



## Burtonwood Community Primary School

### Art Progression of Skills, Knowledge and Understanding



Early Years		
Area of Learning	Knowledge	Skills
<b>Drawing</b>	Can control tools effectively. Can join pieces effectively.	*Experiment with mark making using a range of materials on a variety of surfaces and scales. *Use graphic tools, fingers, hands, chinks, pencils, brushes etc. to explore a range of marks -often experimental.
<b>Painting</b>	Can change colours. Which colours do you know? Which colours they need to mix to make another colour. Keep brushes clean when mixing. Know what effects can be made with colour choices.	*Play with, explore and discover paint and experience colour using a variety of tools to apply paint. *Explore mark making using card, brushes, sticks, sponges, fingers etc.
<b>3D/ Sculpture</b>	Know what effects can be made with colour choices. Use texture to create an effect. Control tools effectively. Join pieces effectively.	*Take part in purposeful play with materials e.g. sand, clay, construction kits
<b>Collage</b>	Know what effects can be made with colour choices Use texture to create an effect Control tools effectively	*Begin to make visual collections of visual materials and sort e.g rough/smooth *Tear, cut, glue and rearrange visual materials

	Join pieces effectively.	
<b>Printing</b>	Can combine pieces to create an effect. Can join pieces effectively. Can use tools effectively.	*Explore printing techniques. There are 3 main methods: *Direct *Incised (cutting into) *Stencil *Focus on direct printing: Experiment printing using hands, fingers, sticks, fruit etc. Begin to create repeating patterns and random images.
<b>Textiles</b>	Know what effects can be made with colour choices. Use texture to create an effect. Control tools effectively. Join pieces of material effectively.	*Sensory exploration of range of materials using appropriate vocab e.g smooth, soft, velvet etc.

<b>Key Stage 1</b>	
<b>Developing Progression in art &amp; design through skills and techniques ~ by the end of KS1</b>	
<b>Exploring and Developing Ideas</b>	<b>Evaluating and Developing Work</b>
<ul style="list-style-type: none"> <li>▪ Record and explore ideas from first hand observations</li> <li>▪ Ask and answer questions about the starting points for their work</li> <li>▪ Explore 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</li> <li>▪ to use a range of materials creatively to design and make products</li> <li>▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>	<ul style="list-style-type: none"> <li>▪ Share ideas, experiences and imagination</li> <li>▪ Explore the work of artists, craftspeople and designers from different times and cultures, making links to their own work</li> <li>▪ Review what they have done and say what they think and feel about it</li> <li>▪ Identify what they might change in their current work or develop in future work</li> <li>▪ Sharing areas of expertise with other classes to build knowledge and confidence within the school</li> </ul>

<ul style="list-style-type: none"> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>Develop an ongoing exploration of materials</li> </ul>					
<b>Drawing Techniques</b>	Enjoy making marks, signs and symbols on a variety of types of paper and will use a variety tools/media offered. Will work spontaneously expressively using marks, lines and curves	Explore tone using different grades of pencil, pastel and chalk. To experiment and investigate	Use line to represent objects seen, remembered or imagined working spontaneously and expressively.	Use line and tone to represent things seen, remembered or observed	Use a sketchbook to record what they see and collect, recording new processes and techniques
<b>Drawing skills</b>	Can hold and use drawing tools such as pencils, rubbers, crayons, pastels, felt tips, charcoal and ballpoints using them with some dexterity and control to investigate marks and represent their observation, memories and ideas with purpose/intention	Can use a viewfinder to select a view, or shapes and visual clues in an image and then record what is selected within the frame	Can draw carefully in line from observation, recording shapes and positioning all marks/features with some care	Can make quick line and shape drawings from observation adding light/dark tone, colour and features	Can record ideas, observations and designs in a visual journal to support the development of ideas and skills
<b>Painting</b>	Select and use a variety of brushes/tools to explore and make marks of different thicknesses and using wet and dry paint techniques Investigate mark-making using thick brushes, sponge brushes for particular effects	Investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood Identify primary colours and secondary colours by names Mix different primary colours to make secondary colours	Spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context Can use colour and painting skills and apply surface techniques to create or suggest a place, time or season	Experiment with tools and techniques eg. Layering, mixing media, scraping through	Name different types of paint and their properties
<b>3D/ Sculpture</b>	Handle and manipulate rigid and malleable materials such as clay, card and found objects to represent something	Model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features	Respond to sculptures and craft artists to help them adapt and make their own work	Feel, recognise and control surface experimenting with basic tools on rigid / pliable materials	Use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care

