# Art \& Design Progression of Knowledge and Skills 

|  |  | Key Stage 1 |  | Key Stage 2 |  |  |  |
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| National Curriculum |  | Use a range of materials Use drawing, painting and sculpture Develop techniques of colour, pattern, texture, line, shape, form and space Learn about range of artists, craftsmen and designers |  | 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. <br> Use sketchbooks to collect, record and evaluate ideas. <br> Improve mastery of techniques such as drawing, painting and sculpture with varied materials. <br> Learn about great artists, architects \& designers |  |  |  |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | Skills/knowledge <br> 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. <br> Show different emotions in their drawings and paintings, like | Skills/knowledge <br> People: Observe anatomy and develop accurate drawings of people. Landscape/Still life: Observe and draw objects as accurately as possible (link with materials in science?) | Skills/knowledge <br> People: Encourage accuracy when drawing people - <br> Landscape/Still life: <br> Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is. <br> To show an awareness of space when drawing | To collect, develop and evaluate ideas using a sketchbook. To sketch as a way of quickly recording ideas |  |  |  |
| $\sum_{5}^{0}$ |  |  |  | Skills/knowledge <br> To experiment with showing line, tone and texture with different hardness of pencils <br> People: <br> Encourage more accurate drawings of people <br> Landscape/Still Life: <br> Make more detailed drawings of features within a landscape e.g. trees, buildings | Skills/knowledge <br> People: <br> Work on a variety of scales to draw the whole body e.g. size of head, length of arms etc. to produce increasingly accurate drawings of people <br> Landscape/Still life: To use shading to show light and shadow effects | Skills/knowledge <br> To use computers to generate art (cc link with Computing) <br> To use rubbers to lighten show tone / texture <br> People: <br> Landscape/Still Life: <br> To use a variety of techniques to add effects, eg shadows, reflection, hatching and cross-hatching | Skills/knowledge <br> To independently select tools to create a specific outcome <br> People: <br> To show movement in drawing human figure <br> Landscape/Still Life: <br> To show perspective in drawings |


| happiness, sadness, fear, etc. <br> Explore colour and colour mixing. <br> Show different emotions in their drawings happiness, sadness, fear, etc. |  |  |  |  |  |  |
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| Materials: <br> Finger, stick, pencil, crayons, colouring pencils, chalk, felt tips, other eg feathers | Materials: <br> Pencils, felt tips, crayons, chalk, | Materials: <br> Pencils, felt tips, crayons, chalk, pastels | Materials: <br> Different types of pencils - eg 3b | Materials: <br> Rubbers | Materials: <br> Computers | Materials: Children to select their own materials |
| Techniques: <br> Mark making Investigate different lines - thick, thin, wavy, straight | Techniques : <br> Draw lines of varying thicknesses <br> Explore different textures and experiment with mark-making | Techniques: <br> Use dots and lines to demonstrate pattern and texture | Techniques: <br> Experiment with different pencils with pattern and texture | Techniques: <br> Use a variety of techniques to add effects eg shadows, reflection, hatching and cross-hatching Use a variety of tools and select the most appropriate | Techniques: <br> Use ICT packages to draw using computers | Techniques: <br> Depict movement and perspective in drawings |
| Vocab: draw, lines | Vocab: portrait, self-portrait, line drawing, detail, drawings, line, bold, size, space | Vocab: landscape, cityscape, building, | Vocab : <br> sketchbook, line, pattern, record, detail | Vocab : texture, form, question, observe, refine tone, smudge, blend, mark | Vocab : graphics, pixels, crop, | Vocab : <br> Mural, fresco, portrait, graffiti |
| Remember: <br> Look at the person. Draw what you can see. | Remember: <br> Look at the object. Draw what you can see, rather than what you think you can see. | Remember: <br> Use your materials to create different patterns and textures | Remember: <br> Pencils have different levels of hardness ( H ) and darkness (B-bold) | Remember: <br> Different <br> techniques can make different effects to your drawing | Remember: <br> ICT can be used to create different effects in drawing | Remember: <br> Simple lines can be used to show perspective and movement |


