



Knowledge, Skills and Understanding Progression for Art and Design

DEVELOPMENT MATTERS

Children in reception will be learning to:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

EARLY LEARNING GOALS

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

KEY STAGE ONE

Pupils should be taught:

- 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

KEY STAGE TWO

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:

- 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.

DRAWING						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy using a variety of media.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>Communicate something about themselves in their drawings.</p> <p>Create moods in their drawings.</p> <p>Draw lines of different shapes and thickness, using different grades of pencils.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p>	<p>Use different grades of pencils in their drawings.</p> <p>Use charcoal, pencils and pastels.</p> <p>Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</p> <p>Continue to investigate textures and produce an expanding range of patterns.</p> <p>Use a viewfinder to focus on a specific part of an artefact before drawing it.</p>	<p>Use different grades of pencil shades, to show tones and textures.</p> <p>Show facial expressions in their drawings.</p> <p>Use their sketches to produce a final piece of work.</p> <p>Write an explanation of their sketch in notes.</p>	<p>Begin to show facial expressions and body language in their sketches.</p> <p>Identify and draw simple objects, and use marks and lines to produce texture.</p> <p>Organise lines, tones, shapes and colours to represent figures and forms in movement.</p> <p>Show reflections.</p> <p>Explain why they have chosen specific materials to draw with.</p>	<p>Identify and draw simple objects, and use marks and lines to produce texture.</p> <p>Successfully use shading to create mood and feeling.</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Show reflections.</p> <p>Explain why they have chosen specific materials to draw with.</p> <p>Develop further simple perspective in using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p>	<p>Communicate emotions in their sketches.</p> <p>Explain why they have combined different tools to create their drawings.</p> <p>Explain why they have chosen specific drawing techniques.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p>

PAINTING						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used.</p> <p>Explore colour mixing.</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p>	<p>Communicate something about themselves in their paintings.</p> <p>Create moods in their paintings.</p> <p>Choose to use thick and thin brushes as appropriate.</p> <p>Paint a picture of something they can see.</p> <p>Name the primary and secondary colours.</p>	<p>Mix paint to create all the secondary colour.</p> <p>Mix and match colours, predict outcomes.</p> <p>Make tints by adding colour to white.</p> <p>Make tones by adding black.</p>	<p>Predict with accuracy the colour that they mix.</p> <p>Know where the primary and secondary colours sit on a colour wheel.</p> <p>Produce a background using a wash.</p> <p>Use a range of brushes to create different effects.</p>	<p>Create all the colours they need.</p> <p>Create mood in their paintings.</p> <p>Successfully use shading to create mood and feeling.</p>	<p>Create a range of moods in their paintings.</p> <p>Express their emotions accurately through their paintings and sketches.</p>	<p>Explain what their own style is.</p> <p>Use a wide range of techniques in their work.</p> <p>Explain what they have chosen specific painting techniques.</p>

3D/SCULPTURE						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy a range of malleable media such as clay, papier Mache, Salt dough.</p> <p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>Weave with fabric and thread.</p> <p>Add texture by using tools.</p> <p>Make a variety of shapes and structures</p> <p>Cut, roll and coil mouldable materials.</p> <p>Create cords and plaits for decoration.</p> <p>Experiment with constructing and joining recycled, natural and manmade materials.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Mould clay to achieve a specific criterion.</p> <p>Add line and shape to their work.</p> <p>Create part of a class textile freeze.</p> <p>Create cords and plaits for decoration.</p> <p>Use simple 2-D shapes to create a 3-D form.</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p>	<p>Join clay together using a range a techniques.</p> <p>Work with life size materials.</p> <p>Create pop ups.</p> <p>Add texture to a piece of work.</p> <p>Experiment with paste resistance.</p> <p>Use papier mache to create a simple 3D object</p>	<p>Experiment with and combine materials and processes to design and make 3D form.</p> <p>Begin to sculpt clay and other mouldable materials.</p> <p>Experiment with paste resistance.</p> <p>Use papier mache to create a simple 3D object.</p> <p>Adapt work as and when necessary and explain why.</p>	<p>Experiment with and combine materials and processes to design and make 3D form.</p> <p>Sculpt clay and other mouldable materials.</p> <p>Experiment with batik techniques.</p> <p>Gain experience in modelling over an armature: newspaper frame for modroc.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Adapt work as and when necessary and explain why.</p>	<p>Create models on a range of scales.</p> <p>Create work which is open to interpretation by the audience.</p> <p>Include both visual and tactile elements in their work.</p> <p>Experiment with batik techniques.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Solve problems as they occur.</p>

