

# Skills and knowledge progression - Art and Design

## National Curriculum Aims and purpose

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### Aims:

- ☐ produce creative work, exploring ideas and recording 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 & cultural development of their forms

## School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school

Art stimulates imagination and creativity. Art enables us to communicate what we see, think and feel in ways that words alone simply are not capable of. Art provides us with both a universal language of colour, texture, form and pattern, and with limitless opportunities to combine these in new ways.

As a result of all this, we believe that it is vital for all children to experience and engage with a range of visual, tactile and sensory experiences. This, in turn, equips our children with both key artistic skills and an enjoyment of the subject that will help them to become expressive, open, curious and independent adults.

Our Art and Design curriculum identifies six core strands, which are each returned to, revised and built upon each year. Central to these is the ability to explore and develop ideas - including questioning and observation of the world around us, the use of discussion and analysis to foster creativity and the study of the role of artists, architects and designers.

Alongside this, we have also identified at least two artistic giants to study in each year group. The work of these great painters, sculptors and designers is used to stimulate discussion and an appreciation of their work, as well as inspiring artwork of our own. Their lives and work also provide a platform on which to develop the use of the language and vocabulary of art.

## Links to EYFS

### Expressive Arts & Design

- ☐ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- ☐ Explore what happens when they mix colours.
- ☐ Understand that different media can be combined to create new effects.
- ☐ Create simple representations of events, people and objects.
- ☐ Choose particular colours to use for a purpose.
- ☐ Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- ☐ Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

## Experiences for our children

- Work collaboratively with an artist.
- See an artist in action and talk to them about their work, process and inspirations
- Visit galleries, both locally and nationally, and have opportunities to learn more about the historical and cultural significance of the artwork they encounter.
- Work collaboratively on a large scale piece.
- Show their work in a school or local gallery and receive feedback from their audience.
- Experience the process of 'being' an artist, working on canvas, using an easel, organising, using and caring for their tools and seeking out new inspiration.

## SKILLS PROGRESSION

### Key stage 1

		Reception	Year 1 (Sketchbooks start in Spring)	Year 2	End of Key Stage Expectations
To develop ideas		As an artist: Can I represent my own ideas, thoughts and feelings through art?	As an artist: Can I respond to simple ideas to start my work? Can I explore ideas and pictures? Can I try some different methods and materials?	As an artist: Can I respond to ideas and starting points? Can I explore ideas and collect visual information? Can I explore different methods and materials as ideas develop?	Pupils should be taught:- <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>
To master techniques	Drawing	As an artist: - Can I safely use and explore a variety of materials, tools and techniques? - Can I explore what happens when I mix colours?	As an artist: Can I draw different lines using different pencils (e.g. 6B, HB)? Can I colour my own work carefully, following the lines as much as I can? Can I show some pattern and texture by adding dots or lines? Can I show some tones by using coloured pencils?	As an artist: Can I draw lines of different size and thickness? Can I colour my own work neatly, following the lines? Can I show pattern and texture by adding dots and lines? Can I show different tones by using coloured pencils?	
	Painting	- Can I manipulate materials to achieve a planned effect?	As an artist: Am I beginning to use thick and thin brushes? Am I beginning to mix primary colours to make secondary colours? Am I beginning to add white to colours to make tints and black to make tones?	As an artist: Can I use thick and thin brushes? Can I mix primary colours to make secondary colours? Can I add white to colours to make tints and black to make tones? Can I create colour wheels?	
	Collage	- Can I construct with a purpose in mind using a variety of resources?	As an artist: Am I beginning to use a combination of materials that are cut, torn and glued? Am I beginning to sort and arrange materials? Am I beginning to mix materials to create texture?	As an artist: Can I use a combination of materials that are cut, torn and glued? Can I sort and arrange materials? Can I mix materials to create texture?	
	Sculpture	- Can I experiment to create	As an artist: Can I use some shapes? Am I beginning to include lines and texture? Am I beginning to use rolled up paper, straws, paper, card and clay as materials? Am I beginning to use techniques such as rolling, cutting, moulding and carving?	As an artist: Can I use a combination of shapes? Can I include lines and texture? Can I use rolled up paper, straws, paper, card and clay as materials? Can I use techniques such as rolling, cutting, moulding and carving?	

