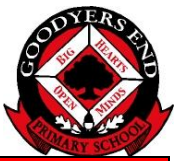




## Art & Design Knowledge and Skills Progression

Year R	Knowledge	Skills
Design products	To use what they have learnt about media and materials in original ways, thinking about uses and purposes.	To record and collect ideas using various tools and a range of media. To design and adapt work where necessary to make/produce a product. To copy images. They make observations of animals/plants/humans etc and explain why some things occur, and talk about changes through drawing, paintings, sculpture. To use what they have learnt throughout the year in original ways.
Drawing, painting and sculpture	They represent their own ideas, thoughts and feelings through design and art.	<b>Drawing</b> – to copy images and begin to create their own through ideas shared. <b>Painting</b> – to paint from imagination and know primary and secondary colour names. <b>Sculpture</b> – To choose own resources and explain sections of construction.
Different techniques	To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<b>Drawing:</b> To hold and use a pencil correctly. To use drawing tools to make marks, lines, curves. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. To develop portrait skills by drawing correct shapes. To draw representations of people and objects. To use illustrations from books, artists, designers. To use tools and techniques to experiment while creating artwork. <b>Painting:</b> To recognise and name primary and secondary colours (red, blue, yellow, green, orange and purple). To select a colour and create different colours through experimenting. To paint from direct observation and imagination To explore paints on different surfaces. To represent own ideas through use of watercolours, pastels and can colour mix. <b>Printing:</b> Looks closely at similarities, differences, patterns and change. To use objects to print and develop a simple pattern. To develop simple patterns and use objects for rubbings. To show simple symmetry <b>Collage:</b> To create a simple collage To use scissors safely and correctly. To use scissors safely and correctly and begin to use other tools such as staples, clay tools, split pins and shape cutters. <b>Textiles:</b> To thread and weave. To layer fabrics through collage. To explore different textures. <b>3D form:</b> To make own props by joining materials. To shape and model their construction through observation and imagination. <b>Digital media:</b> To explore ideas using an ipad. To use simple graphics to create image. To record visual information using camera and recorders. (ipad)
Artist study	To use what they have learnt about media	<b>Examples of artist:</b> <b>Drawing</b> - Illustrators of key books, Elisabeth Frink – head sculptures <b>Painting</b> - Pier Mondrain – squares and lines (primary colours). Henri Matisse – secondary colours. Kandinsky - colours). <b>Sculpture</b> - Carl Andre, Giacometti – sculpture of people, Louise Nevelson. Art attack (group work).



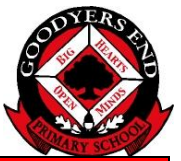
## Art & Design Knowledge and Skills Progression

Year 1	Knowledge	Skills
<b>Design products</b>	<i>To use a range of materials creatively to design and make products.</i>	To record what they see and <b>collect, recording</b> new processes and techniques. <b>Record</b> ideas, observations and designs in a visually to support the development of ideas and skills. To use imagination to investigate, experiment & explore Develop imagination and develop ideas Begin to use technical vocabulary.
<b>Drawing, Painting &amp; Sculpture</b>	<i>To use drawing, painting and sculpture to share their ideas, experiences and imagination.</i>	<b>Drawing</b> – as communication, looking and investigating. Carefully in line from observations. Portrait skills: map out face and basic proportions. <b>Painting</b> – exploring colour by naming, mixing and applying through experimenting. <b>Sculpture</b> – experimenting with clay to make, form and model clay by rolling and pinching.
<b>Different Techniques</b>	<i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and shape.</i>	<b>Drawing</b> – Observe and draw a landscape. Draw carefully in line from observations. Experiment and investigate using pencil and charcoal. Begin to explore tones using different pencils. Use drawing techniques such as scribbling and blending. Observe and draw patterns. <b>Drawing portraits</b> - Observe and draw a portrait. To map out face and basic proportions. To focus on more accurate observations of face and limbs when drawing portraits. Draw carefully in line from observations. Experiment and investigate using a variety of tools. Explore tones using different pencils, pastels and chalks. Use drawing techniques such as scribbling and blending. <b>Painting</b> – To recognise and name primary and secondary colours and experiment with primary colours to create secondary colours. Start to mix a range of secondary colours – moving towards predicting results. Experiment with a variety of different brush sizes and tools such as sponges and objects. Paint onto a range of different surfaces (paper, card, bubble wrap, cling film etc) with a range of tools (sponges, objects, brush sizes etc). <b>Printing/collage</b> – Create single patterns using simple rubbings using hard and soft everyday materials such as cork, pen lids, cotton reels, sponges. Make simple prints (mono-printing). Express opinion on size Cutting, tearing, sticking, to collage - sort according to specific qualities. Use of symmetry in patterns. <b>3D form</b> – Experiment with clay by making, forming and modelling. To shape, form, join, construct and model materials for a purpose. Manipulate materials by rolling and pinching. Select and use tools and equipment safely for a purpose.
<b>Artist Study</b>	<i>To learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work.</i>	<b>Lowry, portrait artist (such as Pietro Annigoni, Franz Xavier Winterhalter, Hans Holbein), Van Gough.</b> Introduce work of artists. Share examples of work – Look at and talk about own work, artists and techniques used. Use of own imagination, questioning, identify to produce own interpretations. Begin to evaluate their work – describe similarities and differences between their work and own.



