

Art and Design Progression of Knowledge and Skills

Making skills coverage of methods, techniques, media and materials

	2 Year Olds	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Drawing</p> <p style="color: #31708f; font-size: small;">Children will explore mark making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.</p>	<p>Explore mark making using a range of materials, objects and their whole body</p> <p>Investigate marks and patterns when drawing</p> <p>Create and notice marks indoors and outdoors</p>	<p>Explore mark making using a range of drawing materials</p> <p>Investigate marks and patterns when drawing</p> <p>Draw continuous lines and enclosed shapes</p> <p>Developing control so they are able to make large shapes and small shapes when drawing</p> <p>Develop a 'perfect pencil grip'</p>	<p>Make simple marks on a page</p> <p>Beginning to make marks using a variety of drawing tools</p> <p>Explore and draw on different surfaces e.g. floor, table top, easel</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Develop a 'perfect pencil grip'</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects</p>	<p>Say what a continuous line is</p> <p>Complete a continuous line drawing</p> <p>Communicate something about themselves in their drawing</p> <p>Create moods in their drawings</p> <p>Create drawings in response to different stimuli</p> <p>Draw lines of different shapes and thickness, using 2 different grades of pencil</p> <p>Use mark making to replicate texture</p> <p>Talk about the</p>	<p>Draw lines of different size and thickness</p> <p>Know that charcoal is made from burning wood</p> <p>Use charcoal, pencil and pastels</p> <p>Create different tones using light and dark</p> <p>Show patterns and texture in their drawings</p> <p>Manipulate materials and surfaces to create texture</p> <p>Observe closely and focus on a specific part of an artefact before</p>	<p>Use shapes identified within objects as a method to draw</p> <p>Show facial expressions in their drawings</p> <p>Use their sketches to produce a final piece of work</p> <p>Talk or write about their ideas and work</p> <p>Use mark making and colour to create different tones</p> <p>Use different pressures in pencil to create different tones and textures</p> <p>Create an even tone when shading</p>	<p>Observe secondary and primary resources and make some marks to match intentions</p> <p>Develop a variety of different drawing techniques to create tone and texture in their work such as: hatching and blending</p> <p>Explain why they have chosen specific materials and techniques to develop their work</p> <p>Hold a pencil with varying pressure to create a range of tone, shade and contour hatching</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>Select and use a variety of materials and techniques</p> <p>Make first hand observations using different viewpoints and abstract representations</p>	<p>Create sketches that communicate emotions and a sense of self with accuracy and imagination</p> <p>Use a variety of techniques and pressures to add contrast to their work</p> <p>Explain why they have chosen specific drawing techniques</p> <p>Increase the detail in their work</p>

			<p>Draw with increasing complexity such as representing a face with a circle and including details</p> <p>Beginning to show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>properties of different drawing materials eg; ones that can smudge, ones that blend</p>	<p>drawing it</p> <p>Use drawing to tell a story</p>	<p>Make texture rubbings</p> <p>Create abstract compositions to draw more expressively</p>			
<p>Painting and Mixed Media</p> <p>Children will develop painting skills including colour mixing, painting on a range of surfaces and with different tools. They will explore the interplay between different media within an artwork.</p>	<p>Explore a range of sensory materials and experiences</p> <p>Mark make using their whole bodies</p> <p>Show an interest in paint provision and access with support</p> <p>Use a wide range of materials to create marks with paint</p>	<p>Explore paint provision with independence</p> <p>Show some awareness of different types of paint</p> <p>Use a range of tools to use with paint</p> <p>Show an interest in colour mixing and know how to access resources to support their interest in mixing colours</p> <p>When using paint, talk about what their paintings depict</p>	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools</p> <p>Talk about different types of paint</p> <p>Select simple tools and use them appropriately</p> <p>Explore colour and colour mixing</p> <p>Talk about what happens when they mix colours</p>	<p>Communicate something about themselves in their paintings</p> <p>Create moods in their paintings</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 colours</p> <p>Mix and match colours, predict outcomes</p> <p>Look at the work of other artists and experiment with their approaches</p> <p>Mix their own brown</p> <p>Make tints by adding white</p> <p>Make tones by adding black</p>	<p>Predict with accuracy the colours that they mix</p> <p>Know where each of the primary and secondary colours sits on the colour wheel</p> <p>Use a range of brushes and techniques to create different effects</p> <p>Confidently create different effects and textures with paint</p> <p>Create work in the style of different artists</p>	<p>Mix primary colours to make secondary colours and different tints</p> <p>Create mood in their paintings</p> <p>Understand how complementary colours are used in art and design</p> <p>Use equipment and materials with more confidence</p>	<p>Create a range of moods in their paintings</p> <p>Use brushstrokes and colour to create feelings and effects</p> <p>Explore painting on different surfaces and scales</p> <p>Use wax resist to create form</p>	<p>Explain what their own painting style is</p> <p>Show confidence in mixing colours and tints</p> <p>Can they explain why they have chosen specific painting techniques</p> <p>Use colour to communicate feeling</p> <p>Create a colour palette</p> <p>Confidently use a range of paint (acrylic, oil, watercolours) to create visually interesting pieces</p>