	Print	<p>different textures? Do I understand that different media can be combined to create new effects?</p> <p>Can I use what I have learnt about media and materials in original ways?</p>	<p>As an artist: Am I beginning to use repeating or overlapping shapes? Am I beginning to mimic print from the environment (e.g. wallpapers)? Am I beginning to use objects to create prints (e.g. fruit, vegetable or sponges)? Am I beginning to press, roll, rub and stamp to make prints?</p>	<p>As an artist: Can I use repeating or overlapping shapes? Can I mimic print from the environment (e.g. wallpapers)? Can I use objects to create prints (e.g. fruit, vegetable or sponges)? Can I press, roll, rub and stamp to make prints?</p>	
	Textiles		<p>As an artist: Am I beginning to use weaving to create a pattern? Can I join materials using PVA glue? Am I beginning to use plaiting? Have I begun to try dip dye techniques?</p>	<p>As an artist: Can I use weaving to create a pattern? Can I join materials using glue and/or a stitch? Can I use plaiting? Can I use dip dye techniques?</p>	
	Digital Media		<p>As an artist: Am I beginning to use a range of tools and software to create different textures, lines, tones, colours and shapes?</p>	<p>As an artist: Can I use a range of tools or software to create different textures, lines, tones, colours and shapes linked to music?</p>	
			<p>As an artist: Can I make comments on the work of notable artists, artisans and designers? Can I copy some artists studied to create my own pieces?</p>	<p>As an artist: Can I describe the work of notable artists, artisans and designers? Can I use some of the ideas of artists studied to create my own pieces?</p>	
To take inspiration from the greats (classic and modern)					

## SKILLS PROGRESSION Key stage 2

		Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
To develop ideas		<ul style="list-style-type: none"> <li>- Am I beginning to develop ideas from starting points throughout the curriculum?</li> <li>- Am I learning how to collect information, sketches and resources?</li> <li>- Am I beginning to adapt and refine ideas as I progress?</li> <li>- Am I beginning to explore ideas in a variety of ways?</li> <li>- Am I beginning to use visual language to comment on an artist's work?</li> </ul>	<ul style="list-style-type: none"> <li>- Can I develop ideas from starting points throughout the curriculum?</li> <li>- Can I collect information, sketches and resources?</li> <li>- Can I adapt and refine ideas as I progress?</li> <li>- Can I explore ideas in a variety of ways?</li> <li>- Can I comment on art works using visual language?</li> </ul>	<ul style="list-style-type: none"> <li>- Can I develop and start to imaginatively extend ideas from starting points throughout the curriculum?</li> <li>- Can I begin collecting information, sketches and resources and present ideas more imaginatively in a sketch book?</li> <li>- Am I beginning to use the qualities of materials to enhance ideas?</li> <li>- Am I beginning to spot the potential in unexpected results as work progresses?</li> <li>- Can I comment on artworks using a wider range of visual language?</li> </ul>	<ul style="list-style-type: none"> <li>- Can I develop and imaginatively extend ideas from starting points throughout the curriculum?</li> <li>- Can I collect information, sketches and resources and present ideas imaginatively in a sketch book?</li> <li>- Can I use the qualities of materials to enhance ideas?</li> <li>- Can I spot the potential in unexpected results as work progresses?</li> <li>- Can I comment on artworks with a fluent grasp of visual language?</li> </ul>	<p>Pupils should be taught:-</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and</li> </ul>

