



Art and Design
Progression of knowledge and skills (for the making process)

National Curriculum aims:

- 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

Substantive Knowledge

Practical

To make art with increasing proficiency, pupils need to develop practical knowledge in the following areas:

- Methods and techniques
- Media and materials
- Formal elements: Line, tone, shape, colour, form, pattern, texture

Theoretical

They consider the meanings and interpretations behind works of art that they study and explore artists' materials and processes.

Disciplinary Knowledge

Disciplinary knowledge refers to the knowledge children acquire to help them understand the subject as a discipline. Pupils learn how art is studied, discussed and judged, considering our big questions:

- What is art?
- Why do people make art?
- How do people talk about art?

EYFS

Expressive Arts and Design

EYFS Statutory Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

3 and 4-year-olds will be learning to:

- 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.

In Reception

- 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.

Making Skills

<p>Drawing: Pupils know how to:</p> <ul style="list-style-type: none">• Explore mark making using a range of drawing materials.• Investigate marks and patterns when drawing.• Identify similarities and difference between drawing tools.• Investigate how to make large and small movements with control when drawing.• Practise looking carefully when drawing.• Combine materials when drawing. <p>So that they can:</p>	<p>Painting and Mixed Media: Pupils know how to:</p> <ul style="list-style-type: none">• Explore paint, using hands as a tool.• Describe colours and textures as they paint.• Explore what happens when paint colours mix.• Make natural painting tools.• Investigate natural materials e.g. paint, water for painting.• Explore paint textures, for example mixing in other materials or adding water.	<p>Craft and Design: Pupils know how to:</p> <ul style="list-style-type: none">• Explore differences when cutting a variety of materials.• Investigate different ways of cutting e.g. straight lines, wavy lines, zigzags.• Follow lines when cutting.• Experiment with threading objects, holding equipment steady to do so.• Explore techniques for joining paper and card e.g. stick, clip, tie, tape.• Apply craft skills e.g. cutting, threading, folding to make their own artworks.• Design something on paper ready to make in three dimensions.
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<ul style="list-style-type: none"> • Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. • Begin to develop observational skills (for example, by using mirrors to include the main features of faces) 	<ul style="list-style-type: none"> • Respond to a range of stimuli when painting. • Use paint to express ideas and feelings. • Explore colours, patterns and compositions when combining materials in collage. <p>So that they can:</p> <ul style="list-style-type: none"> • Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. 	<p>So that they can:</p> <ul style="list-style-type: none"> • Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. • Cut, thread, join and manipulate materials safely, focussing on process over outcome.
<p>Sculpture and 3D</p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> • Explore the properties of clay. • Use modelling tools to cut and shape soft materials eg. playdough, clay. • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and explain their choices. • Plan ideas for what they would like to make. • Problem-solve and try out solutions when using modelling materials. • Develop 3D models by adding colour. <p>So that they can:</p> <ul style="list-style-type: none"> • Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. • Cut, thread, join and manipulate materials safely, focussing on process over outcome. • Begin to develop observational skills (for example, by using mirrors to include the main features of faces.) 		

Key Stage 1 – Art and Design

National Curriculum subject content KS1:

- 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.

Red, Orange and Yellow

Making Skills - Drawing

Methods, techniques, media and materials

Pupils know:

- That a continuous line drawing is a drawing with one unbroken line.
- Properties of drawing materials e.g., which ones smudge, which ones can be erased, which ones blend.

How to:

- Hold and use drawing tools in different ways to create different lines and marks.
- Create marks by responding to different stimulus such as music.
- Overlap shapes to create new ones.
- Use mark making to replicate texture.
- Look carefully to make an observational drawing.
- Complete a continuous line drawing.

So that they can:

- Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.
- Make choices about which materials to use to create an effect.
- Develop observational skills to look closely and reflect surface texture.

Pupils know:

- How different marks can be used to represent words and sounds.
- That a combination of materials can achieve the desired effect.
- That charcoal is made from burning wood.

How to:

- Use different materials and marks to replicate texture.
- Manipulate materials and surfaces to create textures e.g. scratching with tools or blending with fingers.
- Use marks and lines to show expression on faces.
- Make a concertina book.
- Use drawing to tell a story.
- Use charcoal to avoid snapping and to achieve different types of lines.
- Use drawing pens.

