

Art and Design – Progression of Knowledge and Skills

Early Years Foundation Stage

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Nursery (3 - 4 Year Olds)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Super Duper Me	Twinkle, Twinkle Alex Park	Arctic Adventure	Down in the Jungle	In the Garden	Splish, Splash, Splosh
<p>Physical Development</p> <p>Gross Motor Skills</p> <p>Begin to use large-muscle movements to</p> <ul style="list-style-type: none">Wave flags and streamers (top to bottom / circle – <i>Wiggle Me into Squiggle</i>)Paint and make marks <p>Fine Motor Skills</p> <ul style="list-style-type: none">play dress up... <i>stage area</i> <p>Begin to show a preference for a dominant hand.</p> <p>Use some one-handed tools and equipment.</p> <ul style="list-style-type: none">Across provision: - pouring / filling – stirring / mixing – rolling – painting / drawing / mark making. <p>Begin to develop a comfortable grip when using pencils / pens.</p> <ul style="list-style-type: none">Support and encourage tripod grip. <p>Expressive Arts and Design</p> <p>Creating with Materials</p> <p>Explore mark-making:</p> <ul style="list-style-type: none">As early gestures of drawing (<i>e.g. making horizontal lines, circular marks</i>) ...<i>line, circle</i> <i>*See PD Fine Motor</i>In a variety of contexts (<i>e.g. scribbles in response to music</i>) <p>Experiment with the marks that can be made with different mark makers, on a range of surfaces, finding ways to control the mark-maker... <i>chalk on the playground, sticks in glitter/salt</i></p> <p>Begin to explore colour</p> <p>Choose and explore a variety of colour medium, colour mixing on a variety surfaces ... <i>colour names</i></p> <p>Explore and respond to different textures, colours and patterns through simple print-making, developing fine motor skills to grip and hold ...<i>press, hold still, print</i></p> <p>Clay/Playdough: Explore properties <i>e.g. poking, pulling, pinching, squeezing, patting. ...poke, pull, pinch, squeeze, pat</i></p>		<p>Physical Development</p> <p>Gross Motor Skills</p> <p>Choose the right resource to carry out chosen plan.</p> <p>Fine Motor Skills</p> <p>Show a preference for a dominant hand</p> <ul style="list-style-type: none">Dough Disco <p>Use a range of one-handed tools and equipment</p> <ul style="list-style-type: none">Across provision: - pouring / filling – stirring / mixing – rolling – cutting/sticking – painting / drawing / mark making. <p>Continue to develop a comfortable grip with good control when holding pens and pencils.</p> <ul style="list-style-type: none">Model tripod grip. <p>Expressive Arts and Design</p> <p>Creating with Materials</p> <p>Use mark-making to:</p> <ul style="list-style-type: none">Represent simple forms and movementCreate shorter lines, curves, enclosed circles; discovering that lines can make shapes <p>Experiment with more of a variety of marks, that can be made with different mark-makers, on a range of surfaces. Use mark-makers with increasing confidence and control.</p> <p>Continue to explore colour and begin to explore colour mixing</p> <ul style="list-style-type: none">Explore mixing colours, begin to talk about / name colours and observe the changes...<i>colour names, tones of colour (light/dark)</i> <p>Explore with natural and man-made objects, printing on different surfaces 2D & 3D. Observe that printing means an image can be repeated. ... <i>repeat</i></p> <p>Clay/Playdough: Explore properties further and create different surface textures. Use simple tools to shape & mould, e.g. begin to roll sausages and ball shapes. ...<i>shapes</i></p>		<p>Physical Development</p> <p>Gross Motor Skills</p> <p>Choose the right resource to carry out chosen plan.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Fine Motor Skills</p> <p>Use one-handed tools and equipment confidently and independently... <i>scissors, glue sticks, pencils, pens, marker pens.</i></p> <ul style="list-style-type: none">Across provision: cutting/sticking – painting / drawing / writing letters. <p>Eat independently using a knife and fork</p> <p>Be increasingly independent getting dressed and undressed</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <ul style="list-style-type: none">Tripod grip. <p>Expressive Arts and Design</p> <p>Creating with Materials</p> <p>Draw lines and shapes to:</p> <ul style="list-style-type: none">Represent simple ideas like sound and movementDraw with increasing complexity to record observations and feelings; adding detail and meaning to pictures (<i>e.g. draw a person using a circle for a head and straight lines for limbs</i>) ... <i>feel, emotion</i>Draw from imagination, using simple abstract lines and shapes <p>In painting, begin to be able to select a brush, ‘<i>dip, draw, wash and wipe</i>’ technique to keep colours clear. Become more confident in using different mark-makers and thickness of paintbrushes with increasing control and efficiency.</p> <p>Explore colour and colour mixing</p> <ul style="list-style-type: none">Become more selective of colours to achieve a desired effect. <p>[Artist Stimulus: Claude Monet]</p> <p>Use printing techniques with increasing independence to make patterns and pictures, showing efficient fine motor skills.</p> <p>Clay/Playdough: Make a clay form & manipulate it with fingers to suggest a subject.</p> <p>Loose Parts: Begin to make constructions and models with a purpose, deciding / planning what to make. Use tools with increasing control to support model-making.</p>	

