

Art and Design Progression of Knowledge and Skills



Concepts	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested Artists
Exploring and Developing	- To explore different materials and their properties. - To be introduced to different styles / ideas / art. - To think of ideas after being given a starting point. - To identify similarities and differences.	- To consider different materials and how they can be improved. - To explore ideas and collect information. - To describe similarities and differences and make links to their own work.	- To be introduced to a sketchbook to record ideas. - To consider their observations. - To adapt ideas. - To listen to feedback.	- To use a sketchbook to record, adapt and refine ideas. - To explore ideas from first-hand observations. - To question observations. - To respond positively to feedback.	- To review ideas in their sketchbook. - To receive and offer feedback. - To understand technical vocabulary. - To begin to use digital technology to research / develop ideas.	- To review and revisit ideas in their sketchbook. - To receive and offer feedback, ensuring to use technical vocabulary. - To use digital technology to research / develop ideas.	
Drawing	- To explore drawing with a variety of different tools (e.g. pencils, crayons, pastels, felt tips, chalk). - To observe and draw shapes from observations. - To begin to practise adding tone through drawing techniques such as hatching and stippling. - To investigate texture by drawing on different surfaces (e.g. rubbing).	- To begin to control the marks made with different tools. - To layer different media in a piece of work (e.g. pencils, crayons, pastels). - To experiment with line, shape and pattern. - To begin to draw for a sustained period of time from either single or grouped objects. - To continue to investigate and apply drawing techniques and texture. - To explore using shadows, light and dark.	- To experiment with different grades of pencil. - To explore how to achieve variation with line and shape. - To explore creating textures and patterns through drawing. - To begin to show an awareness of objects having a third dimension. - To use a sketchbook to record ideas and explorations.	- To develop intricate patterns when using different grades of pencil. - To begin to understand why a certain grade of pencil is the best fit. - To develop drawing in a third dimension, including perspective, proportion and placement. - To use a sketchbook to record their own ideas and ideas from other sources.	- To begin to work in sustained way to create a detailed drawing. - To use different techniques for different purposes (e.g. shading, hatching). - To use sources such as observations, photographs and digital images for inspiration of techniques to use. - To use a sketchbook to record and plan ideas. - To begin to work in a sustained manner on a piece of work (likely to be longer than a session). - To annotate preliminary ideas and begin to develop a personal style. - To develop perspective using both a focal point and horizon. - To begin to become aware of scale within proportion.	- To draw for a sustained period of time on one piece of work for several sessions. - To use the learnt skills of line, tone, pattern and texture to develop a personal style. - To use different techniques for different purposes (e.g. shading, hatching) and understand which works well and why. - To use a sketchbook to plan, annotate and present ideas and skills. - Identify artists who work in a similar way. - To use composition, scale and proportion within independent work.	- Seurat - Picasso - Hopper - Da Vinci - Durer - Calder - Cassat - Holbein - Cezanne
Painting	- To explore paint with a variety of different tools and brush sizes. - To begin to predict the outcome of colour mixing. - To know how to mix a range of secondary colours. - To explore lightening and darkening paint. - To explore ‘warm’ and ‘cool’ colours.	- To begin to control the marks made with different tools and brush sizes (e.g. adding texture). - To formally record the results of colour mixing by creating colour wheels and spectrums. - To begin to mix shades and tones. - To understand and accurately apply ‘warm’ and ‘cool’ colours.	- To demonstrate increasing control the marks made and explore different effects (e.g. blocking, colour washes, textural effects). - To mix colour, shades and tone with increasing confidence. - To understand complementary colours. - To use light and dark when painting. - To use a sketchbook to record ideas and explorations.	- To confidently plan and create different effects and textures with paint according to their task. - To appropriately choose complementary colours and understand when to mix, tone and shade. - To use a sketchbook to record their own ideas and ideas from other sources.	- To experiment with different effects and textures. - To mix colour, shades and tones with confidence, building on previous learning. - To start to develop their own preferred style of work. - To use a sketchbook to plan colours, textures and as a way to present inspiration for future work. - To begin to annotate preliminary ideas.	- To develop a style of painting. - To purposely control the types of marks made and effects and textures. - To independently mix colours, shade and tone, understanding which techniques work well and why. - To use a sketch book to plan, annotate and present ideas and skills. - To consider ways in which they can develop their preliminary ideas further.	- Klimt - Klee - Marc - Pollock - Hockney - Rothko - Lowry - Van Goth - Monet
Sculpture	- To use a variety of materials for sculpting. - To be able cut and join materials together. - To explore texture. - To become familiar with key terminology (e.g. statue, sculpture, 3D).	- To use a variety of natural, recycled and manufactured materials for sculpting. - To use techniques such as rolling, cutting, pinching to construct. - To consider and include different textures within a construction. - To use key vocabulary accurately (e.g. sculpture, model, carving, 3D, installation).	- To explore how to cut, make and combine shapes from different materials. - To practise sculpting and joining techniques using malleable materials. - To begin to add detail. - To become familiar with specific vocabulary (e.g. concrete, edging, trimmings, architect).	- To cut, make and combine shapes to create recognisable structures. - To practise sculpting and joining techniques using malleable materials. - To add detail using a variety of materials. - To use key vocabulary accurately (e.g. concrete, edging, trimmings, architect).	- To plan and design a sculpture. - To add detail through carving / adding texture. - To develop cutting and joining skills (e.g. wires, coils). - To explore a variety materials to create 3D sculptures. - To use key vocabulary when planning and evaluating product.	- To plan and design a sculpture. To edit plan accordingly throughout the design process. - To use tools and materials to carve, add pattern, texture and shape. - To demonstrate cutting and joining skills such as wires, coils, slabs and slips. - To explore a variety materials to create 3D sculptures. - To use key vocabulary to demonstrate knowledge and understanding throughout (e.g. form, structure, texture, shape, join, tram etc).	- Moore - Hepworth - Segal - Leach - Goldsworthy - Archimboldo Greek Pottery Egyptian Artefacts