So that they can:

- Further demonstrate increased control with a greater range of media.
- Make choices about which materials and techniques to use to create an effect.
- Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour,

		pattern, texture, line, shape, form and space) in their work.
Making Skills – Painting and Mixed Media		
Methods, techniques, media and materials	<p>Pupils know how to:</p> <ul style="list-style-type: none"> • Combine primary-coloured materials to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. <p>So that they can:</p> <ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Make choices about which materials to use to create an effect. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> • Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. • Create texture using different painting tools. • Make textured paper to use in a collage. • Choose and shape collage materials eg cutting, tearing. • Compose a collage, arranging and overlapping pieces for contrast and effect. • Add painted detail to a collage to enhance/improve it. <p>So that they can:</p> <ul style="list-style-type: none"> • Further demonstrate increased control with a greater range of media. • Make choices about which materials and techniques to use to create an effect. • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.
Making Skills – Craft and Design		
Methods, techniques, media and materials	<p>Pupils know:</p> <ul style="list-style-type: none"> • What materials can be cut, knotted, threaded or plaited. <p>How to:</p> <ul style="list-style-type: none"> • Wrap objects/shapes with wool. • Measure a length. • Tie a knot, thread and plait. • Make a box loom. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> • Draw a map to illustrate a journey. • Separate wool fibres ready to make felt. • Lay wool fibres in opposite directions to make felt. • Roll and squeeze the felt to make the fibres stick together. • Add details to felt by twisting small amounts of wool.

	<ul style="list-style-type: none"> • Join using knots. • Weave with paper on a paper loom. • Weave using a combination of materials. <p>So that they can:</p> <ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Explore and analyse a wider variety of ways to join and fix materials in place. 	<ul style="list-style-type: none"> • Choose which parts of their drawn map to represent in their ‘stained glass’. • Overlap cellophane/tissue to create new colours. • Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. • Apply paint or ink using a printing roller. • Smooth a printing tile evenly to transfer an image. • Try out a variety of ideas for adapting prints into 2D or 3D artworks. <p>So that they can:</p> <ul style="list-style-type: none"> • Further demonstrate increased control with a greater range of media. • Make choices about which materials and techniques to use to create an effect. • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.
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Making Skills – Sculpture and 3D

	<p>Pupils know how to:</p> <ul style="list-style-type: none"> • Roll and fold paper. • Cut shapes from paper and card. • Cut and glue paper to make 3D structures. • Decide the best way to glue something. • Create a variety of shapes in paper, e.g. spiral, zigzag. • Make larger structures using newspaper rolls. <p>So that they can:</p> <ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Explore and analyse a wider variety of ways to join and fix materials in place. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> • Smooth and flatten clay. • Roll clay into a cylinder or ball. • Make different surface marks in clay. • Make a clay pinch pot. • Mix clay slip using clay and water. • Join two clay pieces using slip. • Make a relief clay sculpture. • Use hands in different ways as a tool to manipulate clay. • Use clay tools to score clay. <p>So that they can:</p> <ul style="list-style-type: none"> • Further demonstrate increased control with a greater range of media. • Make choices about which materials and techniques to use to create an effect. • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.
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		<ul style="list-style-type: none">• Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.
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Key Stage 2 – Art and Design

National Curriculum subject content KS2:

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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]
- about great artists, architects and designers in history.

Green, Blue and Indigo

Violet, Turquoise and Maroon

Making Skills - Drawing

Pupils know:

<p>Methods, techniques, media and materials</p>	<p>How to:</p> <ul style="list-style-type: none"> • Use shapes identified within in objects as a method to draw. Create tone by shading. • Achieve even tones when shading. • Make texture rubbings. • Create art from textured paper. • Hold and use a pencil to shade. • Tear and shape paper. • Use paper shapes to create a drawing. • Use drawing tools to take a rubbing. • Make careful observations to accurately draw an object. • Create abstract compositions to draw more expressively. 	<p>How to:</p> <ul style="list-style-type: none"> • Use pencils of different grades to shade and add tone. • Hold a pencil with varying pressure to create different marks. • Use observation and sketch objects quickly. • Draw objects in proportion to each other. • Use charcoal and a rubber to draw tone. • Use scissors and paper as a method to ‘draw’. • Make choices about arranging cut elements to create a composition. • Create a wax resist background. 	<ul style="list-style-type: none"> • What print effects different materials make. <p>How to:</p> <ul style="list-style-type: none"> • Analyse an image that considers impact, audience and purpose. • Draw the same image in different ways with different materials and techniques. • Make a collagraph plate. • Make a collagraph print. • Develop drawn ideas for a print. • Combine techniques to create a final composition. • Decide what materials and tools to use based 	<ul style="list-style-type: none"> • Gestural and expressive ways to make marks. • Effects different materials make. • The effects created when drawing into different surfaces • How to: Use symbolism to create imagery. • Combine imagery into unique compositions. • Achieve the tonal technique called chiaroscuro. • Make handmade tools to draw with. • Use charcoal to create chiaroscuro effects. <p>So that they can:</p> <ul style="list-style-type: none"> • Create expressively in their own personal style
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	<p>So that they can:</p> <ul style="list-style-type: none"> • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. 	<ul style="list-style-type: none"> • Use different tools to scratch into a painted surface to add contrast and pattern. • Choose a section of a drawing to recreate as a print. • Create a monoprint. <p>So that they can:</p> <ul style="list-style-type: none"> • Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Use growing knowledge of different materials, combining media for effect. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. 	<p>on experience and knowledge.</p> <p>So that they can:</p> <ul style="list-style-type: none"> • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Combine a wider range of media, e.g. photography and digital art effects. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. 	<p>and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <ul style="list-style-type: none"> • Combine materials and techniques appropriately to fit with ideas. • Work in a sustained way over several sessions to complete a piece.
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Making Skills – Painting and Mixed Media

Pupils know how to:

Methods, techniques, media and materials

- Use simple shapes to scale up a drawing to make it bigger.
- Make a cave wall surface.
- Paint on a rough surface.
- Make a negative and positive image.
- Create a textured background using charcoal and chalk.
- Use natural objects to make tools to paint with.
- Make natural paints using natural materials.
- Create different textures using different parts of a brush.
- Use colour mixing to make natural colours.

So that they can:

- Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.
- Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to

- Mix a tint and a shade by adding black or white.
- Use tints and shades of a colour to create a 3D effect when painting.
- Apply paint using different techniques e.g. stippling, dabbing, washing.
- Choose suitable painting tools.
- Arrange objects to create a still life composition.
- Plan a painting by drawing first.
- Organise painting equipment independently, making choices about tools and materials.

So that they can:

- Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.
- Apply observational skills, showing a greater awareness of composition and

- Develop a drawing into a painting.
- Create a drawing using text as lines and tone.
- Experiment with materials and create different backgrounds to draw onto.
- Use a photograph as a starting point for a mixed-media artwork.
- Take an interesting portrait photograph, exploring different angles.
- Adapt an image to create a new one.
- Combine materials to create an effect.
- Choose colours to represent an idea or atmosphere.
- Develop a final composition from sketchbook ideas.

So that they can:

- Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.
- Combine a wider range of media, eg

- Use sketchbooks to research and present information.
- Develop ideas into a plan for a final piece.
- Make a personal response to the artwork of another artist.
- Use different methods to analyse artwork such as drama, discussion and questioning.

So that they can:

- Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.
- Combine materials and techniques appropriately to fit with ideas.
- Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

	<p>communicate form and proportion.</p>	<p>demonstrating the beginnings of an individual style.</p>	<p>photography and digital art effects.</p> <ul style="list-style-type: none">• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	
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Making Skills - Craft and Design

Pupils know:

Methods, techniques, media and materials

- That layering materials in opposite directions make the handmade paper stronger.

How to:

- Use a sketchbook to
- research a subject using different techniques and materials to present ideas.
- Construct a new paper material using paper, water
- and glue
- Use symbols to reflect both
- literal and figurative ideas.
- Produce and select an
- effective final design.
- Make a scroll.
- Make a zine.
- Use a zine to present information.

So that they can:

- Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.
- Use hands and tools confidently to cut, shape and join materials for a purpose.

- That a mood board is a visual collection which aims to convey a general feeling or idea.
- That batik is a traditional fabric decoration technique that uses hot wax.