Loose Parts: Explore properties of different object /materials: moving, combining, lining up and stacking. ... *line up, stack*

Use different senses to explore texture. Explore pasting or assembling paper cut-outs onto a surface. ... *glue, spread, stick*

[Artist Stimulus: Alma Thomas]

Implementation:

Encourage children to explore colour mixing by creating different skin tones that they need when making a painting of themselves. Talk about the different colours. Display all the paintings together to create a mural.
Continuous provision activities to develop opportunities to explore scale, draw from their imagination, add details to their drawings, explore colour mixing.

Children create a page for a collaborative ‘colour book’ – Access Art unit.
Listen and understand what children want to create before offering suggestions.

Help children to develop their drawing and model making. Help children add details to their drawings. Talk about the differences between colours.

Celebration art – firework painting, Diwali, Christmas.

Children to create firework painting using forks.

Children will engage in Diwali and Christmas arts and crafts.

Key Vocabulary

Draw, create, pencil, paint, materials, shape, colour mixing, Artist, Alma Thomas, observation, imagination

Loose Parts: Begin to use selected parts to create simple constructions and models. Use simple tools to *join, fix, cut* etc.

Begin to use tools to help fix, join and cut. Begin to affect change on materials e.g. crumpling, tearing, cutting. ... *scrunch, tear*

[Artist Stimulus: Georgia O’Keefe]

Implementation:

Explore different materials freely, to develop their ideas about how to use them and what to make.
Develop their own ideas and then decide which materials to use to express them.
Join different materials and explore different textures.
Create closed shapes with continuous lines and begin to use these shapes to represent objects.
Continuous provision activities to develop opportunities to explore scale, draw from their imagination, add details to their drawings, explore colour mixing.

Mother’s Day art and craft.

Key Vocabulary

Draw, create, pencil, paint, materials, shape, colour mixing, observation, imagination, colours, light, sark, shade, Artist, Georgia O’Keefe

Find, collect, arrange and stick material onto a surface to make a picture or pattern

Implementation:

Introduce children to the work of artists across time and cultures –Monet.
Explore colours, textures and materials. Explore colour mixing and shade.
Continuous provision activities to develop opportunities to explore scale, draw from their imagination, add details to their drawings, explore colour mixing.
Father’s Day art and craft.