|  | Skills/knowledge Experiment with colours. | Skills/knowledge Mix primary colours to make secondary colours. | Skills/knowledge <br> Add white and black to alter tints and shades. | Skills/knowledge Create different textures and effects with paint. | Skills/knowledge <br> Use different brush techniques to create different shapes, patterns, textures and lines. | Skills/knowledge <br> Create a colour palette, demonstrating mixing techniques. | Skills/knowledge <br> Show an awareness of how paintings are created (composition) |
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|  | Materials: Powder Paint | Materials: <br> Powder paints <br> Brushes <br> Other painting tools | Materials: <br> Paints - powder and water colours Brushes | Materials: <br> Other painting tools - different width brushes etc | Materials: Brushes | Materials: <br> A range of different paints | Materials: <br> Independently choose from a range of materials according to the task |
|  | Techniques: <br> Fingers <br> Brushes | Techniques: <br> Mixing colours | Techniques: <br> Experiment with different brush strokes to create different effects | Techniques: <br> Dotting paint | Techniques: Colour wash Brush effects | Techniques: Build on mixing techniques | Techniques: <br> Strong colours in foreground and light colours in background |
|  | Vocab: <br> Paint, colour | Vocab: <br> Mixing <br> Primary colour Secondary | Vocab: <br> Primary colours <br> Secondary colours <br> Neutral colours <br> Tints <br> Shades <br> Warm colours <br> Cool colours | Vocab: <br> Texture <br> Pointillism | Vocab: <br> Mood | Vocab: <br> Colour wheel <br> Palette <br> Mixing | Vocab: <br> Composition |
|  | Remember: <br> Recognise and name red, green, blue, yellow, white, black | Remember: <br> The names of primary and secondary colours . | Remember: <br> The names of warm colours and cool colours | Remember: <br> Use paint to make different textures and effects | Remember: <br> Use the brush as well as the paint to create effects | Remember: <br> To gradually add darker colours to the lighter colours. | Remember: <br> Do the background first and then do the foreground in more detail. |


| $\stackrel{\cap}{\square}$ | Skills/knowledge <br> To manipulate clay <br> To construct and build from simple objects | Skills/knowledge To create models with a variety of materials | Skills/knowledge <br> Fine motor skills rolling with whole hand <br> To use a knife to cut Fine motor skills pinching with 2 fingers | Skills/knowledge <br> To design a model | Skills/knowledge To use a variety of materials | Skills/knowledge <br> To use tools to add texture to sculpture - scraping tools, loops, needles | Skills/knowledge To plan, design, make and adapt a model, using the appropriate materials and tools |
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|  | Techniques: <br> Rolling, kneading and shaping clay | Techniques: <br> To manipulate clay To join materials together | Techniques: <br> To roll and cut the clay <br> To pinch the clay to create effects | Techniques: <br> Papier mache (cc link to Greek pots history) | Techniques: <br> To independently select own materials from a range | Techniques: <br> To independently select tools from a range supplied | Techniques: <br> To use the techniques learnt previously |
|  | Materials: Clay Junk modelling | Materials: <br> A variety of natural, recycled and manufactured materials | Materials: Clay | Materials: <br> Papier mache | Materials: <br> A wide range of recycled, natural and man made materials | Materials: Clay and tools | Materials: <br> Clay, variety of materials |
|  | Vocab: Roll knead | Vocab: <br> Sculpture, statue, model, 3D, | Vocab: <br> Installation, abstract, geometric, sculptor | Vocab: <br> Plan <br> Adapt <br> Modify | Vocab: <br> Materials Suitability | Vocab: <br> Texture | Vocab: <br> Variety <br> Range |
|  | Remember : Use different materials | Remember: <br> How to join materials to make 3D art | Remember: <br> Techniques for different effects with clay | Remember: <br> Papier mache to make a pot | Remember: <br> Use a variety of materials in a sculpture | Remember: <br> To add texture to a sculpture | Remember: <br> Which is the best technique/material for your design? |


|  | Skills/knowledge <br> Handling, <br> manipulating and <br> enjoying using <br> different materials | Skills/knowledge <br> To make a collage <br> using a variety of <br> paper | Skills/knowledge <br> Simple weaving <br> using a card loom | Skills/knowledge <br> To experiment with <br> sorting and <br> collating different <br> materials | Skills/knowledge <br> To select colours <br> and materials to <br> create effect, giving <br> reasons for their <br> choices | Skills/knowledge <br> To add a collage to <br> a printed $/$ painted <br> background | Skills/knowledge <br> To plan and design <br> a collage |
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| Materials: |  |  |  |  |  |  |  |




