



### Art and Design – Progression of Skills 2021 22

<b>Key stage 1 Pupils should be taught:</b> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>		<b>Key stage 2 Pupils should 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:</b> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>	
	<b>KS1</b> <b>Year 1</b> <b>Year 2</b>	<b>LKS2</b> <b>Year 3</b> <b>Year 4</b>	<b>UKS2</b> <b>Year 5</b> <b>Year 6</b>
	<b>Y1, Autumn 1 – Farm Life</b> <b>Y1, Autumn 2 – Kings and Queens</b> <b>Y1, Spring – Fire of London</b> <b>Y1, Summer 1 – Space</b> <b>Y2, Autumn 1 – Indian Faith and Culture</b> <b>Y2, Autumn 2 – Frozen</b> <b>Y2, Spring – Africa is a Continent</b> <b>Y2, Summer 1 – Toys and Games</b> <b>Y2, Summer 2 – Seaside</b>	<b>Y3, Autumn 1 – Rainforests</b> <b>Y3, Autumn 2 – Mayans</b> <b>Y3, Summer 1 – Difference</b> <b>Y3, Summer 2 - Prehistory</b> <b>Y4, Autumn 1 Roman Britain</b> <b>Y4, Autumn 2 – Antarctica</b> <b>Y4, Summer 1 – Local Area Study</b>	<b>Y5, Autumn 1 – Japan</b> <b>Summer 1 – Contradictions and Extremes</b> <b>Y5, Summer 2 – Garbage to Gold</b> <b>Y6, Autumn 2 – France: Friend or Foe?</b> <b>Y6, Spring – Fact or Fantasy?</b>
<b>Early learning goals</b> Create closed shapes with continuous lines and begin to use these shapes to represent objects Draw with increased complexity and detail Use drawing to represent ideas like movement and loud noises			

Show different emotions in drawing and painting						
Explore colour and mixing colour						
Explore, use and refine a variety of artistic effects to express their ideas and feelings						
Phase/Year	KS1		LKS2		UKS2	
Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas						
	<p>Use key vocabulary to demonstrate knowledge and understanding: work, work of art, idea, starting point, observe, improve</p> <p>Explore ideas and collect information</p> <p>Describe similarities and differences and begin to make links to their own work</p>	<p>Use key vocabulary to securely demonstrate knowledge and understanding: work, work of art, idea, starting point, observe, improve, focus, design</p> <p>Make observations of others and own work, increasingly using appropriate language to describe observations</p> <p>Begin to understand the meaning of colour in connection with culture (Africa is a Continent) and the reasons for the same</p> <p>Begin to understand the role culture has</p>	<p>Use key vocabulary to demonstrate knowledge and understanding: line, pattern, texture, form, record, detail, question, observe, refine, 2D, 3D, perspective, symmetrical pattern, elongate, mixed-media</p> <p>Start collecting and developing ideas using sketchbooks</p> <p>Build up resilience, making mistakes and suggesting improvements to improve their work</p> <p>Share their learning and skills with</p>	<p>Use key vocabulary to demonstrate knowledge and understanding: record, detail, question, observe, refine, 2D, 3D, mixed-media, relief, printing blocks, joint, form, proportionate</p> <p>Develop ideas using sketchbooks, refining ideas following reflection and feedback</p> <p>Demonstrate an acceptance of mistakes, recognizing them as an essential part of a creative process</p> <p>Openly share their</p>	<p>Use key vocabulary to demonstrative knowledge and understanding: develop, refine, texture, shape, light weight or loose lines, form, pattern, structure, paint thickening, portraiture, applicators/ Applications</p> <p>Review and revisit ideas in sketchbooks</p> <p>Think critically about their art and design work</p> <p>Use digital technology as a source for</p>	<p>Use key vocabulary to demonstrative knowledge and understanding: develop, refine, texture, shape, form, pattern, lightweight or loose lines, structure, textile, stitches - running, zig zag, chain, contouring, stippling</p> <p>Review and revisit ideas in sketchbooks</p> <p>Think critically about their art and design work and the work of others</p>

