightly) before painting to combine line and colour.</p> <p>To create a colour palette based upon colours observed in the natural or built world.</p> <p>To confidently control the types of marks made and experiment with different effects and textures.</p> <p>To mix and match colours to create atmosphere and light effects.</p>	<p>To combine colours, tones and tints to enhance the mood of a piece.</p> <p>To use brush techniques and the qualities of paint to create texture.</p> <p>To develop a personal style of painting, drawing upon ideas from other artists.</p>
	Knowledge	<p>To know paints can be mixed together to make different colours</p>	<p>To know larger tools create thicker lines</p> <p>To know the primary colours</p>	<p>To name the primary and secondary colours</p> <p>To know primary colours can be mixed to make secondary colours (B+Y=G) (R+Y=O) (B+R=P)</p>	<p>To know how to create tints and tones by adding white or black paint</p> <p>To know how to use colour for effect e.g warm and hot colours</p>	<p>To know shade is created by light being blocked</p> <p>To know how to use a range of brushes to create different effects in painting</p>	<p>To know how to create a background using a wash</p> <p>To know which colours, complement each other</p>	<p>To know how to mix colour, shades and tones with confidence building on previous knowledge.</p> <p>To know the effect of light/reflection can be created through omitting colour and/or using light colours.</p>	<p>To know adding layers of paint can add detail.</p>
Collaging	Skills	<p>To use a range of small tools, including scissors.</p> <p>To develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and scissors.</p> <p>To begin to show accuracy and care when drawing.</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>To collage they use a combination of materials that are cut, torn and glued.</p>	<p>To collage they use a combination of materials that are cut, torn and glued and mix materials to create texture.</p>			<p>To select and arrange materials for a striking effect ensuring work is precise</p> <p>To use coiling, overlapping, tessellation, mosaic and montage</p>		

	Knowledge		<p>To know how to use a range of tools safely and confidently</p> <p>To know some materials can be torn and some can not</p>	<p>To know collage is using different materials to build up and create a piece of art</p> <p>To know different surfaces can produce different textures</p>	To know how to cut, roll and coil materials		<p>To identify similarities and differences between different materials and shapes used in collage</p> <p>To identify different uses of collage (mosaic, montage and decoupage)</p>		
Sculpture	Skills		<p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>To use a combination of shapes and include lines and texture.</p> <p>To use rolled up paper, straws, paper, card and clay as materials for sculpture.</p>	To use techniques such as rolling, cutting, moulding and carving when working with materials		<p>To include texture that conveys feelings, expression or movement</p> <p>To use clay and other mouldable materials</p>	To use frameworks (such as wire or moulds) to provide stability and form.	To use tools to carve and add shapes, texture and pattern
	Knowledge		<p>To know art has different forms and materials</p> <p>To know materials can change shape</p>	<p>To know that sculptures are 3D forms of art</p>	<p>To know how to join pieces of clay together and add detail</p> <p>To know art can take many forms including architecture</p>		<p>To know depth and texture can be created by layering materials</p> <p>To know a range of mouldable materials</p>	To know different materials are moulded in different ways	To know the key terms slab, coil and slip
Line Techniques	Skills	<p>To start to make marks intentionally.</p> <p>To show different emotions in their drawings like happiness, sadness, fear etc.</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 create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>To begin to show accuracy and care when drawing</p> <p>To develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing.</p>	<p>To draw lines of different sizes and thickness</p> <p>To colour (own work) neatly following the lines</p>	To show pattern and texture by adding dots and lines	<p>To use different hardnesses of pencils to show line, tone and texture.</p> <p>To annotate sketches to explain and elaborate ideas.</p> <p>To sketch lightly (no need to use a rubber to correct mistakes)</p>	<p>To use shading to show light and shadow</p> <p>To use hatching and cross hatching to show tone and texture</p>	<p>To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>To choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p>	<p>To use a choice of techniques to depict movement, perspective, shadows and reflection</p> <p>To use lines to represent movement</p>