	2 Year Olds	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Sculpture and 3D</p> <p>Children will investigate ways to express ideas in three-dimensions. They will construct and model with a variety of materials, shaping and joining materials to achieve an outcome. Using sketchbooks, children will develop drawn ideas into sculpture.</p>	<p>Explore different materials, using all their senses to investigate them</p>	<p>Use tools to cut and model soft materials such as clay and playdough</p> <p>Explore different materials, using all their senses to investigate them</p>	<p>Use playdough and lego to create simple sculptures</p> <p>Use modelling materials to cut and shape soft materials</p> <p>Can they talk about how materials feel</p> <p>Talk about colour, shape and texture and explain choices</p> <p>Manipulate materials and refine work</p> <p>Join materials using tape and glue</p> <p>Plan and make 3D models</p> <p>Problem-solve and try out solutions when using modelling materials</p>	<p>Roll and fold and cut shapes from paper and card</p> <p>Cut and glue to make 3D paper structures</p> <p>Decide the best way to glue something for stability</p> <p>Create a variety of shapes in paper eg: spiral, zig-zag</p> <p>Make larger structures using large paper sheets such as newspaper</p>	<p>Smooth and flatten clay - roll clay into a cylinder or ball</p> <p>Use hands in different ways as a tool to manipulate clay</p> <p>Use clay tools to score clay</p> <p>Make a clay pinch pot or structure</p> <p>Join two finger clay pieces together to create a form</p> <p>Add line and shape to their work</p> <p>Make models using reclaimed materials</p> <p>Join card and paper using glue and plasticine</p> <p>Begin to add colour to forms</p>	<p>Join 2D shapes to make a 3D form</p> <p>Join larger pieces of materials, exploring what gives 3D shapes stability</p> <p>Shape card in different ways to recreate a draw idea</p> <p>Identify and draw negative space</p> <p>Choose materials to scale up an idea</p> <p>Add surface details to sculpture using colour and texture</p>	<p>Sculpt soap from a drawn idea</p> <p>Join wire to make shapes by twisting and looping pieces together</p> <p>Create a neat line in wire by cutting and twisting</p> <p>Use a range of materials to make a 3D artwork-shadow sculpture and recycled materials</p> <p>Experiment with and combine materials and processes to design and make 3D form</p> <p>Investigate different ways of folding and shaping card to create a form</p>	<p>Try out ideas on a small scale to test effect</p> <p>Use everyday objects to form sculpture</p> <p>Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining</p> <p>Plan an installation proposal</p>	<p>Translate a 2D image into a 3D form</p> <p>Manipulate cardboard to create 3D forms (tearing, bending, cutting, folding ripping) Can they manipulate cardboard to create different texture</p> <p>Visual notes to generate ideas for a final piece</p> <p>Translate their ideas into a sculptural piece</p>

Craft and Design

Children will design and make art for different purposes, considering how this works in creative industries. They will learn new making techniques, comparing these and making decisions about which to use to achieve a particular outcome. Children will develop personal, imaginative responses to a design brief.