Key Vocabulary

Artist, Monet, compare, transient art
draw, create, pencil, paint, materials, shape, colour mixing, observation, imagination, blend, painting, curvy, straight, zigzag, emotions, happy, sad, excited,

Art and Design – Progression of Knowledge and Skills

Reception (4-5 Year Olds)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All About Me	Light and Dark	Journeys	Explorers	Growth	Under the Sea
<p>Physical Development</p> <p>Gross Motor Skills</p> <p>Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... <i>straight, upright, flat</i></p> <p>Begin to combine different movements with ease and fluency.</p> <p>Fine Motor Skills</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <ul style="list-style-type: none">Support and model tripod grip. <p>Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <ul style="list-style-type: none">Ensure regular engagement and develop confidence in use of tools... <i>grip, steady, snip, twist, curve, straight.</i> <p>Begin to develop Beery Shapes using a range of different media</p> <p>Expressive Arts and Design</p> <p>Creating with Materials</p> <p>Begin to draw with purpose, deciding what to draw before making marks.</p> <p>Use a variety of mark-makers with increasing control and efficiency.</p> <p>Understand that they can draw through observation (<i>e.g. portraits using mirrors</i>)</p> <p>In painting, be able to select a brush and use a ‘<i>dip, draw, wash and wipe</i>’ technique to keep colours clear.</p> <p>Explore what happens mixing primary colours to create secondary colours.</p> <p>Begin to explore a range of painting techniques</p> <p>Understand how to print effectively using fine motor skills to grip and press. Begin to make considered patterns/pictures.</p> <p>Clay/Playdough: Mould with hands using techniques such as pinching, squeezing, pulling, poking, patting to achieve a desired effect (<i>e.g. sausages, balls, thumb pot</i>). Use tools appropriately to roll, cut, flatten etc.</p> <p>Loose Parts: Independently make constructions, using own ideas and available loose parts. Show increasing skills with combining, lining up, stacking etc.</p> <p>Artist Stimulus: <i>Andy Goldsworthy</i></p> <p>Explore different contrasting textures e.g. rough, smooth.</p> <p>Use techniques (<i>e.g. folding, crunching, tearing and cutting</i>) to create different effect.</p> <p>Implementation:</p> <p><i>Children will create a self-portrait using pencil, paint, oil pastels. Children will begin to mix primary colours to make secondary colours. Children will create art in the style of Andy Goldsworthy. Children will explore their own interest through child-led continuous provision opportunities.</i></p> <p><i>Children will create firework paintings exploring different techniques with paint. Children will create Christmas, and Diwali arts and crafts. Children will make a Diva Pot. Children will create owl collages. Children will print poppy art using apples.</i></p>	<p>Physical Development</p> <p>Gross Motor Skills</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <ul style="list-style-type: none"><i>Daily modelling and support.</i> <p>Combine different movements with ease and fluency.</p> <p>Fine Motor Skills</p> <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently.</p> <ul style="list-style-type: none">Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. <p>Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating:</p> <ul style="list-style-type: none">Model effective pencil grip.Encourage correct letter formation (see Writing).Attempt to form all letters correctly <p>Consolidate Beery Shapes using a range of different media</p> <p>Expressive Arts and Design</p> <p>Creating with Materials</p> <p>Develop drawing within a range of contexts (<i>e.g. telling a story, figurative or responding to the way an object moves or feels</i>).