



# Knowledge and Skills Progression: Art & Design

Year group	Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose
Foundation (F1)	<ul style="list-style-type: none"> <li>Use different media, including transient art materials</li> <li>Create a self-portrait.</li> <li>Accurately create a range of shapes.</li> <li>Create enclosed shapes to make representation.</li> <li>Use drawing to represent ideas like movement and journeys (left to right)</li> <li>Show different emotions in drawings and paintings, like happiness, sadness, fear etc.</li> </ul>		<ul style="list-style-type: none"> <li>Printing using Fruit, vegetables, Wheels, tyres</li> <li>Printing using body parts</li> <li>Printing - lines and circles</li> <li>Printing using autumn materials</li> </ul>	<ul style="list-style-type: none"> <li>Name colours.</li> <li>Mix colours and describe the process observed.</li> <li>Explore a range of painting techniques including ice cubes, splatter, bubble painting and using body parts.</li> <li>Become familiar with a range of tools – foam rollers, sponges, chunky paint brushes, hands / fingers</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop a familiarity with fundamental collage techniques such as cutting, ripping paper, using tape and sticking.</li> </ul>		<ul style="list-style-type: none"> <li>Making representations linked to experiences / quality texts: family, pet, autumn, event, celebration</li> <li>Colour mixing exploration – talking about observed changes</li> </ul>

## Reception (F2)

- Use drawing tools with care and increasing precision.
- Draw with increasing complexity and detail
- Understand that they can draw through observation
- Look closely at natural and man-made objects, to create observational drawings that notice shape, form and pattern.
- Create drawings based on feelings, real / imaginative experiences and stories.
- 

- Use printing techniques with independence to make patterns and animals....patterns, stripes, spots, markings

- Be able to select a brush and use a 'dip, draw, wash and wipe' technique to keep colours clear.
- Explore mixing primary colours to create secondary colours.
- Experiment with different media and techniques to create representations of things they have seen.

- Explore different contrasting textures e.g. rough, smooth.
- Use techniques (e.g. folding, crunching, tearing and cutting) to create different effects
- Handle tools and materials with increasing control.
- Independently assemble different pieces to create a picture or pattern
- Combine materials to create representations of objects with increasing skills

- Begin to draw with purpose, deciding what to draw before making marks
- Use imagination / observation, building on their previous learning, to represent their ideas

## Year 1

- Understand drawing is a physical activity.
- Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration.
- Use colour (pastels, chalks) intuitively to develop spiral drawings.

- Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.
- Make a simple elastic band sketchbook. Personalise it.
- Use sketchbooks to develop experience of primary and secondary colours.
- Use sketchbooks to practice observational drawing.
- Use sketchbooks to explore mark making.

•

- Understand watercolour is a media which uses water and pigment.
- Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.
- Explore watercolour in an intuitive way to build understanding of the properties of the medium.
- Paint without a fixed image of what you are painting in mind.
- Respond to your painting, and try to “imagine” an image within.
- Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.

•

- Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.
- Understand the meaning of “Design through Making”
- Use a combination of two or more materials to make sculpture.
- Use construction methods to build. Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.

- Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.
- Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.
- Reflect upon the artists’ work, and share your response verbally (“I liked...”).
- Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).
- Some children may feel able to share their response about classmates work.

## Year 2

- Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.
- Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.
- Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph.
- Use drawing exercises to focus an exploration of observational drawing (of objects above) combined

- Continue to build understanding that sketchbooks are places for personal experimentation.
- Understand that the way each person's sketchbook looks is unique to them.
- Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.
- Work in sketchbooks to: explore the qualities of different media.
- Work in sketchbooks to: make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.

- Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.
- Understand that the properties of the paint that you use, and how you use it, will affect your mark making.
- Understand that primary colours can be mixed together to make secondary colours of different hues.
- Understand the concept of still life.
- Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools.
- Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks

- Understand that we can combine collage with other disciplines such as drawing, printmaking and making.
  - Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet.
- Collage with drawings to create invented forms. Combine with making if appropriate.

- Understand the role of an architect.
- Understand when we make sculpture by adding materials it is called Construction.
- Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior.
- Use Design through Making philosophy to playfully construct towards a loose brief.

