



# Art and Design Progression in Knowledge and Skills

## Objectives that are covered within our Art Curriculum at Buglawton:

### EYFS Development Matters Objectives:

#### Pre-School:

##### Expressive Arts and Design:

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- 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
- Draw with increasing complexity and detail, such as representing a face with a circle and including details
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.
- Show different emotions in their drawings – happiness, sadness, fear, etc

##### Physical Development:

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils

#### Reception:

##### Expressive Arts and Design:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

##### Physical Development:

- Develop their 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.

#### Early Learning Goals:

##### Expressive Arts and Design – Creating with materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and
- Share their creations, explaining the process they have

##### Physical – Fine Motor

- 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
- Begin to show accuracy and care when drawing.

### Key Stage 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
- To learn 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.

### Key Stage 2 National Curriculum Objectives:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- To learn about great artists, architects and designers in history.

**Key Stage 3 National Curriculum Objectives:**

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- to learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

## Drawing

Year Group	Key Knowledge and Skills
<b>By the end of the Early Years...</b>	<ul style="list-style-type: none"> <li>To be able to draw different types of line with increasing control.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>To explore tools/media we can use for drawing (knowing the difference between pencil types)</li> <li>To develop a wide range of art and design techniques in using line.</li> <li>Explore patterns and line used to create texture</li> <li>Begin to produce drawings from observation (self-portraits and still life)</li> <li>Understand the basic use of a sketchbook to record ideas</li> <li>To use key vocabulary to demonstrate knowledge and understanding in this strand: straight line, wavy line, sharp line, smooth line, charcoal and sketch.</li> <li>To learn about the work of Pablo Picasso, answering key questions and making links to their own work.</li> </ul>
<b>Year 2</b>	
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Use shading to represent light and dark</li> <li>To know the difference artificial and natural light.</li> <li>Select a pencil type suited to our project</li> <li>Explore the effect of light and shadow</li> <li>Develop close observational drawings</li> <li>To learn about key stone age architects from Aurignacian, Egiparevettian, Magdalenian and Australasia and make links to their own work.</li> <li>To use key vocabulary to demonstrate knowledge and understanding in this strand: thick line, thin line, tone, ink, movement, shadow.</li> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> </ul>
<b>Year 4</b>	
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Interpret the texture of a surface</li> <li>To know the difference between light and dark shades and be able to use it in my drawing with accuracy.</li> <li>Begin to understand scale and proportion</li> <li>Develop our understanding of perspective.</li> <li>To record their observations in sketchbooks and use them to review and revisit their ideas.</li> <li>To learn about Ian Murphy, answering key questions and making links to their own work.</li> </ul>
<b>Year 6</b>	

## Painting

Year Group	Key Knowledge and Skills
<b>By the end of the Early Years...</b>	<ul style="list-style-type: none"> <li>To be able to hold a paintbrush correctly</li> <li>To know that colours can be mixed to make new colours.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>To name all the primary colours- red, yellow and blue.</li> <li>To name all the secondary colours- orange, purple, green.</li> <li>Confidently mix primary colours to create secondary colours to use in our work</li> <li>Mix colours to create warm and cool tones</li> <li>Learn the technique of colour washing</li> <li>Use a range of paint (watercolour/ poster/ acrylic)</li> <li>Make a shade chart by adding white to a colour</li> <li>Create a colour wash to form a background</li> <li>Understand the basic use of a sketchbook to record ideas</li> <li>To learn about the work of Kandinsky, answering key questions and making links to their own work.</li> <li>To use key vocabulary to demonstrate knowledge and understanding in this strand: paintbrush, colour mixing.</li> </ul>
<b>Year 2</b>	
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Make a colour wheel of primary and secondary colours</li> <li>To know that red and yellow make orange</li> <li>To know that red and blue make purple.</li> <li>To know that yellow and blue make green.</li> <li>To know how to make a colour lighter or darker.</li> <li>Select and explore different brush types when applying paint.</li> <li>Apply colour to a range of media using techniques such as dotting/splashing/ washing.</li> <li>Paint on a large scale</li> <li>Make and match colours for shade, tone and tint with increasing accuracy</li> <li>Show independence when selecting and choosing materials during painting</li> <li>To learn about the work of Monet, answering key questions and making links to their own work.</li> <li>To use key vocabulary to demonstrate knowledge and understanding in this strand: tint, tone, shade, accuracy, silhouette.</li> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> </ul>
<b>Year 4</b>	
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Paint smaller areas with improving accuracy</li> <li>Create imaginative work using a range of materials/media upon exploring the work of other artists</li> <li>Explore the use of texture in colour and create this through layering</li> <li>Display an understanding of how colour can be used to express feelings</li> <li>To use key vocabulary to demonstrate knowledge and understanding in this strand: hue, depth, expression, layering, reflection</li> <li>To learn William Turner, answering key questions and making links to their own work.</li> <li>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>To record their observations in sketchbooks and use them to review and revisit their ideas.</li> </ul>
<b>Year 6</b>	

