



## Art & Design Skills and Knowledge Progression

Area of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>NC: To produce creative work, exploring their ideas and recording their experiences. Pupils should be taught to use a range of materials creatively to design and make products.</b></p>	<p><b>Exploring and using media and materials</b> – children develop their own ideas through selecting and using materials that interest them. Through their explorations, they find out and make decisions about how media and materials can be combined and changed.</p> <p><b>Being imaginative</b> – children talk about the ideas and processes, which have led them to made designs, images or products.</p>	<p>Explain what they and others have done. What feelings does it bring? What might they change?</p> <p>Use a sketchbook to collect ideas. Ask and answer questions about starting points, artists etc.</p>	<p>Experiment with tools and surfaces – oil pastels, chalks, pencil, colouring pencils, felt tips and fabrics. Look at texture and pattern.</p> <p>Use a sketchbook to collect ideas, develop ideas and annotate.</p>	<p>To use sketch books to record their observations and use them to review and revisit ideas.</p> <p>Compare their work to others, methods, techniques, colours etc. Adapt their work after discussion.</p> <p>Use a sketchbook to collect ideas, develop ideas and annotate.</p> <p>Record from observations and their own imagination.</p>	<p>To use sketch books to record their observations and use them to review and revisit ideas.</p> <p>Compare ideas, methods and approaches used by themselves and others.</p> <p>Discuss how they feel about their own and others work. What might they change? Adapt work accordingly. Use a sketchbook to record observations and other visual information from different sources.</p> <p>Question, discuss and make observations about starting</p>	<p>To use sketch books to record their observations and use them to review and revisit ideas.</p> <p>Compare ideas, methods and approaches used by themselves and others.</p> <p>Discuss how they feel about their own and others work. What might they change? Adapt work accordingly. Use a sketchbook to record observations and other visual information from different sources.</p>	<p>To create sketch books to record their observation and use them to review and revisit ideas.</p> <p>Compare ideas, methods and approaches used by themselves and others.</p> <p>Discuss how they feel about their own and others work. What might they change? Describe how they may change their work and why. Adapt work accordingly. Then discuss how they could change it further. Use a sketchbook to record close observations and other visual information from different sources.</p>



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					points/artists and artworks. What inspires them for their own work?	Question, discuss and make observations about starting points/artists and artworks. What inspires them for their own work?	Annotate ideas.  Question, discuss and make observations about starting points/artists and artworks. How will they apply this to their own work?
<p><b>DRAWING</b></p> <p><b>NC: KS1 pupils should be taught to use drawing to develop and share their ideas, experiences and imagination.</b></p> <p>KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><b>KS2 Pupils should be taught to</b></p>	<p>Use a variety of tools to mark make – pencils, paint, sticks, chalk, water.</p> <p>Draw into sand, liquids, onto the ground using liquids and tools.</p> <p>Draw using lines and simple shapes such as circles, squares and triangles.</p> <p>Learn to shade areas and shapes as neatly as they can.</p>	<p>Practice shading tones neatly and accurately. Learn how to control the pressure of their drawing materials.</p> <p>Use a variety of drawing tools – crayon, chalk, pencil, felt tips, poster paint.</p> <p>Draw light and dark lines (tone) Create rubbings (texture) Observe and draw shapes. Observe and draw patterns.</p>	<p>Greater skill and control evident when using the formal elements to draw, e.g. using simple lines and shapes to create forms. Control pressure to create lighter or darker tones. Shade areas neatly without gaps.</p> <p>Identify and draw detail, texture and pattern.</p> <p>Experiment with tools and surfaces – oil pastels, chalks, pencil, colouring</p>	<p>Identify and draw 2D and 3D geometric shapes.</p> <p>Control drawing media to create dark and light tones.</p> <p>Further practice shading tones with few gaps.</p> <p>Experiment with different grades of pencil, cross hatching, blending.</p> <p>Use different grades of pencil</p>	<p>Develop ability to accurately identify and render 2D and 3D geometric shapes from observation or second-hand sources.</p> <p>Make marks and lines with a wide range of drawing implements, chalk pastels, pencils, fine liners, felt tips, paint.</p> <p>Apply and use simple pattern and texture to a drawing show an awareness that objects have a third dimension.</p>	<p>Draw with confident awareness of 2D and 3D geometric forms.</p> <p>Can show various mark making techniques.</p> <p>Use different media to make marks and lines using a range of dry media.</p> <p>Explore colour mixing and blending with coloured pencils.</p> <p>Apply the effect</p>	<p>Draw with increasing confidence developing their own personal style and skilfully control outcomes.</p> <p>Understands how to draw showing different light sources. Produce accurate drawings from observation and use tonal contrast.</p> <p>Experiment with wet media to make marks, lines, patterns, textures and shapes – ink, paint, watercolour pencils.</p> <p>Use mixed media in</p>