<p>Explore 3D shapes, stacking blocks and putting items inside one another</p> <p>Show an interest in items that join and thread together Eg linking trains and threading beads</p> <p>Place or stick items on top of one another</p> <p>Explore different materials, textures and engage in sensory experience</p>	<p>Cut and rip paper for a purpose</p> <p>Combine materials to make a collage</p> <p>Use different glues, eg PVA or glue stick</p> <p>Experiment with different ways of cutting - selecting different patterned scissors</p> <p>Use a plastic needle and binka to sew</p> <p>Thread through holes eg, hole punch and treasury tag</p>	<p>Follow and create simple patterns</p> <p>Begin to rip or cut paper for a purpose</p> <p>Use glue and glue spreaders</p> <p>Explore and begin to describe texture</p> <p>Make snips in materials</p> <p>Cut materials using scissors</p> <p>Construct with a purpose in mind? Create collages with a variety of resources</p> <p>Manipulate materials and refine work</p> <p>Experiment with different ways of cutting</p> <p>Apply craft skills; threading and folding</p>	<p>Wrap objects/shapes with wool</p> <p>Can they measure a length</p> <p>Tie a knot in a thread and plait</p> <p>Join using knots</p> <p>Weave paper and or/a combination of materials</p>	<p>Separate wool fibres ready to make felt</p> <p>Roll and squeeze felt and add details to felt by twisting small amounts together</p> <p>Overlap cellophane/tissue to create new colours</p> <p>Draw a design onto polystyrene without piercing the surface</p> <p>Apply ink to a roller</p> <p>Smooth a printing tile evenly to transfer an image</p> <p>Try out a variety of ideas for adapting prints into 2D and 3D artworks</p>	<p>Use a sketchbook to research a subject using different techniques and materials to represent an idea</p> <p>Construct a new paper idea using paper, water and glue</p> <p>Use symbols to represent literal and figurative ideas</p> <p>Select and produce an effective final design</p> <p>Make a scroll</p> <p>Make a zine</p>	<p>Select imagery and use as inspiration for a design project</p> <p>Recognise a theme and develop a colour palette</p> <p>Develop observational drawings into shapes and patterns for a design</p> <p>Transfer a design using the tracing method</p> <p>Mke a repeating pattern tile using cut and torn paper</p> <p>Use glue as an alternative batik technique to create patterns on fabric</p>	<p>Make observational drawings</p> <p>Use shapes and measuring as methods to draw accurate proportions</p> <p>Select a section of a drawing to use as a print design</p> <p>Design a building that fits a specific brief</p> <p>Draw from different views eg front/side elevation</p> <p>Use a sketchbook to research and present information about an artist</p>	<p>Create a photomontage</p> <p>Create artwork for a design brief</p> <p>Use a camera or tablet for photography</p> <p>Identify the parts of a camera</p> <p>Take a macro photo, choosing an interesting composition</p> <p>Manipulate a photograph</p> <p>Take a portrait photograph</p> <p>Use a grid method to copy a photograph into drawing</p>
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Progression of Knowledge - formal elements

	2 Year Olds	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6
Colour	Show an interest in colours	Know the names of some colours Show an interest in colour mixing	Know the name of a wide range of colours	That primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours.	Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination.	Using light and dark colours next to each other create contrast. Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints	Adding black to a colour creates shade. Adding white to a colour creates a tint.	Artists use colour to create atmosphere or represent feelings in an artwork, for instance by using warm or cool colours.	A 'monochromatic' artwork uses tints and shades of one colour. Colours can be symbolic and have meanings that vary according to your cultural background, eg red for danger or for celebration.
Form	Explore how malleable materials can change form in their hands.	Modelling materials can be shaped using hands or tools Observe how 3D solid resources can change shapes by stacking and building	Modelling materials can be shaped using hands or tools	Paper can change from 2D to 3D by folding, rolling and scrunching it. That 3 dimensional art is called sculpture.	That 'composition' means how things are arranged on a page. Pieces of clay can be joined using 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces together.	Three dimensional forms are either organic (natural) or geometric (mathematical shapes like a cube)	Using lighter and darker tints and shades of a colour can create 2D effect. Simple 3D forms can be made by creating layers by folding and rolling materials.	An art 'installation' is often a room or environment, in which the viewer experiences the art all around them. The size and scale of three-dimensional artworks changes the effect of the piece.	The surface textures created by different materials can help suggest form in two-dimensional art work.
Shape	Explore shapes in using senses.	Show an interest in shapes and name some	The names of simple shapes in art	A range of 2D shapes and confidently draw	Collage materials can be shaped to represent shapes	Negative shapes show the space around and	How to use basic shapes to make more complex	Shapes can be used to place key elements in	How an understanding of shape and space