To master techniques	Drawing	<ul style="list-style-type: none"> <li>- Am I beginning to use different hardnesses of pencils to show line, tone and texture?</li> <li>- Am I beginning to annotate sketches to explain and elaborate ideas?</li> <li>- Am I beginning to sketch lightly (no need to use a rubber to correct mistakes)?</li> <li>- Am I beginning to use shading to show light and shadow?</li> <li>- Am I beginning to use hatching and cross-hatching to show tone and texture?</li> </ul>	<ul style="list-style-type: none"> <li>- Can I use different hardnesses of pencils to show line, tone and texture?</li> <li>- Can I annotate sketches to explain and elaborate ideas?</li> <li>- Can I sketch lightly (no need to use a rubber to correct mistakes)?</li> <li>- Can I use shading to show light and shadow?</li> <li>- Can I use hatching and cross-hatching to show tone and texture?</li> </ul>	<ul style="list-style-type: none"> <li>- Am I beginning to use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)?</li> <li>- Am I beginning to use a range of techniques to depict movement, perspective, shadows and reflection?</li> <li>- Am I beginning to choose a style of drawing suitable for the work (e.g. realistic or impressionistic)?</li> <li>- Am I beginning to use lines to represent movement?</li> </ul>	<ul style="list-style-type: none"> <li>- Can I use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)?</li> <li>- Can I use a choice of techniques to depict movement, perspective, shadows and reflection?</li> <li>- Can I choose a style of drawing suitable for the work (e.g. realistic or impressionistic)?</li> <li>- Can I use lines to represent movement?</li> </ul>	<p>sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p> <ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas</li> <li>• About great artists, architects and designers in history</li> </ul>
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	Painting	<ul style="list-style-type: none"> <li>- Am I beginning to use a wider of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines?</li> <li>- Am I beginning to mix colours more effectively?</li> <li>- Am I beginning to use watercolour paint to produce washes for backgrounds then add detail?</li> <li>- Am I beginning to experiment with creating mood with colour?</li> </ul>	<ul style="list-style-type: none"> <li>- Can I use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines?</li> <li>- Can I mix colours effectively?</li> <li>- Can I use watercolour paint to produce washes for backgrounds then add detail?</li> <li>- Can I experiment with creating mood with colour?</li> </ul>	<ul style="list-style-type: none"> <li>- Am I beginning to sketch (lightly) before painting to combine line and colour?</li> <li>- Am I beginning to create a colour palette based upon colours observed in the natural or built world?</li> <li>- Am I beginning to explore the qualities of watercolour and acrylic paints to create visually interesting pieces?</li> <li>- Am I beginning to combine colours, tones and tints to enhance the mood of a piece?</li> <li>- Am I beginning to use brush techniques and the qualities of paint to create texture?</li> <li>- Am I beginning to develop a personal style of painting and drawing based on ideas from other artists?</li> </ul>	<ul style="list-style-type: none"> <li>- Can I sketch (lightly) before painting to combine line and colour?</li> <li>- Can I create a colour palette based upon colours observed in the natural or built world?</li> <li>- Can I use the qualities of watercolour and acrylic paints to create visually interesting pieces?</li> <li>- Can I combine colours, tones and tints to enhance the mood of a piece?</li> <li>- Can I use brush techniques and the qualities of paint to create texture?</li> <li>- Can I develop a personal style of painting and drawing based on ideas from other artists?</li> </ul>	
	Collage	<ul style="list-style-type: none"> <li>- Am I beginning to select and arrange materials to create an effect?</li> <li>- Am I beginning to ensure my work is more precise?</li> <li>- I am thinking about the colour choices of the collage to create similar hues?</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Can I select and arrange materials for a striking effect?</li> <li>- Can I ensure my work is precise?</li> <li>- Am I beginning to use coiling, overlapping, tessellation?</li> </ul>	<ul style="list-style-type: none"> <li>- Can I explore mixing textures (e.g. rough and smooth, plain and patterned)?</li> <li>- Can I explore the combination of visual and tactile qualities?</li> <li>- Can I use ceramic mosaic materials and techniques?</li> </ul>	<ul style="list-style-type: none"> <li>- Can I mix textures (e.g. rough and smooth, plain and patterned)?</li> <li>- Can I combine visual and tactile qualities?</li> <li>- Can I use coiling, overlapping, tessellation, mosaic and montage effectively?</li> </ul>	

