

# Progression in Art & Design Knowledge & Skills

## Exploring and developing ideas

	Expectations	Key Vocab
EYFS	<ul style="list-style-type: none"> <li>• Make observations of artists work.</li> <li>• Record observations through simple drawings.</li> <li>• Create imaginative drawings of Artists work.</li> <li>• <u>Cycle A</u> (Jackson Pollock, Raoul Dufy )</li> <li>• <u>Cycle B</u> (Molly Rausch, Henri Matisse, Juan Miro, Van Gogh)</li> </ul>	Create Imagination Observe Artist
Y1	<ul style="list-style-type: none"> <li>• Record and explore ideas from first hand observation, experience and imagination.</li> <li>• Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Suggested artists (Georgia O'Keeffe, Van Gogh/Picasso, LS Lowry)</li> </ul>	Record Explore Observe
Y2	<ul style="list-style-type: none"> <li>• Record and explore ideas from first hand observation, experience and imagination.</li> <li>• Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</li> <li>• Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Try things out and change their minds.</li> <li>• Suggested artists –(Michelangelo sculptures, LS Lowry ( developing skills from year 1), Giuseppe Arcimboldo, Andy Goldsworthy)</li> </ul>	Develop Differences Similarities Times
Y3	<ul style="list-style-type: none"> <li>• Record, explore and develop ideas from first hand observation, experience and imagination.</li> <li>• Ask and answer questions about the starting points for their work and the processes they have used.</li> <li>• Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>• Suggested artists – (Fossil drawings recorded in sketch books using pencils to show tone, Print making in sketchbooks using fossil designs, Claude Monet, Mosaic designs)</li> </ul>	Experience Process
Y4	<ul style="list-style-type: none"> <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 and processes to use and in their work.</li> <li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>• Suggested artists – (Black and white paintings skulls, Paul Cezanne, Egyptian art work)</li> </ul>	Purpose Roles
Y5	<ul style="list-style-type: none"> <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 and develop in their work.</li> <li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>• Suggested artists – (Jackson Pollock, Henri Rousseau, Sport heroes ancient Greek sculptors)</li> </ul>	Culture



Y6	<ul style="list-style-type: none"><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 and develop in their work.</li><li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li><li>• Suggested artists – (John Banovich, Kandinsky – Music focus, Naïve Cornish artist Alfred Wallis and felt making artist Mary Clare Buckle.</li></ul>	Craftspeople Designers
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Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Use journals throughout school to collect and record visual information from different sources.

	Expectations	Key vocab
EYFS	<ul style="list-style-type: none"> <li>• Enjoy using a variety of media</li> <li>• Use and begin to control a range of media</li> <li>• Draw on different surfaces and coloured paper</li> <li>• Produce lines of different thickness and tone using a pencil Suggested artists – Juan Miro, Van Gogh, Molly Rausch, Raoul Dufy</li> </ul>	Media Surface Line
Y1	<ul style="list-style-type: none"> <li>• Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</li> <li>• Name, match and draw lines/marks from observations.</li> <li>• Observe and draw shapes from observations.</li> <li>• Investigate textures by describing, naming, rubbing, copying.</li> <li>• Suggested artists - LS Lowry, Georgia O'Keeffe, Van Gogh/Picasso</li> </ul>	Texture Shape
Y2	<ul style="list-style-type: none"> <li>• Control the types of marks made with the range of media.</li> <li>• Invent new lines.</li> <li>• Invent new shapes.</li> <li>• Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</li> <li>• Suggested artists LS Lowry ( developing skills from year 1), Giuseppe Arcimboldo</li> </ul>	Invent Tone Pattern
Y3	<ul style="list-style-type: none"> <li>• Experiment with ways in which surface detail can be added to drawings.</li> <li>• Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>• Experiment with different grades of pencil and other implements to draw different forms and shapes.</li> <li>• Experiment with different grades of pencil and other implements to achieve variations in tone.</li> <li>• Create textures with a wide range of drawing implements.</li> <li>• Fossil drawings recorded in sketch books using pencils to show tone. Mosaic designs.</li> </ul>	Grade Variations
Y4	<ul style="list-style-type: none"> <li>• Draw for a sustained period of time at an appropriate level.</li> <li>• Experiment with different grades of pencil and other implements to create lines and marks.</li> <li>• Begin to show an awareness of objects having a third dimension.</li> <li>• Apply tone in a drawing in a simple way.</li> <li>• Apply a simple use of pattern and texture in a drawing.</li> <li>• Suggested artist - Paul Cezanne</li> </ul>	Implements 3D