	Knowledge	To know marks are created by pushing down	To look at detail to make drawings more accurate	To know how to use pencils to create lines of different thickness in drawings	To know how to use coloured pencils correctly to create art	To know pencils have different grades and know they create different effects To begin to show an awareness of scale and ratio	To know how to use marks and lines to show texture	To compare and contrast the depiction of perspective in different artwork To know how to organise line, tone, shape and colour to represent figures and forms in movement	To know how to use shading to create mood and feeling
Printing	Skills			To use repeating or overlapping shapes To use objects to create prints (e.g. fruit, vegetables or sponges)	To mimic print from the environment (e.g. wallpapers) To press, roll, rub and stamp to make prints	To use layers of two or more colours when printing To replicate patterns observed in natural or built environments To make precise repeating patterns			To build up layers of colours when printing To create an accurate pattern, showing fine detail
	Knowledge			To know printing can use an indent to create a pattern To know a print gives a reverse image To know repetition is created by using the same print multiple times	To know how to create a printed piece of art by pressing, rolling, rubbing and stamping	To know printing tools can be created in a variety of ways To know choice of printing material can impact pattern and texture			To know printing can take the form of a repeated pattern or sequence To know how to create an accurate print design To know how to print onto different materials using at least four colours To recognise the importance of pattern in reflecting the environment in which it is created

Textile Techniques	Skills	<p>To join different materials and explore different textures.</p> <p>To explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p>	<p>To use a range of small tools, including scissors.</p> <p>To develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: scissors.</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>		<p>To use weaving to create a pattern</p> <p>To join materials using glue and/or a stitch</p>	<p>To shape and stitch materials</p> <p>To create weavings</p> <p>To use basic cross stitch and back stitch.</p>			
	Knowledge	<p>To know that textiles change in appearance and touch</p>	<p>To know how to use a range of tools safely and confidently</p> <p>To know that different materials create different textures</p>		<p>To know different materials are used for different purposes.</p>	<p>To know the best material and technique to use in different circumstances</p> <p>To know materials have varying textures and thickness</p> <p>To recognise the relationship between different materials and techniques and understand which will complement each other</p>			
Digital Media	Skills							<p>To begin to enhance digital media by editing</p>	<p>To enhance digital media by editing in a range of ways</p> <p>To combine a selection of images using digital technology considering light, shade, textural qualities, colour, size and rotation</p>
	Knowledge							<p>To know how to use a graphics package to create and manipulate their images</p>	<p>To know how to import an image (scanned, retrieved, taken) into a graphics package</p>

Knowledge of Artists	Skills			To describe the work of notable artists	To describe the work of notable artists and designers To use some of the ideas of artists studied to create pieces.	To replicate some of the techniques used by notable artists, artisans and designers.	To create original pieces that are influenced by studies of others.	To give details (including own sketches) about the style of some notable artists, artisans and designers. To show how the work of those studied was influential in both society and to other artists.	To give details (including own sketches) about the style of some notable artists, artisans and designers To show how the work of those studied was influential in both society and to other artists To create original pieces that show a range of influences and styles.
	Knowledge			To know inspiration for art can be taken from all around us. To know basic facts about notable artists e.g William Morris, Andy Goldsworthy	To know textiles are used to create art around the world. To know some facts about notable artists e.g Anthony Smith, Henri Rousseau	To compare the work of different artists - identify their techniques and style. To know facts about notable artists e.g William Morris, Hamish Mackie	To know about notable artists e.g Van Gough, John Dyer	To know about a range of notable artists e.g Claude Monet and JD Duran To know impressionism is a 19th century art movement	To understand that art can be very abstract and convey a message
Artists	Paul Horton (Modern) Andy Warhol (Modern) Claude Monet (Traditional)	Paul Horton (Modern) Andy Warhol (Modern) Claude Monet (Traditional)	William Morris (Traditional) Claude Monet (Traditional) Andy Goldsworthy (Contemporary)	Albrecht Durer & Gaugin (Traditional) Anthony Smith (Contemporary) Henri Rousseau (Modern)	William Morris (Traditional) Ancient (Cave Drawings) Henri Rousseau (Modern) & Hamish Mackie (Traditional)	Van Gough (Modern) Suzi Fadel Nassif (Contemporary) John Dyer (Contemporary)	Claude Monet (Traditional) Thutmose (Ancient) JD Duran (Traditional)	L. S. Lowry (Traditional) Wassily Kandinsky (Modern) Andy Warhol (Modern)	