	Sculpture	<ul style="list-style-type: none"> <li>- Am I beginning to create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)?</li> <li>- Can I include texture to create an effect?</li> <li>- Am I beginning to use clay and other mouldable materials?</li> <li>- Am I beginning to add materials to provide interesting details?</li> </ul>	<ul style="list-style-type: none"> <li>- Can I create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)?</li> <li>- Can I include texture that conveys feelings, expression or movement?</li> <li>- Can I use clay and other mouldable materials?</li> <li>- Can I add materials to provide interesting details?</li> </ul>	<ul style="list-style-type: none"> <li>- Can I show life-like qualities and real life proportions?</li> <li>- Am I beginning to use tools to carve and add shapes, texture and pattern?</li> <li>- Am I beginning to combine visual and tactile qualities?</li> </ul>	<ul style="list-style-type: none"> <li>- Can I show life-like qualities and real life proportions or, if more abstract, provoke different interpretations?</li> <li>- Can I use tools to carve and add shapes, texture and pattern?</li> <li>- Can I combine visual and tactile qualities?</li> <li>- Can I use frameworks (such as wire or moulds) to provide stability and form?</li> </ul>	
	Print	<p>Am I beginning to use layers of two colours?</p> <p>Am I beginning to replicate patterns observed in natural or built environments?</p> <p>Am I beginning to make printing blocks (e.g. materials glued to a block)?</p> <p>Am I beginning to make more precise repeated patterns?</p>	<p>Can I use layers of two or more colours?</p> <p>Can I replicate patterns observed in natural or built environments?</p> <p>Can I make printing blocks (e.g. from coiled string glued to a block)?</p> <p>Can I make precise repeated patterns?</p>	<p>Can I build up layers of colours more confidently?</p> <p>Can I create an accurate pattern, showing some detail?</p> <p>Can I use a range of visual elements to reflect the purpose of the work?</p>	<p>Can I build up layers of colours effectively?</p> <p>Can I create an accurate pattern, showing fine detail?</p> <p>Can I use a wide range of visual elements to reflect the purpose of the work?</p>	
	Digital Media	<p>Am I beginning to create images, videos and sound recordings and explain why they were created?</p>	<p>Can I create images, videos and sound recordings and explain why they were created?</p>	<p>Am I beginning to enhance digital media by editing (including sound, animation, still images and installations)?</p>	<p>Can I enhance digital media by editing (including sound, animation, still images and installations)?</p>	
	To take inspiration from the greats (classic and modern)	<p>Am I beginning to replicate some of the techniques used by notable artists, artisans and designers?</p> <p>Can I create original pieces that are influenced by studies of others?</p>	<p>Can I replicate some of the techniques used by notable artists, artisans and designers?</p> <p>Can I create original pieces that are influenced by studies of others?</p>	<p>Am I beginning to give details (including my own sketches) about the style of some notable artists, artisans and designers?</p> <p>Am I beginning to show how the work of those studied was influential in both society and to other artists?</p> <p>Am I beginning to create original pieces that show a range of influences and styles?</p>	<p>Can I give details (including my own sketches) about the style of some notable artists, artisans and designers?</p> <p>Can I show how the work of those studied was influential in both society and to other artists?</p> <p>Can I create original pieces that show a range of influences and styles?</p>	