## Textiles

Year Group	Key Knowledge and Skills
<b>By the end of the Early Years...</b>	<ul style="list-style-type: none"> <li>To be able to enjoy playing with and using a variety of materials and fabric.</li> </ul>
<b>Year 1</b>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Use a weaving loom to create a range of patterns</li> <li>Use ripping and cutting techniques to build a collage</li> <li>Experiment with a range of media to create a collage through overlapping.</li> <li>Stitch and knot wool</li> <li>Sew using a simple straight stitch</li> <li>To use key vocabulary to demonstrate knowledge and understanding in this strand: stitch, knot, needle, weaving.</li> <li>Understand the basic use of a sketchbook to record ideas woven, loom, collage.</li> <li>To learn about the work of Annie Albers, answering key questions and making links to their own work</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Develop skills in dying through the use of tie-dye.</li> <li>Use basic cross stitch and back stitch.</li> <li>Compare different fabrics</li> <li>Use collage or textiles to add depth and extend work reflecting texture and pattern (drawing/painting)</li> <li>Experiment using batik safely</li> <li>To be able to give reasons why I have used a material.</li> <li>To learn about Thetis Blacker, answering key questions and making links to their own work.</li> <li>To know key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</li> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> </ul>
<b>Year 4</b>	
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Join fabrics in different ways including stitching</li> <li>Use a variety of needles and threads appropriate to task</li> <li>Use different techniques, colours and textures when designing and making pieces of work</li> <li>Explore screen-printing</li> <li>To know what a squeegee is and how to use it.</li> <li>To know key vocabulary to demonstrate knowledge and understanding in this strand: loom, weaving, depth, mesh, tie off, tall end, warp, weft.</li> <li>To learn about the work of Meghan Shimek, answering key questions and making links to their own work.</li> <li>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>To record their observations in sketchbooks and use them to review and revisit their ideas.</li> </ul>
<b>Year 6</b>	

## Sculpture

Year Group	Key Knowledge and Skills
<b>By the end of the Early Years...</b>	<ul style="list-style-type: none"> <li>To manipulate materials to create a planned effect.</li> </ul>
<b>Year 1</b>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>To know the what a sculptor does.</li> <li>To know what tools are used for sculpture.</li> <li>Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</li> <li>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</li> <li>Use tools and equipment safely and in the correct way.</li> <li>Explore and create surface patterns/ textures and use them when appropriate.</li> <li>To learn about the work of John Brinkers, answering key questions and making links to their own work.</li> <li>To use key vocabulary to demonstrate knowledge and understanding in this strand: moulding, modelling, shaping.</li> <li>Understand the basic use of a sketchbook to record ideas</li> </ul>
<b>Year 3</b>	
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Join two parts of clay successfully using slip</li> <li>Produce larger ware using pinch/ slab/ coil techniques.</li> <li>Construct a simple base for extending and modelling other shapes.</li> <li>Decorate, coil, and produce models confidently.</li> <li>Produce more intricate surface patterns/ textures and use them when appropriate.</li> <li>Use recycled, natural and man-made materials to create sculptures.</li> <li>To use key vocabulary to demonstrate knowledge and understanding in this strand: bend, pinch, slab, coil, wrap, join, slip, frame.</li> <li>To learn about the work of Wedgwood, answering key questions and making links to their own work.</li> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> </ul>
<b>Year 5</b>	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Show experience in combining pinch, slabbing and coiling to produce end pieces.</li> <li>Develop understanding of different ways of finishing work: glaze, paint, polish</li> <li>Explore Modroc to create sculptures over constructed foundations (wire)</li> <li>Plan a sculpture through drawing and to plan how to join parts of the sculpture.</li> <li>To record their observations in sketchbooks and use them to review and revisit their ideas.</li> <li>Recognise sculptural forms in the environment: Furniture, buildings.</li> <li>To use key vocabulary to demonstrate knowledge and understanding in this strand: glaze, paint, polish, sculpture, clay, imprint, air dry.</li> <li>To know how sculpture is used in the real world.</li> <li>To learn about the work of Gustavo Ramirez Cruz, answering key questions and making links to their own work.</li> <li>describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul>