				these. Paper can be shaped by cutting and folding.	in an image. Shapes can be organic (natural) or irregular.	between the objects.	shapes and patterns.	position.	can support creating effective composition.
Line	We can make line marks using different mark making tools and fingers.	Lines can be curved or straight and described in simple terms such as:wiggly, straight, round	Lines can be curved or straight and described in simple terms such as:wiggly, straight, round, zig-zag	Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings.	Lines can be used to fill shapes, to make outlines and to add details or pattern.	Using different tools or using the same tool in different ways can create different types of lines.	Lines can be lighter or darker, thicker or thinner and this can add expression or movement to a drawing.	Lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing.	How line is used beyond drawing and can be applied to other artforms.
Pattern	Explore and show an interest in pattern, often using sight and touch.	Observe, explore and comment on patterns they see.	When they have made a pattern with objects, colours, drawn marks and be able to describe it.	That a pattern is a design in which shapes, lines and colours are repeated.	Drawing techniques such as hatching, scribbling, stippling and blending can make patterns. Patterns can be used to add detail to an artwork.	Patterns can be man-made or natural (wallpaper/giraffe skin) Surface rubbings can be used to add or make patterns.	Patterns can be irregular and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif. A motif can be arranged in different ways to make varied patterns.	Artists create pattern to add expressive detail to art works, such as small everyday objects to add details to sculptures.	Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting or in repeated shapes within composition.
Texture	Explore objects and materials using senses.	Explore objects and materials using senses and comment on what they see and feel using adjectives.	Simple terms to describe what something feels like (eg bumpy)	That texture means 'what something looks like'. Different marks can be used to represent the textures of objects.	Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture.	Texture in an artwork can be real or appear textured.	How to use texture more purposely to achieve a specific effect or to replicate a natural surface.	How to create texture on different materials	Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.

				Different drawing tools make different marks.	Drawing techniques such as hatching, scribbling, stippling and blending can create surface texture. Painting tools can create varied textures in paint.				
Tone	Enjoy mixing paint colours together or notice when colours have changed, eg when a colour has been added to the water tray.	Observe and comment on the change in colours during colour mixing. Know that there are lighter and darker versions of colours	There are different shades of the same colour and identify colours as 'light' or 'dark'.	That there are many different shades ('hues') of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	Different amounts of paint and water can be used to mix hues of secondary colours.	That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic. Some basic rule for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork can include hatching, cross-hatching, scribbling and stippling.	That using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork.	Tone can help show the foreground and background in an artwork.	That 'chiaroscuro' means light and dark and is a term to describe high contrast images.

Art and Design Progression of Knowledge and Skills

Evaluating and Analysing

	2 Year Olds	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6
Children will ...	Show pleasure when taking part in art activities. Show pleasure in a finished product	Say what they like about work they have produced	Children will describe and compare features of their own artwork and others'	They will evaluate with an understanding of how art can be varied and made in different ways and by different people.	Explain ideas and opinions, talk about improvements to their work. Talk about how art is made	Know that artwork can have several meanings and people can have differing opinions about art.	Understand that it is influenced by the time and place it was made and this affects people's interpretation of it.	Know that some artists become well-known and people talk about their familiar art. People explore and discuss art in different ways	Know that art can change through new and emerging technologies. People can have varying opinions on the value of art. Everyone has a unique way of experiencing art.
Evaluating and Analysing	Look at artwork, make comments on what they can see.	Make observations about an artwork stating if they like it.	Talk about their artwork stating what they feel they did well. Say if they like an artwork or not. Begin to form an opinion by explaining why.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explain their ideas and opinions on their own and others' artwork beginning to recognise the stories and messages within and showing an understanding of why they have made it. Talk about how art is made.	Explain their own ideas and opinions on their own and others' work with confidence. Understand the breadth of what art can be. Discuss and interpret the meaning of what art can be.	Use more complex vocabulary when analysing their own and others' artwork. Discuss art and consider how it can affect the lives of the viewers or users of a piece. Evaluate their own work more regularly and	Discuss the processes used by themselves and other artists - describe outcomes achieved. Consider how effectively pieces of art express emotion and encourage viewers to question their own ideas.	Give <i>reasoned</i> evaluations to their own and others' work which takes into account context and intention. Discuss how art is sometimes used to communicate social, political or environmental views.