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Printing	- To be able to copy an original print. - To explore printing using a variety of tools. - To begin exploring techniques such as stamping and rubbing. - To become familiar with key vocabulary (e.g. colour, shape, printmaking, relief printing).	- To independently copy an original print. - To use different tools for printing (e.g. sponges, food, blocks). - To use a range of techniques (e.g. rolling, stamping, pressing and rubbing). - To use key vocabulary (e.g. colour, shape, printmaking, relief printing).	- To explore layering. - To be able to replicate patterns from observations. - To explore making printing blocks. - To understand repeating patterns. - To become familiar with key vocabulary (e.g. line, pattern, texture, block, ink, rollers).	- To be able to layer using more than one colour. - To be able to replicate a variety of patterns from observations. - To make printing blocks. - To make repeating patterns. - To use key vocabulary accurately (e.g. line, pattern, texture, block, ink, rollers).	- To be able to design and create printing blocks and tiles. - To develop printing techniques (e.g. block and relief). - To create an accurate pattern. - To become familiar with key vocabulary (e.g. hammering, tile, collograph, Hapa-Zome).	- To be able to design and create printing blocks and tiles. - To use techniques such as mono, block and relief printing. - To create and arrange accurate patterns. - To use key vocabulary to demonstrate knowledge and understanding throughout (e.g. hammering, tile, collograph, Hapa-Zome).	- Joan Miro - Morris - Klee - Matisse African Prints Spanish Floor Tiles
Textiles	- To create a pattern by weaving. - To explore how to dye a material. - To decorate textiles by adding colour and gluing. - To become familiar with key vocabulary (e.g. textiles, weaving, over, under, batik, dye, wax etc).	- To create patterns through skills such as weaving. - To use a dyeing technique to edit a textile's colour and pattern. - To decorate textiles by adding colour, gluing or stitching. - To use key vocabulary (e.g. textiles, weaving, over, under, batik, dye, wax etc).	- To be able to choose appropriate materials. - To become familiar with a variety of techniques (e.g. printing, weaving, dyeing). - To develop skills such as stitching, cutting and joining. - To become familiar with key vocabulary (e.g. texture, line, decoration, stuffing etc).	- To be able to choose appropriate materials and explain why. - To use a variety of techniques such as printing, dyeing, weaving and stitching. - To develop skills such as stitching, cutting and joining. - To use key vocabulary accurately (e.g. texture, line, decoration, stuffing etc).	- To experiment with layering materials to create a desired effect. - To plan and add decorative elements in order to create a specific effect. - To become familiar with key vocabulary (e.g. colour, fabric, weave, pattern, layering, effect etc.).	- To experiment with layering and overlapping with a range of media in order to create a desired effect. - To add decoration to create effect. To explain why. - To use key vocabulary to demonstrate knowledge and understanding (e.g. colour, fabric, weave, pattern, layering, effect etc.).	- Scott - Stolzl - Hicks
Collage	- To use and combine a range of materials. - To explore different ways materials can be arranged. - To become familiar with key vocabulary (e.g. collage, cut, place, arrange etc.).	- To use and combine a range of materials that have been cut, torn and glued. - To sort and arrange materials with a purpose. - To consider ways to add texture (e.g. mixing materials). - To use key vocabulary accurately (e.g. collage, cut, place, arrange etc.).	- To select colours and materials to create a specific effect. - To edit work throughout the making process. - To learn techniques such as mosaic, overlapping and tessellation. - To become familiar with key vocabulary (e.g. texture, shape, overlapping, tessellation, mosaic and montage).	- To select colours and materials to create a specific effect. To give reasons why. - To edit work throughout the making process and to ensure work is precise. - To practise the techniques overlapping, tessellation, mosaic and montage. - To use key vocabulary accurately (e.g. texture, shape, overlapping, tessellation, mosaic and montage).	- To add collage to a background. - To create patterns using collage. - To explore a range of media and materials. - To plan and design a collage. - To become familiar with key vocabulary (e.g. form, arrange, fix etc.).	- To consider when collage can be appropriately added to another piece of work. - To create and arrange patterns using collage. - To explore a range of media and materials. - To plan and design a collage. To edit the design where appropriate throughout the making process. - To use key vocabulary to demonstrate knowledge and understanding (e.g. form, arrange, fix etc.).	- Matisse - Schwitters - Hoch