



ART & DESIGN Progression



The [Ofsted research review series: Art and design](#), states that 'pupils make progress in the art curriculum when they build **practical, theoretical and disciplinary** knowledge and learn the connections between them. **Substantive knowledge**- This is the collection of established facts within a subject. It's the content that students need to know and provides the foundational knowledge needed to understand the world. **Disciplinary Knowledge**- is the "how-to," or the practical skills and processes, such as evaluating and improving on designs.

The table below shows how the Kapow curriculum and our strands achieve this:

Substantive Knowledge		Disciplinary Knowledge
Practical	Theoretical	Disciplinary
Methods, Techniques, Media & Materials: <ul style="list-style-type: none"> • Drawing • Painting & Mixed Media • Sculpture & 3D Formal Elements <ul style="list-style-type: none"> • Line, tone, shape, colour, form, pattern, texture 	Knowledge of Artists	Evaluating & Analysing

	EYFS	Year 1	Year 2
Drawing		Knowledge	
Mark making	<ul style="list-style-type: none"> • Draw lines and simple shapes with control • How to hold a pencil correctly • Explore which writing utensils create which type of lines • I can explore a variety of media to create marks 	<ul style="list-style-type: none"> • Draw different lines by varying the control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker, etc (Line, Pattern). • Notice 2D shapes within objects and how they can be used to form the 'bones' of a drawing (Shape). • Draw and combine geometric shapes (Line, Shape). • Identify known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw (Shape, Line). 	<ul style="list-style-type: none"> • Use and describe more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure (Line, Texture). • Recognise that shapes and marks can be refined rather than accepting the first attempt (Line, Shape). • Compose more complex drawings by combining shapes (Shape, Space).
Shading	<ul style="list-style-type: none"> • I can fill in a shape using a writing tool 	<ul style="list-style-type: none"> • Apply more pressure when drawing or colouring to create a darker tone (Tone). • Create an area with a single, consistent tone when colouring/shading (Tone). 	<ul style="list-style-type: none"> • Use shading to show light and dark areas (Tone).

	<ul style="list-style-type: none"> I can explore what happens if I press harder on the pencil 		<ul style="list-style-type: none"> Use the same tool to colour/shade different tones by adjusting pressure (Tone)
Spatial awareness	<ul style="list-style-type: none"> I can begin to consider where to start my picture and the size of the object I'm drawing 	<ul style="list-style-type: none"> Demonstrate a growing spatial awareness to represent the position and size of objects, e.g. grounded trees (Space). 	<ul style="list-style-type: none"> Develop spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people (Shape, Space).
Drawing	Skills: So that they can:		
	<ul style="list-style-type: none"> I can draw what I can see (sketching skills) I can use oil pastels to draw what I see (observational drawing) 	<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. Develop observational skills to look more closely. 	<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. 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.

	EYFS	Year 1	Year 2
Painting & mixed media		Knowledge	
	<ul style="list-style-type: none"> different brushes create different lines to clean my brush between using each colour how much paint to put into a pot If I mix two colours it will make a new colour 	<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. 	<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.

			<ul style="list-style-type: none"> • Add painted detail to a collage to enhance/improve it.
Painting & mixed media	Skills: So that they can:		
	<ul style="list-style-type: none"> • I can paint with different tools (e.g. brushes, fingers tips, Q tips, sponges) • I can join two items together e.g. with glue or tape • I can explain what I am making and which materials I am using • I can select materials to meet simple design criteria (e.g. shiny) • I can select and name the tools I will need (e.g. glue, scissors) 	<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. 	<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.

	EYFS	Year 1	Year 2
Sculpture & 3D		Knowledge	
	<ul style="list-style-type: none"> • How to use scissors • How to use a glue stick • How to fold a piece of paper to make a card 	<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, eg spiral, zig-zag. • Make larger structures using newspaper rolls. 	<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.

	<ul style="list-style-type: none"> How to manipulate playdough and use a rolling pin to make it thinner Name the shape the cutter will create 		<ul style="list-style-type: none"> Use hands in different ways as a tool to manipulate clay. Use clay tools to score clay.
Sculpture & 3D	• Skills: So that they can:		
	<ul style="list-style-type: none"> I can join two items together e.g. with glue or tape I can explain what I am making and which materials I am using I can select materials to meet simple design criteria (e.g. shiny) I can select and name the tools I will need (e.g. glue, scissors) 	<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"> 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.

	EYFS	Year 1	Year 2
Formal Elements	Knowledge		
Colour	<ul style="list-style-type: none"> I can create a picture using blocks of colour I can mix poster paints to create new colours (e.g. secondaries) 	<ul style="list-style-type: none"> That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours 	<ul style="list-style-type: none"> Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Tone'). Colours can be mixed to 'match' real life objects or to create things from your imagination.
Form	<ul style="list-style-type: none"> How to fold paper into different shapes That art is not just a flat picture 	<ul style="list-style-type: none"> Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture. 	<ul style="list-style-type: none"> That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique.