						Understand how artists use art to communicate. Begin to analyse and make changes to their own work.	independently.	Use their knowledge of tools, materials and processes to try alternative solutions and make improvements.	Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art this way. Independently use their knowledge of tools, materials and processes to make improvements.
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Progression of Knowledge and Skills - Knowledge of Artists

	2 Year Olds	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6
Meanings	Make comments about their own mark-making and artworks and those of others	Make comments about their own mark-making and artworks and those of others , including famous artists work	Engage in discussions about own and other artworks and give individual responses	Some artists are influenced by what they see	Some artists create art to make people aware of good and bad things happening in the world around them	Art from the past can give us clues about what was like to live at that time.	Art can communicate powerful statements about right and wrong	Artists are influenced by what is going on around them; for example culture, politics and technology Artists 'borrow' ideas ideas and imagery from other times and cultures to create	Artists can use symbols in their artwork to convey meaning Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work

								new artworks	
								How an artwork is interpreted will depend on the life experiences of the person looking at it	
Interpretations	<p>Make comments about their own mark-making and artworks and those of others</p> <p>Ask questions about what they see</p>	<p>Make comments about their own mark-making and artworks and those of others</p> <p>Ask questions about what they see</p>	<p>Engage in discussions about own and other artworks and give individual responses</p>	<p>Sometimes artists concentrate on how they are making things</p>	<p>Art can be figurative and abstract</p>	<p>The meanings we take from art made in the past are influenced by our own ideas</p>	<p>Designers can make beautiful things to try and improve people's everyday lives</p> <p>How and where art is displayed has an effect on how people interpret it</p>	<p>Artists use self portraits to represent important things about themselves</p> <p>Artists create works that make us question our beliefs</p> <p>Visual designs can represent big ideas like harmony with nature or peace</p>	<p>Artists find inspiration in other artists work</p> <p>Art can be a form of protest</p> <p>Artists use art to tell stories about things that are important to them</p> <p>Art sometimes create difficult feelings</p>
Materials and Processes	<p>We can choose colours of paint and stick different materials together</p>	<p>We can choose colours of paint and stick different materials together</p>	<p>Artists use modelling materials to create something from real life</p> <p>Artists choose colours to draw and paint with</p> <p>Sometimes artists are inspired by the seasons</p> <p>Sometimes art is</p>	<p>Artists can use everyday materials that have been thrown away to make art</p> <p>Artists choose materials that suit what they want to make</p>	<p>Illustrators draw lines to show how characters feel</p> <p>Artists try out different combinations of collage materials</p> <p>Artists can choose the same material to make 2D and 3D artworks</p> <p>Artists and</p>	<p>Artists have different materials available to them</p> <p>Artists can make their own tools</p> <p>Artists experiment with tools</p> <p>Artists can work in more than one medium</p> <p>Artists make</p>	<p>Artists can choose materials to communicate a message</p> <p>Artists choose what to include in a composition</p> <p>Designers collect visual ideas (mood board)</p> <p>Sometimes artists and designers</p>	<p>Artists can choose their medium to create particular effect on the viewer</p> <p>Artists can combine materials such as digital images with paint</p> <p>Art can be interactive, viewer can experience it with more than</p>	<p>Artists use effects like chiaroscuro to create dramatic light and shade</p> <p>Artists can use materials to react to a feeling or idea in an abstract way</p> <p>Artists take risks to try out ideas</p> <p>Artists can make work by collecting</p>

			temporary		designers make art to match a set of requirements 'brief or 'commission'	decisions about how their work will be inspired	choose materials and techniques based on time and money Artists use drawing to plan ideas	one sense	and combining ready made objects 'assemblage' Artforms are always evolving as materials and techniques change over time
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