



Art and Design Knowledge Progression

| Art Curriculum Threads | | | | | | | |
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| Drawing | Painting | Printmaking | Textiles | 3D | Drawing and collage | Knowledge of artists | KS2 only: Sketchbooks |

| EYFS | NC Objectives | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Early Learning Goals | NC Objectives | Pupils should be taught to: -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 differences and similarities between different practices and disciplines, and making links to their own work. | | Pupils should be taught to: -Create sketch books to record their observations and use them to review and revisit ideas. -Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. -About great artists, architects and designers in history. | | | |
| Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explain the process they have used. | Drawing | Explore materials and tools for mark making. | Evoke mood and represent movement through mark marking | Combine drawing and resist to explore colour, line and shape. Create tints and learn painting techniques of tonking and sgraffito. | Create contour drawings using life and natural forms as stimulus. | Learn about and use the technique of subtractive drawing. Use organic lines to create landscape. | Combine techniques to create abstract image. Learn about surrealism and portraiture. |
| Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explain the process they have used. | Painting | Explore mark making with paint using primary colours | Explore line, colour, shape, make own painting tools and develop colour mixing skills to include secondary colours | Explore impressionism art and develop the use and tone and shade. | Learn about abstract art and develop colour mixing skills include tertiary colours. | Learn about more about impressionism art and develop the skill of layering | (Painting and collage) Create still life compositions by combining different media and in response to cubist work. Adapt and refine ideas and techniques and respond. |
| Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explain the process they have used. | Printmaking | explore resist and relief block printing, negative stencils and clay slabs. | Create repeated patterns with positive and negative space. Use natural objects as a stimulus. | Create monoprints and explore mark making and pattern with printing tools. | Create monoprint and press prints on fabric and make collages. Create repeated patterns by flipping and rotating images. Use tie dye, knotting and wrapping techniques. | Create three colour prints and combine printing techniques | Use drawings as a starting point for textiles work. Explore batik technique. Draw and paint on fabric surfaces. |
| Make use of props and materials when role playing characters in stories Safely use and explore a variety of materials, tools and | Textiles | Explore weaving with natural and man-made materials | Explore dip dye technique. Use relief and block printing | Explore pattern and colour combinations Use collagraph and plasticine | Use tie dye, knotting and wrapping techniques. | Create wall hangings using layered collage and weaving techniques. | |

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| <p>techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explain the process they have used.</p> | | <p>Explore wrap, tie, knot and peg techniques for fabric dying.</p> | <p>techniques on fabric.</p> <p>Create large scale work focusing on line, colour and shape.</p> | <p>blocks and tie dye.</p> <p>Explore positive and negative space.</p> <p>Explore line and shape and create paper collage.</p> | | <p>Use natural forms as a starting point for artwork.</p> | |
| <p>Make use of props and materials when role playing characters in stories</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explain the process they have used.</p> | 3D | <p>Use natural man-made materials</p> <p>Create plaster casts from clay impressions</p> | <p>Explore aboriginal art.</p> <p>Combine different colours of clay.</p> | <p>Create coil pots using clay.</p> | <p>Create wire structures, focusing on line and form.</p> <p>Combine 3D materials.</p> <p>Combine a range of techniques such as overlapping and layering.</p> | <p>Create slab pots and learn techniques to join and seal clay sections.</p> <p>Create tissue paper bowls.</p> | <p>Explore shape, form and colour and explore the effect of heat to create 'Chihuly-style 'glass'.</p> <p>Explore the combining of wire and recycled materials.</p> |
| <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> | Drawing and Collage (Revisit) | <p>Explore the visual and tactile qualities of natural and man made objects</p> | <p>Explore line, colour, and shape to create a landscape</p> | <p>Create an observational drawing with a focus on shading</p> | <p>Create an optical illusion drawing</p> | <p>Create a piece of abstract art using the skill of chalking</p> | <p>Explore graffiti art using different lines, colour and textures</p> |
| <p>Understand the past through settings, characters and events encountered in books read in class and story telling</p> | Knowledge of artists | <p>describe what can be seen and give an opinion about the work of an artist</p> <p>ask questions about a piece of art</p> | <p>suggest how artists have used colour, pattern and shape</p> <p>know how to create a piece of art in response to the work of another artist</p> | <p>know how to identify the techniques used by different artists</p> <p>know how to compare the work of different artists</p> <p>recognise when art is from different cultures • recognise when art is from different historical periods</p> | <p>experiment with the styles used by other artists.</p> <p>explain some of the features of art from historical periods.</p> <p>know how different artists developed their specific techniques</p> | <p>research the work of an artist and use their work to replicate a style</p> | <p>explain the style of art used and how it has been influenced by a famous artist</p> <p>understand what a specific artist is trying to achieve in any given situation</p> <p>understand why art can be very abstract and what message the artist is trying to convey</p> |
| | Use of sketch books | | | <p>know how to use sketches to produce a final piece of art</p> <p>know how to use digital images and combine with other media</p> <p>know how to use IT to create art which includes their own work and that of others</p> | <p>know how to integrate digital images into artwork.</p> <p>Use sketchbooks to help create facial expressions</p> <p>use sketchbooks to experiment with different texture</p> <p>use photographs to help create reflections</p> | <p>experiment by using marks and lines to produce texture</p> <p>experiment with shading to create mood and feeling</p> <p>experiment with media to create emotion in art</p> <p>know how to use images created, scanned and found; altering them where necessary to create art</p> | <p>explain why different tools have been used to create art</p> <p>explain why chosen specific techniques have been used</p> <p>know how to use feedback to make amendments and improvement to art</p> <p>know how to use a range of e-resources to create art</p> |