		in visual arts using artist study of Andy Warhol and Africa is a Continent block	others, giving and receiving feedback to improve  Adapt and refine ideas	individual and group learning with others, giving and receiving feedback to improve  Adapt and refine ideas individually and as a group	developing ideas  Offer feedback using technical vocabulary  To develop techniques with creativity and experimentation	Offer feedback using technical vocabulary  Work with design ideas that are practicable for the application
<b>Drawing</b>						
	Use key vocabulary to demonstrate knowledge and understanding: portrait, self-portrait, oval, line drawing, detail, bold, size, space, pastels, feature  Use a range of tools which can produce marks on a variety of backgrounds e.g. pastels, chalk, felt tips  Use parts of a pencil to create	Use key vocabulary to demonstrate knowledge and understanding: landscape, shadow, highlight, texture, tone, cross hatching  Develop an awareness of textures and tones using dots and lines  Use a range of different materials to reproduce textures observed  Produce recognisable observational	Use key vocabulary to demonstrate knowledge and understanding: light, dark, tone, shadow, line, pattern, texture, form, shape, outline, refine, 2D, 3D, perspective  Refine their ability to show line, tone and texture, light and shadow with different hardness of pencils and shading techniques  Develop their	Use key vocabulary to demonstrate knowledge and understanding: light, dark, tone, shadow, line, pattern, texture, form, shape, outline, refine, 2D, 3D, perspective, silhouette, contrast  Refine their ability to show line, tone and texture, light and shadow with different hardness of pencils and shading techniques	Use key vocabulary to demonstrate knowledge and understanding: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portraiture, exaggeration, simplification Use a variety of techniques to add effects e.g. shadows, reflection, hatching and	Use key vocabulary to demonstrate knowledge and understanding: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, contouring, stippling, Use a variety of techniques to add effects e.g. shadows, reflection,

	<p>mark making effects Begin to produce simple observational drawings of objects</p> <p>Look at portraiture and discuss what proportion is when drawing features of a face</p> <p>Use charcoal in different ways to create different effects (hatching, side strokes, layering, blending)</p>	<p>drawings of simple objects (beginning to incorporate tone and texture)</p> <p>Know that objects are highlighted by light and the absence of light creates shadow</p> <p>Begin to show these in drawing by shading and cross hatching</p>	<p>knowledge of drawing by continuing to use a variety of drawing tools (eg charcoals, oil pastels, felt tip pens, hard and soft drawing pencils)</p>	<p>Develop their knowledge of drawing by continuing to use a variety of drawing tools (e.g. charcoals, oil pastels, felt tip, hard and soft drawing pencils)</p>	<p>cross-hatching, light-weight and loose lines</p> <p>Depict perspective in drawings</p> <p>Use a wider variety of tools, selecting consciously based on desired effect</p>	<p>hatching and cross-hatching, contouring, stippling, light-weight and loose lines</p> <p>Depict movement and perspective in drawings</p> <p>Use a wider variety of tools, selecting consciously based on desired effect</p>
<b>Painting</b>						
	<p>Use key vocabulary to demonstrate knowledge and understanding: primary colours, secondary colours, equal, shades, warm colours, cool colours, sweep, dab, brushstrokes,</p>	<p>Use key vocabulary to demonstrate secure knowledge and understanding: primary colours, secondary colours, tints, shades, tone, warm colours, cool colours, sweep, dab, brushstrokes, neutral colours,</p>	<p>Use key vocabulary to demonstrate knowledge and understanding: colour, foreground, middle ground, background, blend, mix, line, tone, perspective, dye</p>	<p>Use key vocabulary to demonstrate knowledge and understanding: colour, foreground, middle ground, background, blend, mix, line, tone, perspective, depth,</p>	<p>Use key vocabulary to demonstrate knowledge and understanding: blend, mix, line, tone, shape, absorb, thicken, contrast Create a colour</p>	<p>Use key vocabulary to demonstrate knowledge and understanding: blend, mix, line, tone, shape, absorb, contrast, stipple, swipe</p>