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<p><b>improve their mastery of art and design techniques, including drawing with a range of materials.</b></p>			<p>pencils, poster paint. Draw lines from observations and their own imagination.</p>	<p>to apply tone to drawings  Make marks and create textures with different drawing implements, pencil, oil pastels, charcoal.</p>	<p>Aware of proportion and scale. Controlling lines and shading to show shape, form and light and dark.</p>	<p>of light and shade on objects from different directions, blending tones from light to dark smoothly. Begin to use perspective in work using a single focal point and horizon.</p>	<p>artworks using a combination, e.g. print, ink, paint, fabric, collage etc – use pattern and texture.  Develop an awareness of composition, scale and proportion, foreground, middle ground and background.  Scale work up and down.</p>
<p><b>PAINTING/COLOUR</b>  <b>NC: KS1 pupils should be taught to use painting to develop their ideas, experiences and imagination. KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture,</b></p>	<p>Learn how to hold and control a paintbrush.  Experiment with painting and colour mixing using powder paints and poster paints on a palette or surface.  Experiment with</p>	<p>Know different types of paint such as poster paint, powdered paint, block paint.  Name and experiment with colours.  Mix primary colours to make secondary colours. Apply colour with</p>	<p>Develop brush control and learn to use different types of paint and painting surfaces. Learn to paint neatly and carefully.  Describe colours. Make as many tints as possible using white poster paint. Darken colours using black poster</p>	<p>Develop their painting skills increasing precision for lines and edges. Know and use different types of paint and surfaces. Identify different paintbrushes and painting tools.</p>	<p>Use paint with sensitivity and control, more accurately applying appropriate amounts of paint to surfaces. Use different types of paint such as poster paint, powder, watercolour or acrylic.  Colour mix to match tints, tones and</p>	<p>Develop skills to paint neatly and carefully, without leaving gaps or messy edges.  Paint in a more creative style.  Learn how to control the amount of paint they need to use</p>	<p>Control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required.  Show a more confident ability to create 3D form, depth and distance using colour and tone.  Know different types of paint media and</p>