## Art & Design Knowledge and Skills Progression

Year 2	Knowledge	Skills
<b>Design products</b>	<i>To use a range of materials creatively to design and make products.</i>	To record what they see and <b>collect, recording</b> new processes and techniques. <b>Record</b> ideas, observations and designs in a visually to support the development of ideas and skills. Use to inform, share and organise ideas with others. Use technical vocabulary to express ideas
<b>Drawing, Painting &amp; Sculpture</b>	<i>To use drawing, painting and sculpture to share their ideas, experiences and imagination.</i>	<b>Drawing</b> – Drawing from perception and invention through memory and observations using use of digital media. Portrait skills: using a facial feature grid reference to draw features correctly. <b>Painting</b> – Investigate and explore colours confidentially to match and make new colours and create different tones. <b>Sculpture</b> – representations of the real world using found objects inspired by Goldsworthy.
<b>Different Techniques</b>	<i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and shape.</i>	<b>Drawing</b> – Drawing from perception and invention through memory and observation. Uses lines and tones to represent person seen through media. To begin to investigate through use of pencils and charcoal. To experiment different drawing techniques such as blending, shading and erasing and making sensible choices what to do next with charcoal. To select techniques for a purpose. <u>Portrait skill:</u> To develop proportions of face further through drawing. <b>Painting</b> – Confidentially mixes primary colours to make secondary colours. Investigate and explore colours and begin to create different tones. Begin to control the types of marks made with a range of paint techniques such as layering. Use of a brush with control to produce marks appropriate to the work. <b>Printing</b> – Making new images through repeated patterns and layered rubbings. Experiment with overprinting motifs and colour. Use of different forms of printing – books, posters, pictures, fabrics. Discuss regular and irregular patterns. Collect/assemble to collage by overlapping and overlaying to create effects – class collage. <b>Textiles</b> – Begin to identify different forms of textiles. Colour textile with fabric crayons/paints. Explain how to thread a needle and have a go by using a large eyed needle and a running stitch. <b>3D form</b> – Design and plan the outcome before making. Use of sculpture to represent of the real world using found objects. Use of outdoor sculpture to explore space. Shape, form, join, construct and model materials for a purpose. Manipulate materials in a variety of ways by selecting and using tools and equipment safely. To use decorative techniques inspired by Goldsworthy. To replicate patterns and textures in a 3D form – link to shape (maths). <b>Digital media</b> – Drawing from perception and invention through memory and observations using the use of digital media. To create and make new images To record visual information using cameras and recorders. Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas. Use eraser, shape and fill tools. Use basic selecting and cropping tools.
<b>Artist Study</b>	<i>To learn 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:</i>	<b>El Anatsui, Goldsworthy, Edward Henry Potthast</b> Describe the differences and similarities between different practices (how its done) and disciplines (rules/activity), linking to their own work. To explore key features of artist's work by looking at how artists, craft makers and designers work with other materials. Through evaluation sheets children give their opinion.