	<p>tint, shade, tone</p> <p>Apply paint using different applicators (brush sizes, stamps, sponges)</p> <p>Experiment with different brush strokes</p> <p>Name the primary and secondary colours</p> <p>Mix primary colours to make secondary colours</p> <p>Begin to add white or black to colours to create tints/shades</p>	<p>water colour, oil-based paints (acrylic paint)</p> <p>Add white or black to colours to alter tints and shades</p> <p>Mix paint into a range of colours and be able to describe these colours using appropriate vocabulary (light, lighter, dark, darker, pale etc)</p> <p>Show improving control in mixing and applying paint</p>	<p>Use varied brushes and brush techniques to create shapes, textures, patterns and lines</p> <p>Mix colour effectively using the correct language e.g. tint, shade, primary and secondary</p> <p>Create different textures and effects with paint</p>	<p>angle, tertiary colours</p> <p>Use varied brushes and brush techniques to create shapes, textures, patterns and lines</p> <p>Mix colour effectively using the correct language e.g. tint, shade, primary and secondary</p> <p>Create different textures and effects with paint</p>	<p>palette, demonstrating a control over mixing techniques</p> <p>Demonstrate increased expressiveness with use of colour, associating colour with moods</p> <p>Use a range of paint (acrylic, oil and water) to create visually interesting pieces</p> <p>Explore a wide variety of different paint applicators, experimenting to achieve desired effect</p>	<p>Demonstrating a control over mixing techniques to match colour accurately</p> <p>Demonstrate increased accuracy with application, layering paint to generate variations in tone</p>
<b>Sculpture</b>						
	Use key vocabulary to demonstrate knowledge and understanding:	Use key vocabulary to demonstrate knowledge and understanding: sculpture, statue,	Use key vocabulary to demonstrate knowledge and understanding:	Use key vocabulary to demonstrate knowledge and understanding:		Use key vocabulary to demonstrate knowledge and understanding:

	<p>sculpture, statue, model, materials, modelling materials (paper mache/Modroc)</p> <p>Use a variety of natural, recycled and manufactured materials for sculpting</p> <p>Use a variety of techniques e.g. cutting, pinching, fraying, to create a recognisable sculpture</p>	<p>model, materials</p> <p>Understand that sculpture is viewed from all angles</p> <p>Produce a recognisable 3D representation practicing using a range of resources (clay, dough, reclaimed materials, paper etc)</p> <p>To use a variety of techniques to mould clay (rolling, squeezing, pinching, cutting, hole making)</p> <p>To paint clay sculpture, selecting colours for decorative value and knowledge of the wider context (Diwali)</p>	<p>shape, form, shadow, light, two dimensional (2D), three dimensional (3D), elongate, joint</p> <p>Cut, make and combine shapes to create recognizable forms</p> <p>Use pipe cleaners and foil to form sculpture and achieve joins</p> <p>Demonstrate a growing understanding about decorating sculptures and adding expression through expression, pattern or pose</p>	<p>shape, form, two dimensional (2D), three dimensional (3D), joint, reshape</p> <p>Cut, make and combine shapes to create recognizable forms</p> <p>Use plasticine to form sculpture and achieve joins</p> <p>Demonstrate confidence in showing expression and achieving movement to support stop motion animation</p>		<p>form, structure, texture, shape, mark, soft, join, cast</p> <p>Plan and design sculpture</p> <p>Use tools and materials to carve, add shape, add texture and pattern</p> <p>Develop cutting and joining skills</p> <p>Use materials other than clay to create a 3D sculpture</p>
<b>Collage</b>						
	Use key vocabulary to demonstrate knowledge and	Use key vocabulary to demonstrate knowledge and secure	Use key vocabulary to demonstrate knowledge and understanding:		Use key vocabulary to demonstrate knowledge and	

	<p>understanding: collage, montages, squares, gaps, cut, place, arrange Use a combination of materials that have been cut, torn or glued to create a shape or effect</p> <p>Arrange different materials to create texture</p>	<p>understanding: collage, montages, squares, gaps, cut, place, arrange, qualities</p> <p>Develop accuracy in cutting and tearing skills</p> <p>Produce a range of effects by scrunching, curling and shaping paper</p> <p>Begin to use layering and develop an awareness of how this can give different effects to the final composition in terms of colour, shape, texture and form</p>	<p>texture, shape, form, pattern, mosaic, background, foreground</p> <p>Select colours and materials with purpose to create effect, giving reasons for their choices</p> <p>Begin to refine work and demonstrate precision</p> <p>Begin to develop different techniques such as overlapping and mosaic</p>		<p>understanding: shape, form, arrange, fix</p> <p>Add collage to a painted or printed background</p> <p>Use a range of mixed media</p> <p>Create and arrange accurate patterns</p> <p>Experiment with mixing textures and with sorting and arranging materials with purpose to create effect</p>	
<b>Printing</b>						
		<p>Use key vocabulary to demonstrate knowledge and secure understanding: shape, printing,</p>		<p>Use key vocabulary to demonstrate knowledge and understanding: line, pattern, texture, colour,</p>	<p>Develop more intricate blocks and/or tiles</p> <p>Reflect on their choices of colour</p>	