			<ul style="list-style-type: none"> • A clay surface can be decorated by pressing into it or by joining pieces on.
Shape	<ul style="list-style-type: none"> • Name simple shapes that I have created • Create shapes by cutting and folding 	<ul style="list-style-type: none"> • A range of 2D shapes and confidently draw these. • Paper can be shaped by cutting and folding it. 	<ul style="list-style-type: none"> • Collage materials can be shaped to represent shapes in an image. • Shapes can be organic (natural) and irregular. • Patterns can be made using shapes
Line	<ul style="list-style-type: none"> • Select the right pencil to create the line I want 	<ul style="list-style-type: none"> • Drawing tools can be used in a variety of ways to create different lines. 	<ul style="list-style-type: none"> • Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture.
Pattern	<ul style="list-style-type: none"> • How to continue a simple repeating pattern 	<ul style="list-style-type: none"> • That a pattern is a design in which shapes, colours or lines are repeated. • Lines can create patterns like zig zags and wavy lines. 	<ul style="list-style-type: none"> • Patterns can be used to add detail to an artwork.
Texture	<ul style="list-style-type: none"> • To describe what something feels like using simple adjectives 	<ul style="list-style-type: none"> • That texture means 'what something feels like' 	<ul style="list-style-type: none"> • That texture means 'what something feels like'. • Different marks can be used to represent the textures of objects. • Collage materials can be chosen to represent real-life textures. • Collage materials can be overlapped and overlaid to add texture. • Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. • Painting tools can create varied textures in paint.
Tone	<ul style="list-style-type: none"> • I can make a colour lighter or darker 	<ul style="list-style-type: none"> • That there are many different shades (or 'hues') of the same colour. • Changing the amount of the primary colours mixed affects the shade of the secondary colour produced. • Changing pressure when drawing can create light and dark tones. 	<ul style="list-style-type: none"> • Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour'). • Drawing techniques such as hatching, scribbling, stippling, and blending can create different tones.

	EYFS	Year 1	Year 2
Knowledge of Artists	Knowledge		
Meanings	<ul style="list-style-type: none"> Art has a purpose such as to decorate or create feelings 	<ul style="list-style-type: none"> Some artists are influenced by things happening around them. 	<ul style="list-style-type: none"> Some artists create art to make people aware of good and bad things happening in the world around them.
Interpretations	<ul style="list-style-type: none"> To say what their own or other's artwork might mean to them 	<ul style="list-style-type: none"> Sometimes artists concentrate on how they are making something rather than what they make. Artists living in different places at different times can be inspired by similar ideas or stories. 	<ul style="list-style-type: none"> Art can be figurative or abstract.
Materials & processes	<ul style="list-style-type: none"> To say what the artist has used eg paint, pencil, scissors 	<ul style="list-style-type: none"> Artists choose materials that suit what they want to make. 	<ul style="list-style-type: none"> Artists try out different combinations of collage materials to create the effect they want. Artists can use the same material (felt) to make 2D or 3D artworks.
Knowledge of Artists	Skills: So that they can:		
	<ul style="list-style-type: none"> To explore famous artist's work 	<ul style="list-style-type: none"> Understand how artists choose materials based on their properties in order to achieve certain effects. 	<ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.
Knowledge of Artists	Artists we learn about:		
	Van Gogh – sunflowers Mondrian - Valentine's hearts Matisse – gold fish Anthony Goldsworthy – Loose parts self-portraits	Autumn Bridget Riley Paul Klee Brianna McCarthy Spring	Autumn Kathe Kollwitz Max Ernst Sari Dienes Saeed Akhtar

	Arcimboldo Giuseppe – fruit faces Eric Carle – Tiny Seed	Marco Balich Louise Bourgeois Samantha Stephen Summer Jasper Johns Clarice Cliff	Spring Romare Bearden Summer Ranti Bam Rachel Whiteread
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	EYFS	Year 1	Year 2
Evaluating & Analysing	Knowledge		
What is Art?	<ul style="list-style-type: none"> • We can all create art • Everyone's art looks different 	<ul style="list-style-type: none"> • Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates. 	
Why do people make Art?	<ul style="list-style-type: none"> • To have fun • To explore using different media • To show how you are feeling • To capture a picture 		<ul style="list-style-type: none"> • People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings • People make art to explore an idea in different ways. • People make art to help others understand something.
Evaluating & Analysing	Skills: So that they can:		
	<ul style="list-style-type: none"> • To say what I like about mine and others' creations • To say what I would improve about mine and others' creations 	<ul style="list-style-type: none"> • Describe and compare features of their own and others' artwork. • Evaluate art with an understanding of how art can be varied and made in different ways and by different people. 	<ul style="list-style-type: none"> • Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within it and showing an understanding of why they may have made it. • Begin to talk about how they could improve their own work. • Talk about how art is made.