## Art & Design Knowledge and Skills Progression

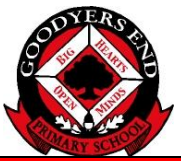
Year 3	Knowledge	Skills
<b>Design products</b>	<i>To create sketch books to record their observation and use them to review and revisit ideas.</i>	Sketch books used to <b>draw and design</b> art creatively. Methods of recording – generate, review and revisit To develop design skills through research by documenting and recording thinking and ideas. Organise ideas and share ideas with others. Begin to use technical vocabulary to express ideas To begin to understand why artists and designers work in the way they do Reflect upon what they like and dislike about their work Suggest how they could improve it. Discuss own and others work Express thoughts and feelings Using knowledge and understanding of great artists, architects and designers in history and techniques used.
<b>Drawing, Painting &amp; Sculpture</b>	<i>To improve their mastery of art.</i>	<b>Drawing</b> – from memory and observation to increase understanding of techniques used in media. Portrait skill – adding value to shade. <b>Painting</b> – to experiment with colour by mixing colours and range of wet and dry media by using a variety of brushes and techniques. <b>Sculpture</b> – to produce a product using papier mache and decorate model.
<b>Different Techniques</b>	<i>To improve their design techniques, including drawing, painting and sculpture with a range of materials.</i>	<b>Drawing</b> – Create drawings with care. Begin to draw in scale applying rules of simple perspective. Draw from memory and observation to increase understanding of techniques used in Stone Age paintings. Looking and drawing to plan and organise creative actions. Uses line, pattern, shape and marks to represent things seen, imagined or remembered. Experiment with different drawing techniques – hatching, cross-hatching, stippling, blending, shading, erasing. <b>Portrait skill:</b> adding value to shade (use of charcoal). <b>Painting</b> – Experiment with monochromatic paint scale – tint, shade, tone. Begin to explore complementary colours. Experiment different textures and effects such as blocking in colour, washes, thickened paint to create textual effects. Mixing colours and range of wet and dry media – such as PVA, sand, salt, sawdust. Record experiments and explorations in sketch books. Use of dotting, scratching and splashing to apply colour. Use of brush with control to produce marks appropriate to the work. <b>Printing</b> – Use of sketch book to plan colour ideas and collect source materials. Demonstrate experience in combining prints taken from different objects to produce an end piece. Create repeating patterns. <b>Collage</b> – Researching, selecting, collecting, assembling, cutting, tearing, sticking, layering and collaging to create variety of found resources. Use collage as a means of collecting ideas and information and building a visual vocabulary. Symmetrical collage. <b>3D form</b> – To produce a product using papier mache and decorate model. To use equipment with confidence, safely and in an organised way. Plan, collect and develop ideas and develop understanding of different adhesives and methods of construction. Learn to secure work to continue at a later date. Produce and decorate models by using line, tone, pattern, colour, texture, shape and mark with care it represents things seen. To decorate by experimenting with colour by mixing colours and range of wet and dry media by using a variety of brushes and techniques. <b>Printing</b> – Use of sketch book to plan colour ideas and collect source materials. Demonstrate experience in combining prints taken from different objects to produce an end piece. Create repeating patterns.
<b>Artist Study</b>	<i>To learn about great artists, architects and designers in history:</i>	<b>Judith Ann Brown (Stone Age), Margaret Flockton, Greek architects</b> Use relevant examples of work to reflect and consider to inform their own creative decision making. To begin to understand why artists and designers work in the way they do.