## Printing

Year Group	Key Knowledge and Skills
<b>By the end of the Early Years...</b>	<ul style="list-style-type: none"> <li>To be able to create patterns using a variety of tools.</li> </ul>
<b>Year 1</b>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Make marks in print with a variety of objects (natural and manmade)</li> <li>Build a repeating pattern</li> <li>Recognise pattern in the environment</li> <li>Print with a growing range of objects</li> <li>Create a printing tile through layering/collage to explore repeated patterns</li> <li>Explore pattern and shape to create various designs for printing</li> <li>To learn about the work of Lynn Flavell, answering key questions and making links to their own work.</li> <li>To know the difference between natural and manmade objects.</li> <li>To use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, collage, printmaking.</li> <li>Understand the basic use of a sketchbook to record ideas</li> </ul>
<b>Year 3</b>	
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Explore colour mixing through overlapping colour prints</li> <li>Create a printing tile through the use of printing sticks to create a repeated pattern</li> <li>Talk about the processes used to produce a simple print</li> <li>Research, create and design a print using a variety of art techniques including Mosaic Printing</li> <li>Explore the technique of marbling</li> <li>To know how to research to investigate and create and design their own ideas.</li> <li>To know how a mosaic is formed.</li> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To learn about the work of Katy Galbrath, answering key questions and making links to their own work.</li> <li>To use key vocabulary to demonstrate knowledge and understanding in this strand: remains, mosaic, marbling, pattern, motif.</li> </ul>
<b>Year 5</b>	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Explore stenciling using the correct equipment with accuracy to create a resist print</li> <li>Discuss and evaluate own work and that of others</li> <li>Explore the technique of screen-printing</li> <li>Become increasingly familiar with layering print to create the desired effect.</li> <li>To know what utensil is used to carve.</li> <li>To create and arrange accurate patterns</li> <li>To use key vocabulary to demonstrate knowledge and understanding in this strand: stencilling, intricate, carving, penknife, screen printing.</li> <li>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>To explore the work of Andy Warhol, answering key questions and making links to their own work.</li> <li>To record their observations in sketchbooks and use them to review and revisit their ideas.</li> </ul>

## Digital Design

### Key strand – using paint program

Year Group	Key Knowledge and Skills
<b>By the end of the Early Years...</b>	<ul style="list-style-type: none"> <li>To be able to create a picture using digital software.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Open and use an art program, selecting simple tools to make lines, shapes and pour colours</li> <li>Control the size of mark and select colours, and use predefined shapes, motifs and stamps</li> <li>Copy and paste areas of the image, save and print the image</li> <li>Use a digital camera to select, capture, save and print</li> <li>To know what copy and paste is.</li> <li>To learn about Joey Chou, answering key questions and making links to their own work.</li> <li>To use key vocabulary to demonstrate knowledge and understanding in this strand: tools, line, shape, pour, copy and paste.</li> <li>Understand the basic use of a sketchbook to record ideas</li> </ul>
<b>Year 2</b>	
<b>Year 3</b>	
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Use a painting program to make an image corresponding to their work in other art media</li> <li>Use drawing techniques to add pattern and detail to designs using a simple paint program</li> <li>Use a digital camera and combine a photo with drawing in a paint program</li> <li>Animate a simple sequence of marks over several frames to make a time based presentation/ animation</li> <li>Use a Digital Video camera to capture and make a simple film recording to tell a story or sequence events</li> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To learn about the work of Martin Parr, answering key questions and making links to their own work.</li> <li>To use key vocabulary to demonstrate knowledge and understanding in this strand: combine, presentation, sequence, stop motion.</li> </ul>
<b>Year 5</b>	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Use a digital camera to capture objects to be cut and pasted into another image to create a digital collage</li> <li>Use a paint programme to develop virtual designs for a painting, print or 3D work</li> <li>Collaborate and use a video camera and editing software to pre-produce, film and edit a short sequence of narrative film</li> <li>Create a virtual work of art using digital photography and an art program to insert one selected component into a photographic setting</li> <li>Animate a simple sequence of drawings/ photos to make a time based presentation with sound</li> <li>To know what cut and paste is and how to use this effectively in their work.</li> <li>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.</li> <li>To learn about the work of Paul Blow, answering key questions and making links to their own work.</li> <li>To use key vocabulary to demonstrate knowledge and understanding in this strand: cut, paste, collage, design, edit, layer, virtual, photography, portrait, manipulate.</li> <li>To record their observations in sketchbooks and use them to review and revisit their ideas.</li> </ul>