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<p><b>line, shape, form and space.</b></p> <p><b>KS2 Pupils should be taught to improve their mastery of art and design techniques, including painting with a range of materials.</b></p>	<p>crayons, chalks and oil pastels.</p>	<p>different tools – brushes, rollers, fingers etc. Identify warm and cold colours.</p>	<p>paint to create shades.</p> <p>Collect, sort and match colours. Use colour on a large scale, e.g. dye fabric for backgrounds.</p>	<p>Study how other artists' paint, applying elements of this to their work.</p> <p>Use specific colour language – primary colour, secondary colour, tertiary colours, hue, shades (black added), tints (white added).</p> <p>Experiment with paint and pastels.</p> <p>Mix colours and know which are primary, secondary and tertiary colours using colour wheels. Experiment with effects and textures – dotting, scratching, splashing.</p>	<p>shades in existing works. Mix and use, tints, tones and shades and apply to work.</p> <p>Use paints and chalk pastels.</p>	<p>and/or use water to preserve finer details.</p> <p>Identify and work with complementary and contrasting colours using different media – paint, pastels etc.</p> <p>Mix and match colours to create atmosphere.</p> <p>Use a variety of tools to create texture.</p>	<p>when to use them, be familiar with different papers/surfaces to paint on. Create tints, tones, shade and mood – ink, paint, pastels oil and chalk</p> <p>Mix and match colours to create light, thinking about direction of light and its effect on images.</p> <p>Identify how colour can portray emotion and use this in their own artwork.</p>
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<p><b>SCULPTURE</b></p> <p><b>NC: KS1 pupils should be taught to use sculpture to develop and share their ideas, experiences and imagination.</b></p> <p><b>KS2 Pupils should be taught to improve their mastery of art and design techniques, including sculpture with a range of materials.</b></p>	<p>Pupils learn to create Form by cutting, forming and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects.</p> <p>Explore a range of malleable materials to make models, pictures and shapes using – playdough, plasticine, clay, salt dough, cooking materials.</p>	<p>Roll, carve, tear, join, make marks on and knead malleable materials – dough, plasticine and use them to make things they have designed, invented or seen.</p> <p>Use natural and man made materials to make different forms.</p> <p>Use patterns.</p>	<p>Cut, form, tear, join and shape a range of materials such as modelling clay, Modroc, card, plastic, wire, found and natural to create Forms and make things they have designed, invented or seen, and can modify and correct things with greater skill.</p> <p>Make simple plans for making, deciding which tasks need to be done first.</p>	<p>Design, shape and construct forms in 3 dimensions, using card, wire, paper, found objects, clay, paper mache or malleable or rigid materials, understanding how to finish and present their work to a good standard.</p> <p>Construct a base for extending and modelling other shapes.</p>	<p>Design, shape and make forms in 3 dimensions, using card, wire, paper, found objects, clay tiles or modelling materials, understanding how to finish and present their work to a good standard.</p> <p>Work safely and sensibly, persevering when the work is challenging.</p>	<p>Design, shape, model and make more complex forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard.</p> <p>Plan sculpture through drawing and other preparatory work</p>	<p>Design, shape and make more complex forms in 3 dimensions, using card, wire, paper, Modroc, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.</p> <p>Plan sculpture through drawing and other preparatory work and amend where needed to improve.</p>
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## Art & Design Skills and Knowledge Progression

<p><b>PRINTING</b></p> <p><b>NC: KS1 pupils should be taught to develop a wide range of art/design techniques using colour, pattern, texture, line, shape, form and space.</b></p> <p><b>KS2 Pupils should be taught to improve their mastery of art/design techniques, including drawing and painting with a range of materials.</b></p>	<p>Use sponges to make patterns or pictures.</p> <p>Print with different objects such as food and leaves.</p> <p>Finger painting.</p> <p>Use found materials man made/natural to print.</p>	<p>Learn different methods of printing such as block printing or by etching into soft materials, e.g. potatoes with shapes cut into them.</p> <p>Relief prints using foam printing blocks.</p> <p>Print using simple materials, card, string, foam, textured materials and paper, clay.</p> <p>Create repeating patterns.</p>	<p>Use printing (mono printing, block printing, relief printing etc.) to create artwork.</p> <p>Explore patterns</p> <p>Use simple printing blocks to create and print patterns with precision.</p> <p>Print with a wide range of objects, man made and natural.</p>	<p>Experiment with mono printing. Colour mix by overlapping colour prints.</p> <p>Create repeating patterns using relief, e.g. string prints.</p> <p>Create repeating patterns using impressed print, e.g. press print tiles.</p> <p>Interpret manmade and environmental patterns.</p>	<p>Use printing (mono printing, block printing, relief printing etc.) to create both individual images and repeat patterns.</p> <p>Print with two overlays using an impressed print – lino cut.</p> <p>Use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p>	<p>Develop mono printing, block printing, relief printing etc. to create artwork.</p> <p>Print with up to three overlays – using card, string and small lino tiles to create block prints.</p> <p>Use more complex printing blocks with mathematical and visual precision.</p>	<p>Develop more complex mono printing, block printing, relief printing or screen printing to create artwork and intricate patterns.</p> <p>Print with up to three overlays – using card, string and small lino tiles to create block prints.</p> <p>They use more complex printing blocks with mathematical and visual precision.</p>
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# St Barnabas