How to:

- Select imagery and use as inspiration for a design project.
- To know how to make a mood board.
- Recognise a theme and develop colour palettes using selected imagery and drawings.
- Draw small sections of one image to docs on colours and texture.
- Develop observational drawings into shapes and pattern for design.
- Transfer a design using a tracing method.
- Make a repeating pattern tile using cut and torn paper shapes.
- Use glue as an alternative batik technique to create patterns on fabric.
- Use materials, like glue, in different ways

- The steps to make a monoprint.
- When a roller is sufficiently inked.

How to:

- Make an observational drawing of a house.
- Use shapes and measuring as methods to draw accurate proportions.
- Select a small section of a drawing to use as a print design.
- Develop drawings further to use as a design for print.
- Design a building that fits a specific brief.
- Draw an idea in the style of an architect that is annotated to explain key features.
- Draw from different views, such as a front or side elevation.
- Use sketchbooks to research and present information about an artist.
- Interpret an idea in into a design for a structure

So that they can:

- How different materials can be used to produce photorealistic artwork.
- That macro photography is showing a subject as larger than it is in real life.

How to:

- Create a photomontage. Create artwork for a design brief.
- Use a camera or tablet for photography.
- Identify the parts of a camera.
- Take a macro photo, choosing an interesting composition.
- Manipulate a photograph using photo editing tools.
- Use drama and props to recreate imagery.
- Take a portrait photograph.
- Use a grid method to copy a photograph into a drawing.

So that they can:

- Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to

		<p>depending on the desired effect.</p> <ul style="list-style-type: none">• Paint on fabric.• Wash fabric to remove glue to finish a decorative fabric piece. <p>So that they can:</p> <ul style="list-style-type: none">• Use growing knowledge of different materials, combining media for effect.• Use more complex techniques to shape and join materials, such as carving and modelling wire.	<ul style="list-style-type: none">• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	<p>develop artwork independently.</p> <ul style="list-style-type: none">• Combine materials and techniques appropriately to fit with ideas.
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Making Skills – Sculpture and 3D

Pupils know

<p>Methods, techniques, media and materials</p>	<p>How to:</p> <ul style="list-style-type: none"> • Join 2D shapes to make a 3D form. • Join larger pieces of materials, exploring what gives 3D shapes stability. • Shape card in different ways e.g. rolling, folding and choose the best way to recreate a drawn idea. • Identify and draw negative spaces. • Plan a sculpture by drawing. • Choose materials to scale up an idea. • Create different joins in card eg. slot, tabs, wrapping. • Add surface detail to a sculpture using colour or texture. • Display sculpture. <p>So that they can:</p> <ul style="list-style-type: none"> • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. 	<ul style="list-style-type: none"> • How different tools can be used to create different sculptural effects and add details and are suited for different purposes, e.g. spoon, paper clips for soap, pliers for wire. • How to: • Use their arm to draw 3D objects on a large scale. • Sculpt soap from a drawn design. • Smooth the surface of soap using water when carving. • Join wire to make shapes by twisting and looping pieces together. • Create a neat line in wire by cutting and twisting the end onto the main piece. • Use a range of materials to make 3D artwork e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. • Try out different ways to display a 3D piece and choose the most effective. <p>So that they can:</p>	<p>How to:</p> <ul style="list-style-type: none"> • Make an explosion drawing in • the style of Cai Guo-Qiang, exploring the effect of different materials. • Try out ideas on a small scale to assess their effect. • Use everyday objects to form a sculpture. • Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. • Try out ideas for making a sculpture interactive. • Plan an installation proposal, making choices about light, sound and display. <p>So that they can:</p> <ul style="list-style-type: none"> • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Combine a wider range of media, eg photography and digital art effects. 	<p>How to:</p> <ul style="list-style-type: none"> • Translate a 2D image into a 3D form. • Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • Manipulate cardboard to create different textures. • Make a cardboard relief sculpture. • Make visual notes to generate ideas for a final piece. • Translate ideas into sculptural forms. <p>So that they can:</p> <ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriately to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and
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	<ul style="list-style-type: none">• Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	<ul style="list-style-type: none">• Use growing knowledge of different materials, combining media for effect.• Use more complex techniques to shape and join materials, such as carving and modelling wire.• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	<ul style="list-style-type: none">• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	incorporating the formal elements of art.
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