	known and suggest familiar objects or things. Experiment with construction and joining recycled, natural and manmade materials	Use simple 2-D shapes to create a 3-D form			
<b>Printing</b>	Apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. They can use a range of hard and soft materials e.g. Corks, pen barrels, sponge, hands, feet, shapes, objects and found materials	Monoprint by marking onto an ink block, or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure	Take rubbings from texture to understand and inform their own texture prints	Repeat a pattern, randomly placed or tiled in a grid with a range of blocks	Explore and create patterns and textures with an extended range of found materials - e.g. sponges, leaves, fruit, ink pads
<b>Collage</b>	Select with thought, different materials from the teacher's resources, considering content, shape, surface and texture	Select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea	Sort and use according to specific qualities, e.g. warm, cold, shiny, smooth	Engage in more complex activities, e.g. control surface decoration of materials with clear intentions	Use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea
<b>Textiles</b> <b>Covered in Design Technology</b>	Select, organise and use materials such as threads, cottons, wool, raffia, paper strips and natural fibres to make a simple craft product	Sort, select and control colour, line, shape, texture to make and control fabric and textile surfaces from the study of a craft artist	Collect, deconstruct, discuss and use fabrics and cloth to reassemble new work	Cut threads and fibres, stitch, sew together and surface decorate using adhesive and bead, feathers or buttons	Weave in a simple loom and build constructed textile surfaces Create fabrics by weaving materials e.g. grass through twigs
<b>Multimedia/ Photography</b> <b>Covered in ICT</b>	Open and use an art program, selecting simple tools to make lines, shapes and pour colours. Use eraser, shape and fill tools	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.	<b>Photography</b> Hold and use a camera to select and capture with clear intention	Use a simple graphics package to create images and effects with lines by changing the size of

	and basic selecting and cropping tools			Use a digital camera to select, capture, save and print Control focus, or zoom settings or move closer composing their photograph	brushes in response to ideas
<b>Study of Artists- Critical and Contextual Skills</b>		Observe and describe what they see, think and feel when looking at images and artefacts, identifying different art forms. Consider how they could improve their own work.			

<b>Lower Key Stage 2</b>	
<b>Developing Progression in art &amp; design through skills and techniques ~ by the end of Years 3/4 in KS2</b>	
<b>Exploring and Developing Ideas</b>	<b>Evaluating and Developing Work</b>
<ul style="list-style-type: none"> <li>▪ Develop techniques; including control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</li> <li>▪ Improve mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> <li>▪ develop a critical understanding of artists, architects, designers and craft people from different times and cultures, expressing reasoned judgements that can inform their own work</li> <li>▪ Select and record from first hand observation, experience and imagination and explore ideas for different purposes</li> <li>▪ Question and make thoughtful observations about starting points and select ideas to use in their work</li> <li>▪ Experiment and draw adventurously</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use sketch books to record observations and use them to review and revisit ideas</li> <li>▪ Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it</li> <li>▪ Adapt work according to their views and describe how they might develop it further</li> <li>▪ Annotate work in sketch books</li> <li>▪ Sharing areas of expertise with other classes to build knowledge and confidence within the school</li> <li>▪ demonstrated creativity both through their expression of ideas and feelings and in their interpretation of themes and observations.</li> </ul>