Church of England Primary Academy

A member of **CDARI**

Achieving great things through learning and growing together  
in a love-filled Christian family'

'That they shall have life, life in all its fullness!' John 10:10

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<p><b>COLLAGE/TEXTILES</b></p> <p><b>NC: KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</b></p> <p><b>KS2 Pupils should be taught to improve their mastery of art and design techniques with a range of materials.</b></p>	<p>Use fabric, wool or thread to make models with recycled items.</p> <p>Use ribbons and string to thread and make patterns.</p> <p>Make collages using paper, tissue, crepe etc .</p> <p>Use fabrics for role play.</p>	<p>Create fabrics by weaving – use man made and natural materials, e.g. grass through twigs, wool around lolly sticks etc.</p> <p>Introduce adhesives – pritt and PVA glue.</p> <p>Fold, crumple, tear, overlap and sort different materials.</p>	<p>Cut and shape fabric using scissors.</p> <p>Glue and stitch together using large eye needles.</p> <p>Knot, fray, fringe, twist or plait threads/fabrics.</p> <p>Overlap and overlay materials.</p> <p>Show awareness of contrasts in textures and colours.</p>	<p>Dye fabric – tie dye/dip dye.</p> <p>Stitch (running stitch and over stitch), cut and join fabric.</p> <p>Use collage to represent objects as well as imaginative work.</p>	<p>Use a wide variety of stitches (running, back, blanket, over, cross stitch, chain stitch) to join materials and to create pattern and texture.</p> <p>Develop their own materials for collage.</p> <p>Embellish work using a variety of techniques and materials.</p>	<p>Identify how artists use textiles.</p> <p>Create work using textiles, and various stitching techniques and embroidery stitches.</p> <p>Recreate designs from other times and cultures using a variety of materials.</p>	<p>Use fabrics to create a 3D structure.</p> <p>Use a range of mixed media to create collages, textiles, fabric, sew onto canvas, card etc.</p> <p>Add collage to a printed or painted background.</p>
<p><b>VOCABULARY (each year group will add to the prior vocabulary - so please refer to</b></p>	<p>marks lines zig zag curved wavy spiral</p>	<p>explain sketchbook shading light dark rubbing</p>	<p>experiment surfaces oil pastel fabric texture develop</p>	<p>record observation review compare technique adapt</p>	<p>emotion adapt sources inspire render second hand source</p>	<p>question discuss geometric forms dry media direction perspective</p>	<p>light sources tonal contrast comparison scale proportion foreground</p>



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<b>and build upon previous years)</b>	shape paint pastel crayon chalk pencil print create design cut build tear draw join roll stick colour pattern collage thread mix create artist	powder paint primary colours secondary colours warm colours cold colours tools brushes rollers carve knead design material weaving fold overlap	skill control pressure tone detail tint shades clay natural manmade invent modify 2D shape 3D shape	discuss geometric media grades cross hatch blending charcoal edges elements tertiary colours hue shades tints colour wheel effects dimension malleable rigid relief print impressed print construct dye stitch	fine liners proportion scale form water colours acrylic paint tints tones shades overlays motif printing printing blocks precision	focal point horizon complementary colours contrasting colours atmosphere monoprinting relief printing embroidery	middle ground background depth distance mood ink
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