## Art & Design Knowledge and Skills Progression

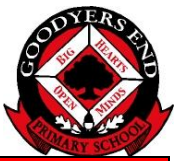
Year 4	Knowledge	Skills
Design products	<i>To create sketch books to record their observation and use them to review and revisit ideas.</i>	Sketch books used to <b>investigate, explore and experiment</b> art creatively. Methods of recording – develop – review and revisit To develop design skills through investigation by documenting and recording thinking and ideas. Suggesting alternatives through imagination and ideas for alternatives and improvements in their own work.
Drawing, Painting & Sculpture	<i>To improve their mastery of art.</i>	<b>Drawing</b> – from memory and imagination by using media to understand and express the artist through looking, investigating and imagination. <b>Painting</b> – use of natural products such as beetroot juice, natural dyes to develop increasing control in colour, tint and tone. <b>Sculpture</b> - use of clay to make, form and model and learn about tactile properties of textures and surfaces.
Different Techniques	<i>To improve their design techniques, including drawing, painting and sculpture with a range of materials.</i>	<b>Drawing</b> – Draw from memory and imagination by using media to understand and express the artist. Looking, investigating and drawing to plan and organise creative actions. Investigate and experiment with formal elements (line, tone, shape, texture, patterns, colour and form – 3D). To make drawings that convey meaning. Develop different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing) and make sensible choices about what to do next. Develop use of scale, proportion and perspective by using number to manage concept of scale measuring height, length, size, weight, comparative sizing. <b>Portrait skill:</b> using techniques such as hatching and cross hatching by use of charcoal. <b>Painting</b> – Mixes paints with an understanding of primary, secondary and monochromatic colours and selects and uses these colours. Confidently controls the type of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paints to create texture. Use light and dark within painting and show understanding of complementary colours. Use of natural products such as beetroot juice, natural dyes to develop increasing control in control, tint and tone. Use a brush with control to produce marks appropriate to the work. Produce work ‘in the style’ of an artist. Show movement through paint. <b>Textiles</b> - Name a range of fabrics. Use a weaving technique. Use of fabric painting. Changing and modifying threads and fabrics (knotting, fraying, fringing, pulling threads, twisting, plaiting). Use a variety of stitches. Printing - Record explorations and experiments as idea progress (sketchbooks). To use printing on fabric to create a repeating pattern. <b>3D form</b> – Uses drawing to design and plan sculpture. The use of clay to make, form and model and learn about tactile properties of textures and surfaces. To make a slip to join two pieces of clay. Produce more intricate surface patterns/textures and use them when appropriate. Use pinch/ slab/ coil techniques. Use slip and score language. <b>Digital media</b> – To generate computer drawings. Using digital technology to print simple pictures using different printing techniques. Record and collect images using digital cameras and recorders. Present recorded visual images using software (photostory, phtotoshop). Changing type of brush. Create shapes by making sections to cut, duplicate and repeat. Experiment with colours and textures by making appropriate choice of special effects and simple filters to manipulate image for a particular purpose.
Artist Study	<i>To learn about great artists, architects and designers in history:</i>	<b>Roman artefacts and architecture, Hockney and Munch, Ancient Egyptian artefacts.</b> Produce work ‘in the style’ of an artist. Use relevant examples of work to identify and analyse to inform their own creative decision making. To understand why artists and designers work in the way they do.





## Art & Design Knowledge and Skills Progression

Year 5	Knowledge	Skills
<b>Design products</b>	<i>To create sketch books to record their observation and use them to review and revisit ideas.</i>	Sketch books used to <b>document, review and evaluate</b> art creatively. Methods of recording – research – review and revisit To develop design skills through exploration by documenting and recording thinking and ideas. Speculating through imagination and ideas for alternatives and improvements in their own work.
<b>Drawing, Painting &amp; Sculpture</b>	<i>To improve their mastery of art.</i>	<b>Drawing</b> – observations through a range of resources by looking, investigating, listing and drawing to plan & organise creative actions. <b>Painting</b> – to create, understand and use complementary colours to create atmosphere and use of variety of tools to create different effects and textures. <b>Sculpture</b> – through observation or imagination using clay and developing previous techniques of pinch, press before firing and simple dip. Finishing product by painted glaze.
<b>Different Techniques</b>	<i>To improve their design techniques, including drawing, painting and sculpture with a range of materials.</i>	<b>Drawing</b> – Uses observations through use of pencil, charcoal and pastels. Looking, investigating, listing and drawing to plan and organise actions). Confidently experiments with oil pastels/chalks on black sugar paper. To create, understand and use complementary colours to create atmosphere and use of variety of tools to create different effects and textures. Uses observations through a range of resources by looking, investigating, listing and drawing to plan. Drawings show an understanding of effect of light on objects and people. Use of scale, proportion and perspective and more accuracy. Produce increasingly accurate drawings of people. Use of scale, proportion and perspective with more accuracy. Annotate a work of art to record ideas and emotions using them to informal design ideas and thumbnail drawings and designs. To develop use of different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing, side strokes, circulumism) within their work and make sensible choices about what to do next. <b>Portrait skills:</b> Confidently, experiments using a grid reference (5X7). To develop portrait skills by focusing on a close up feature in detail – the human/animal eye. <b>Painting</b> – To create a colour wheel to show complementary colours. Look at work of Peter Thorpe and his use with complementary colours. Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textural effects. Mix and match colours to create atmosphere and light effects. use of monochromatic colours. Mix colour, shade and tones with confidence for a purpose. To use variety of tools such as brushes, sponges, fingers, sticks, rollers. To create, understand and use complementary colours to create atmosphere and use of variety of tools to create different effects and textures. <b>Printing/ Collage</b> – Create surface pattern by ‘repeat printing’ a motif. Use tools safely. Develop ideas from a range of sources. Start to overlay prints with other media. Use of stencils, rolling ink and placing paper. Researching, selecting, collecting, assembling, cutting, tearing, sticking, layering and collaging to create variety of found and created resources. Use a range of media to create collages. Use collage as a means of extending work from initial ideas. Create pattern for purpose. <b>3D form</b> – Through observation or imagination can use clay and techniques of pinch, press before firing and simple dip or painted glaze to create a Mayan mask. To plan how to join parts of sculpture, securing work to continue at a later date. Adapt work as and when necessary and explain why. Work in a safe and organized way, caring for equipment.
<b>Artist Study</b>	<i>To learn about great artists, architects and designers in history:</i>	<b>Viking and Anglo-Saxon designers, Peter Thorpe, Robert McCall, Mayan artefacts.</b> Use relevant examples of artwork to compare and question when informing their own creative decision making. To understand why artists, architects and designers chose to work the way they did and begin to use this reasoning to make own decisions on their own creative actions.