</p> <p>Return to and build on previous learning.</p> <p>Look closely at natural and man-made objects, to create observational drawings that notice shape, form and pattern.</p> <p>Mix various shades of primary colours to create secondary colours and use these in artwork.</p> <p>Explore a range of painting techniques</p> <p>Have own ideas for print making (<i>e.g. finding their own everyday objects</i>) to experience a variety of shape, texture and pattern. Take rubbings from objects such as tree bark.</p> <p>Artist Stimulus: <i>Althea McNish</i></p> <p>Clay/Playdough: Combine pieces using different techniques and tools to represent a familiar object (<i>e.g. a caterpillar</i>) and represent the feel of an object (<i>e.g. spiky, furry, smooth</i>).</p> <p>Loose Parts: Build and de-construct loose part models / constructions to represent real life / imaginary objects and experiences. Handle tools and materials with increasing control.</p> <p>Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage. Make repeating and irregular patterns.</p> <p>Implementation:</p> <p><i>Children will create a winter collage exploring colour and textures. Children will create their own observational drawings of transport using pencil, felt tip, oil pastels and brusho. Children will create Chinese arts and crafts. Children will explore their own interest through child-led continuous provision opportunities.</i></p> <p><i>Children will create art in the style of Althea McNish.</i></p>	<p>Physical Development</p> <p>Gross Motor Skills</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <ul style="list-style-type: none">Encourage effective grip and accuracy. <p>Continue to attempt to form all letters correctly</p> <p>Expressive Arts and Design</p> <p>Creating with Materials</p> <p>With independence, create drawings based on feelings, real / imaginative experiences and stories.</p> <p>Use drawing tools with care and increasing precision.</p> <p>Draw with increasing complexity and detail.</p> <p>Observe colour in nature and represent it in artwork; mixing colours to match what they see.</p> <p>Work collaboratively with other children, sharing ideas, resources and skills.</p> <p>Return to and build on previous learning, refining ideas and developing ability to represent them.</p> <p>Continue to explore a range of painting techniques</p> <p>Artist Stimulus: <i>Vincent Van Gogh</i></p> <p>Use printing techniques with independence to make patterns and pictures, using a variety of artistic <i>effects</i> (<i>e.g. using irregular and repeating patterns</i>).</p> <p>Clay/Playdough: Make models with a purpose and with increasing skill (<i>e.g. shaping, moulding or combining pieces</i>) For instance, with a systematic approach - begin with a stalk, leaf, the disc floret and petals to make a sunflower.</p> <p>Loose Parts: Make imaginative structures, using tools with control. Explore a wide range of materials, making simple forms and applying simple decorative features where wanted.</p> <p>Independently assemble different pieces to create a picture or pattern. Use imagination / observation, building on their previous learning, to represent their ideas.</p> <p>Implementation:</p> <p><i>Children will create symmetrical butterfly prints and explore colour mixing. Children will paint sunflowers in the style of Vincent van Gogh exploring colour and texture. Children will explore their own interest through child-led continuous provision opportunities.</i></p> <p><i>Children will create an under the sea collage, experimenting with colours and textures. Children will make Father’s Day crafts.</i></p>			