PRINTING						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy taking rubbings: leaf, brick, coin.</p> <p>Create simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects.</p> <p>Enjoy using stencils to create a picture</p>	<p>Print with a variety of items.</p> <p>Design their own printing block</p>	<p>Create a print inspired by an artist / craft maker / designer.</p> <p>Create a repeating pattern</p> <p>Make a simple printing block.</p>	<p>Design a printing block and use it to create a print.</p> <p>Make a 2 colour print.</p> <p>Identify pattern in the environment.</p>	<p>Print using at least four colours.</p> <p>Create an accurate print design.</p>	<p>Print using a number of colours.</p> <p>Create an accurate print design that meets a given criteria.</p>	<p>Overprint using different colours.</p> <p>Look very carefully at the materials they use and make decisions about the effectiveness of their printing methods.</p>

COLLAGE						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Cut and tear paper and card to create an image.</p>	<p>Cut and tear paper and card for their collages.</p> <p>Gather and sort materials they will need.</p> <p>Sort materials according to texture and colour.</p>	<p>Create individual and group collages.</p> <p>Use different kinds of materials on their collage and explain why they have chosen them.</p> <p>Use repeating patterns in their collage.</p>	<p>Cut very accurately.</p> <p>Overlap materials.</p> <p>Experiment using different colours.</p> <p>Use mosaic.</p> <p>Use montage.</p>	<p>Use mosaic to produce a pattern.</p> <p>Combine visual and tactile qualities.</p>	<p>Use ceramic mosaic to produce a piece of art.</p> <p>Combine visual and tactile qualities to express mood and emotion.</p>	<p>Justify materials they have chosen.</p> <p>Combine pattern, tone and shape.</p>
DIGITAL ART						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use a digital camera</p> <p>Use a simple paint programme to explore the tools and the effects that can be made. Talk about work using the appropriate vocabulary. Explore lines, circles, stars, particular colour schemes etc</p>	<p>Use a simple painting program to create a picture.</p> <p>Use tools in a painting package.</p> <p>Go back and change their picture.</p>	<p>Create a picture independently.</p> <p>Use simple ICT mark-making tools e.g. brush and pen tools.</p> <p>Edit their own work.</p>	<p>Use the printed images they take with a digital camera and combine them with other media to produce artwork.</p> <p>Use ICT programs to create a piece of work that includes their own work and that of others (using the web).</p>	<p>Create a piece of art work which includes the integration of digital images they have taken.</p> <p>Combine graphics and text based on their research.</p>	<p>Create pieces of artwork which includes the integration of digital images they have taken.</p> <p>Combine graphics and text based on their research.</p> <p>Take digital photos and use software to later them, adapt them and create work with meaning.</p> <p>Create digital images with animation, video and sound to communicate their ideas.</p>	<p>Use software packages to create pieces of digital art to design.</p> <p>Create a piece of art which can be used as part of a wider presentation.</p>

KNOWLEDGE						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe what they can see and like in the work of another artist / craft maker/ designer.	Describe what they can see and like in the work of another artist / craft maker/ designer. Ask sensible questions about a piece of art. Say what they like and dislike about a piece of work.	Link colours to natural and man-made objects. Say how other artist / craft makers / designers have used colour, pattern and shape. Create a piece of work in response to another artist's work. Talk about likes and dislikes in relation to their own work and others.	Compare the work of different artists. Explore work from other cultures. Explore artwork linked to their topic. Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.	Experiment with different styles which artists have used. Explain art linked to their topic.	Experiment with different styles which artists have used. Learn about the work of others by looking at their work in books, the internet, visit galleries and other sources of information.	Make a record about the styles and qualities in their work. Say what their work is influenced by. Include technical aspects in their work, e.g. architectural design.
SKETCH BOOKS						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NA	Set out their ideas in their sketch books.	Begin to demonstrate their ideas using a variety of media in their sketch books?	Use their sketch books to express feelings about a subject and to describe their likes and dislikes. Make notes in their sketchbooks about techniques used by an artist. Suggest improvements to their work by keeping notes in their sketch books.	Use their sketch books to express their feelings about various subjects and to describe their likes and dislikes. Produce a montage all about themselves. Use their sketchbooks to adapt and improve their original ideas. Keep notes about the purpose of their work in the sketch books.	Keep notes in their sketch books about how they might develop their work. Use sketch books to compare and discuss ideas with others.	Keep notes in their sketch books about how they might develop their work. Compare their methods to those of others. Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks.