Art and Design -Progression of Knowledge and Skills

EYFS	Develop Matters – Expressive Arts and Design – Reception • 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 – Expressive Arts and Design Creating with Materials • 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.
KS1	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 • Evaluated 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 form Pupils should be taught: To use 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
KS2	Pupils will 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 sketchbooks to record their observations and 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 (e.g. pencil, charcoal, paint, clay) About great artists, architects and designers in history

Element/ thread		Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour	**Knowledge**	The primary colours are red, yellow and blue. Colour can be applied with different tools – brushes, rollers, fingers etc.	Name primary and secondary colours. Colour can be applied with different tools and mediums.	The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. Understand colours using the terminology tint and shade	Understand primary colours, secondary colours and tertiary colours. Contrasting colours include red and green, blue and orange, and yellow and purple (violet) are opposite each other on the colour wheel.	Warm colours remind the viewer of heat, fire and sunlight. They can make people happy and they look like they are in the foreground of a picture. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture. Understand and know how to use tints, tones and shades.	Be able to identify and use complementary and contrasting colours using different media. A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.	Know that colours can be mixed and matched to create light and understand its effect. Identify how colour can portray emotion and use this in their own artwork. Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.
	Skills	Experiment with colours and tools	Experiment with colours. Mix primary colours to make secondary colours (poster paint). Create repeating patterns with poster paint, crayon, chalk or felt tips. Recognise hot and cold colours.	Make as many tints as possible using poster paint mixed with white poster paint Darken colours using black poster paint to create shades. Collect, sort and match colours to create an image (collages)	Create colour wheels using acrylic paint Experiment with paint and oil pastels. Experiment with effects and textures – dotting, scratching, splashing, using acrylic paint, wax crayons, oil pastels	Compare watercolour and acrylic tints and shades. Use tints, tones and shades in their work.	Use a wide variety of mediums and tools to use colour and texture - wax resist, glue, sand etc.	Use direction of light and its effect on images Use different media to create tints, tones, shade mood and atmosphere – ink, acrylic and watercolour paint, soft chalk pastels and chalk

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Drawing – pen, pencil, ink, charcoal	Knowledge	Different types of line include thick, thin, straight, zigzag, curvy and dotty.	Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin.	Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.	Hatching, cross-hatching and shading are techniques artists use to add texture and form.	Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.	Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade.	Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).
	Skills	Select appropriate tools and media to draw with.	Use soft and hard pencils to create different types of line and shape.	Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space. Begin to use a sketch book for drawing.	Add tone to a drawing by using linear and cross-hatching, scumbling and stippling. Begin to use a sketch book for experimenting with mark making.	Use the properties of pen, ink and charcoal to create a range of effects in drawing. Use a sketchbook for preliminary sketches.	Use pen and ink (ink wash) to add perspective, light and shade to a composition or model. Use a sketchbook to collect ideas and language.	Use line and tone to draw perspective. Keep a sketch book to explore a project.

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Painting	Knowledge	Paint can be applied in different ways.	Different thickness of brushes can be used for different paint. Artists can communicate something about themselves in their paintings.	Know how to mix paint to create all the secondary colours. Understand the difference between a tint and a tone. Can control the types of marks made with a range of painting techniques e.g. layering, mixing media and adding texture.	Predict with accuracy the colour that they mix To know where each of the primary and secondary colours sits on the colour wheel A background can be created using a wash. A range of brushes can be used to create different effects.	Know how to use complimentary colours for effect. Understand white or black to colour to tint or shade a colour for effective colour matching. Different effects and textures can be made with paint according to which tool is used including blocking in colour, washes, thickened paint creating textural effects (adding PVA and /or sand).	Artists who have painted still life compositions. Expression of emotions can be made accurately through painting and sketches. How to confidently control types of marks made when painting. Create different effects and textures with paint according to what they need for the task. Visual elements of an artwork include colour, texture, line, pattern and form	Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that does not depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece. Understanding which works well in their work and why. Plan work to make effective use of space and work in a sustained and independent way to develop their own style of painting.
	Skills	Use primary and other coloured paint and a range of methods of application.	Identify and use paints in the primary colours. To create moods in their painting To choose thick and thin brushes as appropriate.	To mix and match colours, and predict outcomes. To mix their own brown. To make tints by adding white. To make tones by adding black. Use a sketchbook to record colour mixing.	Mix primary colours and secondary colours to achieve colour matching. Demonstrate increasing control over the types of marks made when painting. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects (adding PVA and/or sand, sawdust, flour etc.). Use a sketchbook to explore colour mixing for a specific piece of art.	Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. Create all the colours they need. Create mood in their paintings. Successfully use shading to create mood and feelings. Use a sketchbook to experiment with colour choices.	Mix colour, shades and tones with increasing confidence. Begin to plan work to make effective use of space and work in a sustained and independent way. Confidently control the types of marks made and experiment with different effects and textures. Begin to create atmosphere and light effects (shadow and highlights) through use of black and white as well as colour mixing. Keep a sketchbook as a record of techniques.	Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art. Use colour palettes and characteristics of an artistic movement or artist in artwork. Explain what their own style is and explain why they have chosen specific painting techniques. Mix colour, shades and tones with confidence building on previous knowledge. Purposely control the types of marks made and experiment with different effects and textures. Confidently create atmosphere and light effects through use of colour mixing. Keep a sketchbook as a resource for future painting,

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3D Form	Knowledge	Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 3-D forms.	Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.	Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap. Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.	Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. Nature and natural forms can be used as a starting point for creating artwork.	Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3D forms. Techniques used to create a 3D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3D forms. Natural patterns from weather, water or animals skins are often used as a subject matter.	Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background	A 3-D form is a sculpture made by carving, modelling, casting or constructing. Environmental art addresses social and political issues relating to natural and urban environments.
	Skills	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. Use natural materials and loose parts to make 3D art.	Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. Use natural materials and loose parts to make 3D art.	Press objects into a malleable material to make textures, patterns and imprints. Use natural materials and loose parts to make 3D art.	Create a 3-D form using malleable or rigid materials, or a combination of materials. Use nature and natural forms as a starting point for3D artwork.	Use clay to create a detailed or experimental 3D form. Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.	Create a relief-form using a range of tools, techniques and materials.	Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. Create art inspired by or giving an environmental message.

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Printing	Knowledge	A positive print can be made from an object.	A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.	A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern.	A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.	Different printmaking techniques include mono-printing, engraving, etching, screen printing and lithography.	Some artists use text or photographic images to add interest or meaning to a print.	Printmakers create artwork by transferring paint, ink or other art materials from one surface to another.
	Skills	Make simple prints using a variety of tools, including print blocks and rollers.	Make simple prints and patterns using a range of liquids including ink and paint	Use the properties of various materials, such as clay or polystyrene, to develop a block print.	Make a two-colour print.	Combine a variety of printmaking techniques and materials to create a print on a theme.	Add text or photographic samples to a print.	Use the work of a significant printmaker to influence artwork.

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Collage	Knowledge	Different materials can be used to make a collage.	Textural materials, including paper and fabric, can be chosen to create a simple collage. Collage is an art technique where different materials are layered and stuck down to create artwork.	Textures include rough, smooth, ridged and bumpy. Collages can be embellished with a range of media.	Materials can be selected with care to create colour, shape, texture and pattern.	Different techniques can be used to change the surface of a material.	Know how to select techniques for effects within a collage, being able to explain those choices.	Arrangement of the materials in order to create a desired effect is a conscious decision and can be changed before adhering.
	Skills	Select materials to create a collage.	Can fold, crumple, tear and overlap materials.	Can select the most appropriate adhesive to use. Can embellish a basic collage using a range of media.	Selects resources for their collage based on the suitability of the colour, shape, texture and pattern suiting the purpose. Cut and tear materials with some accuracy.	Experiments with the surface of materials by; crumpling, creasing, folding, pleating, scoring, tearing, fraying etc. Sticks with increasing accuracy, exploring overlap, mosaic or overlay.	Creates their own collage choosing, suiting, arranging and applying materials focusing on colour, shape, texture and pattern. Accurately cuts complex shapes.	Draws on previous experiences to decide how to manipulate the surface of a material to achieve a desired outcome e.g. change to textures or colour. Decides how to arrange the materials in order to create a desired effect and sticks with accuracy.

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Textiles	Knowledge	Papers and fabrics can be used to create art, including tearing, cutting and sticking.	Papers and fabrics can be carefully chosen to create art, offering different textural surfaces. Materials can be woven together.	Art papers have different weights and textures. Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers.	Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns.	Stitches include running stitch, cross stitch and blanket stitch.	Traditional crafting techniques using paper include, casting, decoupage, collage, marbling, origami and paper making.	Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork.
	Skills	Cut, tear, fold and stick a range of papers and fabrics.	Use textural materials, including paper and fabric, to create a simple collage. Weave materials over and under each other.	Create a range of textures using the properties of different types of paper.	Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.	Use a range of stitches to add detail and texture to fabric or mixed-media collages.	Make and use paper to explore traditional crafting techniques.	Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.

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Digital Art	Knowledge	A digital picture can be made using a computer program.	A digital picture can be made and edited using a computer program. Use photographs to record artwork.	Different mark making tools can be used for effects when using simple IT programs. Photographs are a form of digital art. Changes can be made to photographic images on a computer by editing.	Multi-media work can combine photography and other artwork. The Internet can be used to search for images to be used in their own artwork.	IT can be used to present their artwork in different ways. The Internet can be used to search for images and text to be used in their own artwork.	Various techniques can help to take clear, interesting photographs, such as using auto mode, pausing and focusing before taking a picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual angles and a range of subjects.	Understand how to scan images and take digital photos, and use software to alter them, adapt them, and create work with meaning. Digital images can be used with animation, video and sound to communicate ideas
	Skills	Use a simple painting program to create a picture in a painting package.	Use a simple painting program to create a picture with tools like fill and brushes in a painting package. Go back and change their picture.	Create a picture independently using simple IT mark making tools, e.g. brush and pen tools. Edit their own work. Take different photographs to create images.	Use the printed images they take with a digital camera and combine them with other media to produce art work. Use IT programs to create a piece of work that includes their own work and that of others (using web).	Present a collection of their work on a slide show. Create a piece of art work which includes the integration of digital images they have taken. Combine graphics and text based on their research.	Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.	Use digital images with animations, videos and sound Use software packages to create pieces of digital art to design Create a piece of art which can be used as part of a wider presentation