# Artist focus and knowledge progression

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	EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
AUTUMN 1 and 2	Kandinsky – shapes Andy Goldsworthy – natural art	Drawing	<u>Drawing assessment – portraits</u>	<u>Drawing assessment – portraits</u>	<u>Drawing assessment – portraits</u>	<u>Drawing assessment – portraits</u>	<u>Drawing assessment – portraits</u>	<u>Drawing assessment – portraits</u>	
			DT Structures (Freestanding) Design and make a moveable prototype of play equipment for the park (Autumn 1)	Mixing and painting – The great fire of London	Origins of art – Lascaux cave drawings - 2 WEEKS	Roman art – designing and creating mosaics.	Mayan death masks	Jen Aryani nature – water colours Canyon art / mixed media	
	Fire work art Diva lamps made from clay	Craft and design (link to Christmas craft)- textiles	King and queens – portraits	DT Compare different breads from around the world/ make a flat bread	DT Textiles- Make a Bronze age bag to carry the beaker/ Stone age garment fit for Ug – 2D to 3D product 4- WEEKS	DT Food and nutrition – prepare, cook and adapt from a recipe- adapt a Roman recipe to make it healthier (Autumn 1)	DT Computer aided Structures: recreate Mayan temple structures (Autumn 1)	DT WW2 Textiles : Make do and mend – make a _____ fit for _____	
	Junk modelling - house designs			John Ndambo- early modern period - African Landscape – mixed medias	DT FOCUS Pneumatics (Science link) – recreate the muscle movement – DAY Henri Rousseau- mixed media	Claude Monet impressionist– river art – compare water colours to oil paints.	Surface and colour: Hokusai – recreation of the Big wave – Big art		
Bubble art	Christmas craft - (plaiting, threading, knotting and weaving)	Christmas craft - (plaiting, threading, knotting and weaving)	Christmas craft - (plaiting, threading, knotting and weaving)	Christmas craft - (plaiting, threading, knotting and weaving)	Christmas craft - (plaiting, threading, knotting and weaving)	Christmas craft - (plaiting, threading, knotting and weaving)	Christmas craft - (plaiting, threading, knotting and weaving)		
SPRING 1 and 2	Exploring digital art	Painting (SURFACE AND COLOUR COLLAGE)	<u>Drawing assessment – Whole school book focus</u>	<u>Drawing assessment – Whole school book focus</u>	<u>Drawing assessment – Whole school book focus</u>	<u>Drawing assessment – Whole school book focus</u>	<u>Drawing assessment – Whole school book focus</u>	<u>Drawing assessment – Whole school book focus</u>	
			J M Turner – Romanticism period weather and seas (English romantic0	DT Textiles – make a pinny that is useful for a nurse (Spring 1)	Dragon eyes sculptures	Art needed – polar explorers – strand missing -Drawing	Collage – art – peter Thorpe	DT Mechanisms/ Electrical: Pullies and gears – make a prototype of an electrically-powered car (Spring 1)	
			DT Mechanisms- sliders and levers Moving storyboard – Easter/ RE/ Science	Georgia O Keefe - modern / Van Gogh traditional – painting flowers	DT Food and nutrition Seasonal produce- superfood smoothies/ Structures using computer aided design: Packaging for smoothies	DT Mechanisms- design and make a catapult that will launch successfully (Spring 2)	Food and nutrition – healthy Greek menu – hot and cold (Spring 2)	Priscilla Coleman – courtroom art	
SUMMER 1 and 2		Sculpture and 3D ( WORKING IN 3D DIMENSIONS)	<u>Drawing assessment – still life drawing</u>	<u>Drawing assessment – still life drawing</u>	<u>Drawing assessment – still life drawing</u>	<u>Drawing assessment – still life drawing</u>	<u>Drawing assessment – still life drawing</u>	<u>Drawing assessment – still life drawing</u>	
			<u>Colour mixing – patterns</u>	DT Mechanisms – wheels and axles Transport (Summer 1)	DT Mechanisms – make a shaduf that can transport water to a different place (Summer 1) – 2 AFTERNOONS Megan Coyle – Cat art	DT Electrical: Simple circuits – create a torches	LANSCAPES WITH WATERCOLOURS	DT Food and nutrition- research, plan and cook a Spanish tapas meal from adapted recipes (Summer 1)	
			DT Food and nutrition-Design and make ice-cream sundaes (Summer 2)	Contemporary - Drawing streets and colours and towns – Paul Klee	Canopic jars – design and make	DT Mondrian cubism– colour and lines DT Shell Structures- Recyclable lunchbox/packaging (Summer 2)	DT Textiles: Make a pillow for a workhouse child with left over fabric... (Summer 2)	Anthony Gormley sculpture – human form using clay	