Key Vocabulary

Colour, print, portrait, paint, observe, shade, symmetrical, decorate, collage, brush, Artist, exhibition, pencil, detail, Andy Goldsworthy Transient Art, pattern, texture

Children will make patterns using African Art as inspiration. Children will explore ink patterns, weaving and rubbings. Children will make Easter Crafts and Mother’s Day crafts.

Key Vocabulary

Colour, print, portrait, paint, observe, shade, symmetrical, decorate, collage, brush, Artist, exhibition, pencil, detail, Althea Mc Nish, weave, pattern, rubbing, texture

Key Vocabulary

Colour, print, portrait, paint, observe, shade, symmetrical, decorate, collage, brush, artist, exhibition, pattern, symmetrical, mixing, texture, Artist, Vincent Van Gogh, exhibition.

Early Learning Goals

By the end of Reception children are expected to:

Physical Development

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

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.

Mapping Curriculum Objectives

How the early learning goals feed into objectives from the Year 1 National Curriculum.

Year 1 National Curriculum Objectives

- To use a 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 difference and similarities between different practices and disciplines, and making links to their own work.

Art and Design – Progression of Knowledge and Skills

Key Knowledge and Skills

The seven core art elements are taught as an essential focus for specific units to deepen understanding and develop mastery of drawing, painting and sculpture. They are carefully matched to unit topics and are explicitly modelled in greater depth to ensure they become firmly embedded in the children's artistic practice.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing and Sketchbooks	Spirals	Explore and Draw	Gestural Drawing with Charcoal	Storytelling Through Art	Typography and Maps	2D Drawing to 3D Making
	Line/Pattern: Pupils can make marks with an art tool and understand that they can do this in different ways to create different effects and patterns.	Space: Pupils can arrange marks on a page, making careful selections and understand they can change their composition to make their pieces looks more visually appealing.	Line: Pupils understand that the weight of their lines can be dark and heavy or light and delicate and that they can control this for different effects and purposes.	Tone: Pupils understand tone is how light or dark something is and can shade areas of a drawing to create the illusion of shadows and distance.	Space: Pupils understand that the distances or areas around, between, and within components of a piece can increase its appeal. They consider space carefully when constructing their artwork.	Emphasis: Pupils understand that some elements of a composition are more important than others and can stress one area of the work to make it attract the viewer's attention first.
Surface and Colour	Simple Printmaking	Expressive Painting	Working with Shape and Colour	Exploring Pattern	Inspired by Land and City Scapes	Identity
	Colour: Pupils understand how to mimic the colours that they see in life on the page and that some colours can work more effectively together than others.	Texture: Pupils understand that texture is how something feels (or looks like it feels) in art.	Shape: Pupils understand that they can render subjects they observe into 2D shapes for easier observational drawing and for stylistic purposes.	Pattern: Children understand that a pattern is a repeating design or image and can create their own eye-catching patterns.	Colour and Value: Pupils understand that value is how light or dark a colour is and can manipulate values to create specific feelings or moods in their work.	Proportion: Pupils understand that shapes need the correct size and placement to create an accurate representation of real life and can measure through their work to ensure accuracy.
Working in Three Dimensions	Birds	Stickmen Transformation	Telling Stories Through Making	Creating 3D Textures	Architecture: Big or Small?	Shadow Puppets
	Shape: Pupils understand that 2D art is a flat surface and that 3D has depth. They can sculpt and build from 2D to 3D through play.	Form: Pupils understand that the shape of existing objects can be transformed in artistic and creative ways to represent something else. They can successfully manipulate a natural object to create something new.	Form: Pupils understand that 3D objects can also be created as groupings of shapes and can combine these together to replicate a subject's form.	Texture: Pupils understand texture is how a piece of art feels or, if 2D, what it has the appearance of feeling like. They can create their own textures with clear intent.	Structure: Pupils understand that structure is the relationship and arrangement between the elements of something complex. They can create their own structures justifying their choices.	Movement: Pupils know that art can be static or can incorporate movement. They create their own artwork that can move to create a sense of character.

Art and Design – Progression of Knowledge and Skills

Year 1					Purple = Substantive Knowledge Orange = Implicit Knowledge / Skills
Drawing	Sketchbooks	Painting/Printmaking	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand drawing is a physical activity. Spirals</p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Making Birds</p> <hr/> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals</p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds</p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Simple Printmaking</p>	<p>Introduce what a sketchbook is for.</p> <p>Understand it is owned by the pupil for experimentation and exploration. Spirals</p> <hr/> <p>Make a simple elastic band sketchbook. Personalise it. Spirals</p> <p>Use sketchbooks to:</p> <p>Test out printmaking ideas Simple Printmaking</p> <p>Develop experience of primary and secondary colours Spirals</p> <p>Practice observational drawing Spirals</p> <p>Explore mark making Spirals Making Birds</p>	<p>Understand prints are made by transferring an image from one surface to another. Simple Printmaking</p> <p>Understand relief prints are made when we print from raised images (plates). Simple Printmaking</p> <hr/> <p>Use hands and feet to make simple prints, using primary colours. Simple Printmaking</p> <p>Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Simple Printmaking</p> <p>Explore concepts like “repeat” “pattern” “sequencing”. Simple Printmaking</p>	<p>Understand collage is the art of using elements of paper to make images. Making Birds</p> <p>Understand we can create our own papers with which to collage. Making Birds</p> <hr/> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Making Birds</p> <p>Collage with painted papers exploring colour, shape and composition. Simple Printmaking</p>	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Making Birds</p> <p>Understand the meaning of “Design through Making” Making Birds</p> <hr/> <p>Use a combination of two or more materials to make sculpture. Making Birds</p> <p>Use construction methods to build. Making Birds</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Making Birds</p>	<p>Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <hr/> <p>All Pathways for Year 1</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Some children may feel able to share their response about classmates’ work.</p> <hr/> <p>All Pathways for Year 1</p>