## Art & Design Knowledge and Skills Progression

Year 6	Knowledge	Skills
<b>Design products</b>	<i>To create sketch books to record their observation and use them to review and revisit ideas.</i>	Sketch books used to <b>collet, annotate and compose</b> art creatively. Methods of recording – research and record – review and revisit To develop design skills through experimentation by documenting and recording thinking and ideas. Hypothesizing through imagination and ideas for alternatives and improvements in their own work.
<b>Drawing, Painting &amp; Sculpture</b>	<i>To improve their mastery of art.</i>	<b>Drawing</b> – through memory, imagination and observation using a range of resources. <b>Painting</b> - inventing/constructed painting tools made from found and selected resources creating a visual vocab of new marks. <b>Sculpture</b> - representation of real world and imagined and invented world through creative craft (jewellery making, basket making, beadwork, toy making, mosaic, wood making).
<b>Different Techniques</b>	<i>To improve their design techniques, including drawing, painting and sculpture with a range of materials.</i>	<b>Drawing-</b> Through memory, imagination and observation using a range of resources. Develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy and detail. Develop their use of the effect of light on objects and people from different directions. Can convey tonal qualities well, showing good understanding of light and dark on form. Independently selects and effectively used relevant drawing materials and processes, using them successfully and sharing reasons for their choices. Increased accuracy in the use of scale, proportion and perspective. Use number to manage concept of scale measuring height, length, size, weight, comparative sizing, angles and visual measuring of length when and before making. Using creative, critical and technical language when interacting with others to express understanding, intentions and ideas. <b>Portrait skill:</b> To develop portrait skills through perspective, side angle, using all skills from previous year groups. <b>Painting</b> – Inventing/constructed painting tools made from found and selected resources creating a visual vocab of new marks. Introduce the idea of tertiary colours (primary + secondary) and harmonious colours. Look at different tints and shades. Work in sustained and independent way to develop own style of painting. Purposely control the types of marks made and experiment with different effects and textures including blocking, washes and thickening paint to create textual effects. Mix colour, shade and tone with confidence building on previous knowledge, understanding which works well in their work and why. Take a real scene and interpret in an abstract style. <b>Textiles/ printing/ collage</b> – Fabric printing and surface colouring. Develop own style using tonal contrast and mixed media. Use a number of different stitches creatively to produce different patterns and textures. Demonstrate experience in combining techniques to produce an end piece e.g.: stitching into printed fabric. Design, plan an decorate a fabric piece. Identify artists who have worked in a similar way to their own work. Adapt their work according to their views and describe how they might develop it further. <b>3D form</b> - Representation of real world and imagined and invented world through creative craft (jewellery making, basket making, beadwork, toy making, mosaic, wood making). Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Solve problems and discuss possible solutions as they occur. Compare different styles and approaches. Use of shape, form, model and join. To discuss and evaluate sculpture. <b>Digital media</b> - Record, collect and store images using digital cameras and video recorders. Present visual images using software. Use a graphic package to create and manipulate their images. Be able to import and image into a graphics package. Understand that a digital image is created by layering. Understand that a digital image is crested by layering. Create layered imaged from original ideas (sketch books). Use relevant examples of work to develop interpretation and evaluation when considering how to inform their own creative decision making. To understand why artists such as Warhol and designers work in the way they do and use to make own decisions on own creative actions.
<b>Artist Study</b>	<i>To learn about great artists, architects and designers in history</i>	<b>Henry Moore, Banksy, Andy Warhol, craft designers (Kaffee Fassett, Java Batiks)</b> Use relevant examples of work to develop interpretation and evaluation when considering how to inform their own creative decision making. To understand why artists and designers work in the way they do and use to make own decisions on own creative actions.