Skills					
<b>Drawing Techniques</b>	Making marks, signs and symbols on a variety of types of paper and will use a variety/all tools/media offered. Will work spontaneously expressively using marks, lines and curves	Explores tone using different grades of pencil, pastel and chalk. Will experiment and investigate	Use line to represent objects seen, remembered or imagined working spontaneously and expressively	Use line and tone to represent things seen, remembered or observed	Use a sketchbook to record what they see and collect, recording new processes and techniques
<b>Drawing skills</b>	Hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate marks and represent their observation, memories and ideas with purpose/intention	Use a viewfinder to select a view, or shapes and visual clues in an image and then record what is selected within the frame	Draw carefully in line from observation, recording shapes and positioning all marks/features with some care	Make quick line and shape drawings from observation adding light/dark tone, colour and features	Record ideas, observations and designs in a visual sketchbook to support the development of ideas and skills
<b>Painting</b>	Select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques	Spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context	Investigate mark-making using thick brushes, sponge brushes for particular effects	Investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood	Use colour and painting skills and apply surface techniques to create or suggest a place, time or season
<b>3D</b>	Handle and manipulates rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things	Model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features	Respond to sculptures and craft artists to help them adapt and make their own work	Feel, recognise and control surface experimenting with basic tools on rigid / pliable materials	Use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care

<b>Printing</b>	Apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. They can use hands, feet, shapes, objects and found materials	Monoprint by marking onto an ink block, or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure	Take rubbings from texture to understand and inform their own texture prints	Repeat a pattern, randomly placed or tiled in a grid with a range of blocks	Explore and create patterns and textures with an extended range of found materials - e.g. sponges, leaves, fruit, ink pads
<b>Collage</b>	Can select with thought, different materials from the teachers' resources, considering content, shape, surface and texture	Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea	Can sort and use according to specific qualities, e.g. warm, cold, shiny, smooth	Engage in more complex activities, e.g. control surface decoration of materials with clear intentions	Use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea
<b>Textiles</b> <b>Covered in Design Technology</b>	Select organise and use materials such as threads, cottons, wool, raffia, paper strips and natural fibres to make a simple craft product	Sort, select and control colour, line, shape, texture to make and control fabric and textile surfaces from the study of a craft artist	Collect, deconstruct, discuss and use fabrics and cloth to reassemble new work	Cut threads and fibres, stitch, sew together and surface decorate using adhesive and bead or buttons	Weave in a simple loom and build constructed textile surfaces
<b>Multimedia/Photography</b> <b>Covered in ICT</b>	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	Import an image (scanned, retrieved, taken) into a graphics package and copy and paste areas of images, saving and printing  Use a graphics package to create and manipulate images	<p style="text-align: center;"><b>Photography</b></p> <p>Use a digital camera to select, capture, save and print Hold and use a camera to select and capture with clear intention Identify and recognise examples of photography as a visual tool and an art form. Suggest how the photographer organised the elements or recording of the image Select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition) Control focus, or zoom settings or move closer composing their photograph</p>	

<b>Study of Artists- Critical and Contextual Skills</b>	Observe and describe what they see, think and feel when looking at images and artefacts, identifying different art forms and suggest reasons for the artist's intention or meaning of the work. Use their consideration of the artist's work to improve their own and others.
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<b>Upper Key Stage 2            Developing Progression in art &amp; design through skills and techniques ~ by the end of Years 5/6 in KS2</b>	
<b>Exploring and Developing Ideas</b>	<b>Evaluating and Developing Work</b>
<ul style="list-style-type: none"> <li>▪ Develop techniques; including control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</li> <li>▪ Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)</li> <li>▪ Learn about roles and purposes of artists, architects, designers and crafts people from different times and cultures</li> <li>▪ Select and record from first hand observation, experience and imagination and explore ideas for different purposes</li> <li>▪ Question and make thoughtful observations about starting points and select ideas to use in their work</li> <li>▪ Experiment and draw adventurously</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create sketch books to record observations and use them to review and revisit ideas</li> <li>▪ Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it Adapt work according to their views and describe how they might develop it further</li> <li>▪ Annotate work in sketch books</li> <li>▪ Sharing areas of expertise with other classes to build knowledge and confidence within the school</li> <li>▪ demonstrated creativity both through their expression of ideas and feelings and in their interpretation of themes and observations.</li> </ul>



