



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

Key strand – line work

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

Painting

Key strand – exploring colour

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

Textiles

Key strand – sewing

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

Sculpture

Key strand – moulding/joining malleable materials

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

Printing

Key strand – pattern

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

Digital Design

Key strand – using paint program

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