- Understand artists take their inspiration from around them, collecting and transforming.
- Understand that in art we can experiment and discover things for ourselves.
- Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.
- Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.
- Reflect upon the artists' work, and share your response verbally ("I liked...").
- Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").
- Talk about intention.
- Share responses to classmates work, appreciating similarities and differences.
- Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about

	<p>with experimental mark making, using graphite, soft pencil, handwriting pen.</p> <ul style="list-style-type: none"><li>• Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.</li><li>• Create final collaged drawings (see column 5 "collage") which explore composition.</li></ul>	<ul style="list-style-type: none"><li>• Work in sketchbooks to explore colour and colour mixing.</li><li>• Work in sketchbooks to make visual notes about artists studied.</li></ul>		<p>using skills learnt above.</p>			<p>viewpoint, lighting &amp; perspective.</p>
--	---	--	--	-----------------------------------	--	--	---

### Year 3

- Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.
- Understand charcoal and earth pigment were our first drawing tools as humans.
- Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings.
- Understand that animators make drawings that move.
- Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.
- Make charcoal drawings

- Continue to build understanding that sketchbooks are places for personal experimentation.
- Understand that the way each person's sketchbook looks is unique to them.
- Work in sketchbooks to explore the qualities of charcoal.
- Work in sketchbooks to make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own.
- Work in sketchbooks to develop mark making skills.

- Understand that screen prints are made by forcing ink over a stencil.
  - Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes.
- Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning.

- Understand that we can create imagery using natural pigments and light.
- Use paint, mixing colours, to complete the sculpture inspired by literature.

- Understand that we can combine collage with other disciplines such as drawing, printmaking and making.
- Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition.

- Understand that many makers use other artforms as inspiration, such as literature, film, drama or music.
- Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).
- That clay and Modroc are soft materials which finally dry/set hard.
- An armature is an interior framework which support a sculpture.
- Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure.
- Make an armature to support the sculpture.

- To understand that visual artists look to other artforms for inspiration.
- Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.
- Understand artists often collaborate on projects, bringing different skills together.
- Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
- Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.
- Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”).
- Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...”). Talk about intention.
- Work collaboratively to present outcomes to

which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).

- Option to explore making gestural drawings with charcoal using the whole body (link to dance).

- Work in sketchbooks to brainstorm animation ideas.

others where appropriate. Present as a team.

- Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.
- Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.

## Year 4

- Understand that artists and illustrators interpret narrative texts and create sequenced drawings.
- Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow .
- Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media

- Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.
- Use sketchbooks to practise drawing skills.
- Use sketchbooks to make visual notes to record ideas and processes discovered through looking at other artists.
- Use sketchbooks to test and experiment with materials.
- Use sketchbooks to brainstorm pattern, colour, line and shape. Use sketchbooks to reflect.

- Understand that still life name given to the genre of painting (or making) a collection of objects/elements.
- That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today.
- To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background.
- To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets).
- Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives

- To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right.
- Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making.
- To combine modelling with construction using mixed media and painting to create sculpture.

- Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.
- Understand artists often collaborate on projects, bringing different skills together.
- Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
- Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.
- Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").
- Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.
- Work collaboratively to present outcomes to others where appropriate. Present as a team.



	<p>according to intention, including handwriting pen, graphite or ink.</p> <ul style="list-style-type: none"><li>• Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling.</li></ul>			<p>using ink and foamboard.</p> <ul style="list-style-type: none"><li>• To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making.</li><li>• To make work as part of a community/class and understand how everyone can contribute towards a larger artwork.</li></ul>			<ul style="list-style-type: none"><li>• Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</li><li>• Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</li></ul>
--	--	--	--	--	--	--	---

## Year 5/6

- Use sketchbooks to explore mark making.
- Use sketchbooks to make visual notes to capture, consolidate and reflect upon the artists studied.
- Use sketchbooks to experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved.
- Use sketchbooks to explore what your passions, hopes and fears might be. What makes you you? How

- Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world

- Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this.
- Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function.
- Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and

- Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork.
- Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear.
- Understand that artists and designers add colour, texture, meaning and richness to our life.
- Understand that artists reinvent. Understand that as artists, we can take the work of others and reform it to suit us. That we can be inspired by the past and make things for the future.
- Combine making with drawing skills to create shadow puppets

- Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.
- Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.
- Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.
- Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").
- Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...."). Talk about intention.
- Work collaboratively to present outcomes to others where appropriate. Present as a team.
- Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.

		<p>can you find visual equivalents for the words in your head?</p> <ul style="list-style-type: none"><li>• Use sketchbooks to explore combinations and layering of media.</li><li>• Use sketchbooks to develop Mark Making</li><li>• Use sketchbooks to make visual notes to capture, consolidate and reflect upon the artists studied.</li></ul>		<p>mark making. Think about light and dark, movement and energy.</p> <ul style="list-style-type: none"><li>• Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality.</li><li>• Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.</li></ul>		<p>using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you.</p>	<ul style="list-style-type: none"><li>• Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</li></ul>
--	--	---	--	--	--	--	--