Art and Design – Progression of Knowledge and Skills

Year 2					Purple = Substantive Knowledge Orange = Implicit Knowledge / Skills
Drawing	Sketchbooks	Painting/Printmaking	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw</p> <hr/> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw</p> <p>Create final collaged drawings (see column 5 “collage”) which explore composition. Explore & Draw</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons’ sketchbook looks is unique to them. All Pathways for Year 2</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <hr/> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. Explore & Draw</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw</p> <p>Explore colour and colour mixing. Expressive Painting</p> <p>Make visual notes about artists studied. Explore & Draw</p>	<p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Expressive Painting</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Expressive Painting</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues. Expressive Painting</p> <p>Understand the concept of still life. Expressive Painting</p> <hr/> <p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home-made tools. Expressive Painting</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. Expressive Painting</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw</p> <hr/> <p>Use the observational drawings made (see column 1 “drawing”), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore & Draw</p> <p>Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw</p>	<p>Understand when we make sculpture by adding materials it is called Construction. Stick Transformation Project</p> <hr/> <p>Use Design through Making philosophy to playfully construct towards a loose brief. Stick Transformation Project</p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. Stick Transformation Project</p>	<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2</p> <hr/> <p>Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Talk about intention.</p> <p>Share responses to classmates’ work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2</p>

Art and Design – Progression of Knowledge and Skills

Year 3					
Drawing	Sketchbooks	Painting/Printmaking	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal</p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal</p> <hr/> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3</p> <p>Understand that the way each persons’ sketchbook looks is unique to them. All Pathways for Year 3</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3</p> <hr/> <p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal. Gestural Drawing with Charcoal</p> <p>Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories</p> <p>Develop mark making skills. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories</p>	<p>Understand that screen prints are made by forcing ink over a stencil. Working with Shape & Colour</p> <p>Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. Working with Shape & Colour</p> <p>Understand that we can create imagery using natural pigments and light. Telling Stories</p> <hr/> <p>Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. Working with Shape & Colour</p> <p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”). Telling Stories</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Working with Shape & Colour</p> <hr/> <p>Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. Working with Shape & Colour</p>	<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories</p> <p>That clay and Modroc are soft materials which finally dry/set hard. Telling Stories</p> <p>An armature is an interior framework which support a sculpture. Telling Stories</p> <hr/> <p>Use Modroc or air-dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories</p> <p>Make an armature to support the sculpture. Telling Stories</p>	<p>To understand that visual artists look to other artforms for inspiration.</p> <p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 3</p> <hr/> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates’ work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 3</p>