		<p>printmaking, relief, objects, transfer, polystyrene, geometric</p> <p>Know what a repeating pattern is</p> <p>Imitate an original print using a similar colour palette</p> <p>Show increasing control with paint application and print making, evaluating results and making improvements</p>		<p>shape, block printing ink, inking rollers, join, symbol</p> <p>Use a variety of printing blocks and explore what effect making their own blocks has on texture and shape</p> <p>Explore how to print more than one colour in layer</p>	<p>for prints and develop accuracy with patterns</p>	
<b>Textiles</b>						
	<p>Use key vocabulary to demonstrate knowledge and understanding: textiles, fabric, cut, shape, stick, attach, apply</p> <p>Cut textiles to shape and apply to a project for decorative purposes</p>	<p>Use key vocabulary to demonstrate knowledge and understanding: textiles, fabric, weaving, over, under, decoration, decorative</p> <p>Show pattern by weaving</p> <p>Decorate textiles with glue or stitching to add</p>	<p>Use key vocabulary to demonstrate knowledge and understanding: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, stitch, decoration</p>	<p>Use key vocabulary to demonstrate knowledge and understanding: pattern, line, texture, colour, shape, textiles, decoration</p> <p>Use printing to create different</p>		<p>Use key vocabulary to demonstrate knowledge and understanding: colour, fabric, weave, pattern, knot, stitches – running, zig zag and chain</p> <p>Further develop stitching skills and control of</p>



		<p>colour and detail</p> <p>Experiment with creating simple repeating pattern using decorations or techniques like fringing or twisting</p>	<p>Develop skills in stitching, cutting and joining</p>	<p>textural effects</p>		<p>needle placement</p> <p>Further develop weaving skills, including simple patterning and overlapping techniques</p> <p>Experiment with adding decoration to woven pattern</p>
<b>Artist and inventors</b>						
	<p>Look at colour pallets used by famous or notable artists</p> <p>Express personal preferences about art, beginning to explain why using appropriate language</p> <p>Use inspiration from famous and notable artists to</p>	<p>Look at colour pallets used by famous or notable artists</p> <p>Use inspiration from famous and notable artists to create own work and compare</p> <p>Express personal preferences about art, explaining preferences using</p>	<p>Compare and contrast different artists through history, studying their techniques and processes</p> <p>Reflect on their work, inspired by a famous notable artist, architects and designers, and the development of their art skills</p>	<p>Compare and contrast different artists through history, studying their techniques and processes</p> <p>Reflect on their work, inspired by a famous notable artist, architects and designers, and the development of their art skills</p>	<p>Give considered observations about notable artists', designers and artisans' work</p> <p>Offer facts about notable artists', designers and artisans'</p> <p>Use key vocabulary to demonstrate knowledge and understanding:</p>	<p>Give considered observations about notable artists', designers and artisans' work</p> <p>Offer facts about notable artists', designers and artisans'</p> <p>Use key vocabulary to</p>

	<p>create own work and compare</p> <p>Use key vocabulary to demonstrate knowledge and understanding: Henri Matisse, Wassily Kandinsky, Paul Klee, Leo Sewell</p>	<p>appropriate technical language</p> <p>Use key vocabulary to demonstrate knowledge and understanding: Andy Warhol, Edward Tingatinga</p>	<p>Express an opinion on the work of famous, notable artists, architects and designers and refer to techniques and effect</p> <p>Use key vocabulary to demonstrate knowledge and understanding: Henry Rousseau, Albereto, Giacometti, Andreas Preis, Islamic Art</p>	<p>Express and opinion on the work of famous, notable artists, architects and designers and refer to techniques and effect</p> <p>Use key vocabulary to demonstrate knowledge and understanding: Augustin Edouart, Kara Walker (Siloutte artists), ES Devlin, Tom Scutt (contemporary set designers)</p>	<p>Hokusai, Oscar Berger, Isaac Cruikshank (Caricaturists) and Frank Auervack and Leon Kussoff (textured artwork)</p>	<p>demonstrate knowledge and understanding:</p> <p>Consider a range of still life artists who paint onto 3D, Jatayu (the world's biggest bird sculpture), 18<sup>th</sup> Century-21<sup>st</sup> Century art for HerStory</p>
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