Skills					
<b>Drawing Techniques</b>	Selects appropriate media and techniques to achieve a specific outcome	Plans and completes extended sets of drawings in sketchbook/ journals to plan a painting, print or 3D piece	Can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings/designs	Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief, found materials, torn and cut materials	Confidently and strongly uses charcoal/pastels in response to light and dark, shadows and well lit areas
<b>Drawing skills</b>	Select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation	Select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose	Express their ideas and observations responding to advice from others to rework and improve design ideas	Can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy/detail	Can convey tonal qualities well, showing good understanding of light and dark on form
<b>Painting</b>	Create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers	Select from different methods to apply colour using a variety of tools and techniques to express mood or emotion	Plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting	Use studies gathered from observation to help plan and realise paintings, using thumbnail studies and paint techniques to represent action or interaction	Show the effect of light and colour, texture and tone on natural and man-made objects
<b>3D</b>	Explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour	Use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages	Recreate 2D images in 3D, looking at one area of experience, e.g. recreate a landscape or figure focusing on form/ surface	Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings	Apply knowledge of different techniques to expressive scale, weight or a concept
<b>Printing</b>	Make connections between own work and patterns in their local environment (e.g. curtains, wallpaper)	Recreate images through relief printing using card and mark making tools to control, line, shape, texture and tone	Explore colour mixing through printing, using two coloured inks a roller and stencil or press print/ Easiprint poly - blocks	Recreate a scene and detail remembered, observed or imagined, through collage relief 'collagraph' printing	Design prints for e.g. fabrics, book covers, wallpaper or wrapping paper
<b>Collage</b>	Select and use cutting tools and adhesives with	Embellish a surface using a variety of techniques,	Select and use found materials with art media and adhesives	Embellish decoratively using more layers of found	

	care to achieve a specific outcome	including drawing, painting and printing	to assemble and represent a surface or thing e.g. water	materials to build complexity and represent the qualities of a surface or thing	
<b>Textiles</b> <b>Covered in Design Technology</b>	Select and use contrasting colours and textures in stitching and weaving	Show an awareness of the natural environment through careful colour matching and understanding of seasonal colours	Use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an image or artefact	Control stitching - using various needles to produce more complex patterns with care and some accuracy	Dye fabrics and use tie-dye techniques to control and create a fabric image
<b>Multimedia/ Photography</b> <b>Covered in ICT</b>	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	<b>Photography</b>  Plan, take and digitally process photographs for a creative purpose, working as part of a group Plan and take photographs to provide content to be cut and pasted / superimposed into other photographic images Use a DV camcorder demonstrating how a camera captures photographic images as a video with a time duration Create simple images on photographic paper by placing shapes and materials on paper and fixing Take and assemble a sequence of photos to make a flick book and give impressions of movement	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
<b>Study of Artists- Critical and Contextual Skills</b>	Observe closely and describe what they see, think and feel when looking at images and artefacts, identifying different art forms and suggest reasons for the artist's intention or meaning of the work. Evaluate and interpret works of art in their social and historical context. Use their consideration of the artist's work to improve their own and others. Use subject specific language when discussing, evaluating and interpreting works of art.				

**Other Aims:**

- Promote opportunities for every child to have the opportunity to work in an art gallery, or with an artist, craft worker or designer as part of their cultural entitlement
- Dedicate a gallery space for the creative achievements of children
- Develop children's curiosity about the work of different artists