Art and Design – Progression of Knowledge and Skills

Year 4				Purple = Substantive Knowledge Orange = Implicit Knowledge / Skills
Drawing	Sketchbooks	Painting/Printmaking	Making	Purpose/Visual Literacy/Articulation
<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing</p> <p>Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. Exploring Pattern</p> <p>Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Exploring Pattern</p> <p>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. Exploring Pattern</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. All Pathways for Year 4</p> <hr/> <p>Use sketchbooks to:</p> <p>Practise drawing skills. Storytelling Through Drawing Exploring Pattern Creating 3D textures</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Pattern Creating 3D textures</p> <p>Test and experiment with materials. Storytelling Through Drawing Exploring Pattern Exploring Still Life Creating 3D textures</p> <p>Brainstorm pattern, colour, line and shape. Exploring Pattern Creating 3D textures</p> <p>Reflect. Storytelling Through Drawing Exploring Pattern Creating 3D textures</p>	<p>Understand that paint can be applied to 3D surfaces to enhance and develop texture., e.g., red dragon scales could feel hot. Creating 3D textures</p> <p>That pattern through paint and print is present everywhere in the world around us. Exploring Pattern</p> <hr/> <p>To explore colour (and colour mixing), line, shape, pattern and composition in creating repeating patterns. Exploring Pattern</p> <p>To use close observation and try different hues and tones to develop pattern. Exploring Pattern</p> <p>To further explore painting on different surfaces, e.g. clay, and combine paint with 3d making. Creating 3D textures</p>	<p>To understand that making sculpture can be challenging. To understand it takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. Creating 3D textures</p> <p>To understand that texture can be added to 3D objects to make them reflect natural surfaces. e.g., scales. Creating 3D textures</p> <hr/> <p>Explore how we can re-see the objects around us and represent them as sculptures. Creating 3D textures</p> <p>Develop our construction skills, creative thinking and resilience skills by making sculpture with specific texture. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. Creating 3D textures</p> <p>To combine modelling with construction using mixed media and painting to create sculpture. Creating 3D textures</p>	<p>Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 4</p> <hr/> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might... I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates’ work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 4</p>

Art and Design – Progression of Knowledge and Skills

Year 5				Purple = Substantive Knowledge Orange = Implicit Knowledge / Skills
Drawing	Sketchbooks	Painting/Printmaking	Making	Purpose/Visual Literacy/Articulation
<p>Understand that designers create fonts and work with Typography. Typography & Maps</p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography & Maps</p> <hr/> <p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography & Maps</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps</p> <p>Combine drawing with making to create pictorial / 3-dimensional maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography & Maps</p>	<p>Understand that sketchbooks can be used to look back and reflect on their progress as an artist and evaluate their own artistic journey. Typography & Maps Mixed Media Landscapes</p> <hr/> <p>Explore mark making. Typography & Maps Mixed Media Landscapes</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Mixed Media Landscapes Architecture: Big or Small</p> <p>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Architecture: Big or Small</p> <p>Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. Mixed Media Landscapes</p>	<p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. Mixed Media Landscapes</p> <hr/> <p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. Mixed Media Landscapes</p>	<p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Architecture: Big or Small</p> <hr/> <p>Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. Architecture: Big or Small</p>	<p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 5</p> <hr/> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might... I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates’ work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5</p>

Art and Design – Progression of Knowledge and Skills

Year 6					Purple = Substantive Knowledge Orange = Implicit Knowledge / Skills
Drawing	Sketchbooks	Painting/Printmaking	Making	Purpose/Visual Literacy/Articulation	
<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 3D</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 3D</p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 3D</p> <hr/> <p>Explore using negative and positive space to “see” and draw a simple element/object. 2D to 3D</p> <p>Use the grid system to scale up the image above, transferring the image onto card. 2D to 3D</p> <p>Use collage to add tonal marks to the “flat image”. 2D to 3D</p>	<p>Understand that sketchbooks can be used to look back and reflect on their progress as an artist and evaluate their own artistic journey. Typography & Maps Mixed Media Landscapes</p> <hr/> <p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes. 2D to 3D Activism</p> <p>Using the grid method to scale up an image. 2D to 3D</p> <p>Explore what your passions, hopes and fears might be. What makes you? How can you find visual equivalents for the words in your head? Exploring Identity</p> <p>Explore combinations and layering of media. Exploring Identity</p> <p>Develop Mark Making 2D to 3D Exploring Identity Shadow Puppets</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. 2D to 3D Exploring Identity Shadow Puppets</p>	<p>Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between td shape and pattern and 3d form and function. Exploring Identity</p> <hr/> <p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Exploring Identity</p> <p>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. Exploring Identity</p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity</p>	<p>Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Exploring Identity</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life. Exploring Identity</p> <p>Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future. Shadow Puppets</p> <hr/> <p>Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you. Shadow Puppets</p>	<p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 6</p> <hr/> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might... I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates’ work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 6</p>	