



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 texture Begin to produce drawings from observation (self-portraits and still life) Understand the basic use of a sketchbook to record ideas To 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 dark To know the difference artificial and natural light. Select a pencil type suited to our project Explore the effect of light and shadow Develop close observational drawings To 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 surface To know the difference between light and dark shades and be able to use it in my drawing with accuracy. Begin to understand scale and proportion Develop 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	

SEND Key Knowledge and Skills

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	

SEND Key Knowledge and Skills

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 patterns Use ripping and cutting techniques to build a collage Experiment with a range of media to create a collage through overlapping. Stitch and knot wool Sew using a simple straight stitch To 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 fabrics Use collage or textiles to add depth and extend work reflecting texture and pattern (drawing/painting) Experiment using batik safely To 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 stitching Use a variety of needles and threads appropriate to task Use different techniques, colours and textures when designing and making pieces of work Explore screen-printing To 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 work To record their observations in sketchbooks and use them to review and revisit their ideas.
Year 6	

SEND Key Knowledge and Skills

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

SEND Key Knowledge and Skills

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 pattern Recognise pattern in the environment Print with a growing range of objects Create a printing tile through layering/collage to explore repeated patterns Explore 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 prints Create a printing tile through the use of printing sticks to create a repeated pattern Talk about the processes used to produce a simple print Research, create and design a print using a variety of art techniques including Mosaic Printing Explore the technique of marbling To 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 ideas To 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 stenciling using the correct equipment with accuracy to create a resist print Discuss and evaluate own work and that of others Explore the technique of screen-printing Become increasingly familiar with layering print to create the desired effect To know what utensil is used to carve. To create and arrange accurate patterns To 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 work To 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

SEND Key Knowledge and Skills

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.

SEND Key Knowledge and Skills