Y5	<ul style="list-style-type: none"> <li>• Work from a variety of sources including observation, photographs and digital images.</li> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• Use dry media to make different marks, lines, patterns and shapes within a drawing.</li> <li>• Experiment with wet media to make different marks, lines, patterns, textures and shapes.</li> <li>• Explore colour mixing and blending techniques with coloured pencils.</li> <li>• Begin to use simple perspective in their work using a single focal point and horizon.</li> <li>• Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</li> <li>• Suggested artist = Henri Rousseau</li> </ul>	Digital images Blending Perspective Horizon Composition Scale proportion
Y6	<ul style="list-style-type: none"> <li>• Develop close observation skills using a variety of view finders.</li> <li>• Identify artists who have worked in a similar way to their own work.</li> <li>• Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>• Start to develop their own style using tonal contrast and mixed media.</li> <li>• Show an awareness of how paintings are created i.e. Composition.</li> <li>• Suggested artists - Naïve Cornish artist Alfred Wallis, Abigail Mill, John Banovich</li> </ul>	Shading Hatching Contrast Tonal



## Colour (painting, ink, dye, textiles, pencils, crayon, pastels)

	Expectations	Key vocab
EYFS	<ul style="list-style-type: none"> <li>• Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs</li> <li>• Recognise and name the primary colours being used</li> <li>• Mix and match colours to different artefacts and objects</li> <li>• Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper</li> <li>• Suggested artists - Jackson Pollock, Raoul Dufy, Molly Rausch, Henri Matisse, Juan Miro, Van Gogh.</li> </ul>	Size Brush Colour Primary
Y1	<ul style="list-style-type: none"> <li>• Use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>• Mix and match colours to artefacts and objects.</li> <li>• Work on different scales.</li> <li>• Mix secondary colours and shades using different types of paint.</li> <li>• Create different textures e.g. use of sawdust.</li> <li>• Suggested artists= Georgia O'Keefe, Van Gogh/Picasso.</li> </ul>	Scale Secondary Texture Artefacts
Y2	<ul style="list-style-type: none"> <li>• Mix a range of secondary colours, shades and tones.</li> <li>• Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>• Name different types of paint and their properties.</li> <li>• Work on a range of scales e.g. large brush on large paper etc.</li> <li>• Mix and match colours using artefacts and objects.</li> <li>• Suggested artist - Giuseppe Arcimboldo</li> </ul>	Layering Tone Scraping
Y3	<ul style="list-style-type: none"> <li>• Mix a variety of colours and know which primary colours make secondary colours.</li> <li>• Use a developed colour vocabulary.</li> <li>• Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li> <li>• Work confidently on a range of scales e.g. thin brush on small picture etc.</li> <li>• Suggested artist - Claude Monet</li> </ul>	Blocking Washes
Y4	<ul style="list-style-type: none"> <li>• Make and match colours with increasing accuracy.</li> <li>• Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>• Choose paints and implements appropriately.</li> <li>• Plan and create different effects and textures with paint according to what they need for the task.</li> <li>• Show increasing independence and creativity with the painting process.</li> <li>• Suggested artist - Paul Cezanne, skull paintings.</li> </ul>	Tint Tone Shade Hue



Y5	<ul style="list-style-type: none"> <li>• Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>• Work on preliminary studies to test media and materials.</li> <li>• Create imaginative work from a variety of sources.</li> <li>• Suggested artists - Jackson Pollock, Henri Rousseau</li> </ul>	Complementary Contrasting
Y6	<ul style="list-style-type: none"> <li>• Create shades and tints using black and white.</li> <li>• Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>• Carry out preliminary studies, test media and materials and mix appropriate colours.</li> <li>• Work from a variety of sources, inc. those researched independently.</li> <li>• Show an awareness of how paintings are created (composition).</li> <li>• Suggested artists- John Banovich, Kandinsky – Music focus. Naïve Cornish artist Alfred Wallis Abigail Mill</li> </ul>	Composition



## Textile/Collage (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye)

	Expectations	Key vocab
EYFS	<ul style="list-style-type: none"> <li>• Enjoy playing with and using a variety of textiles and fabric</li> <li>• Decorate a piece of fabric</li> <li>• Show experience in simple stitch work</li> <li>• Show experience in simple weaving: paper, twigs</li> <li>• Show experience in fabric collage: layering fabric</li> <li>• Use appropriate language to describe colours, media, equipment and textures.</li> </ul>	Fabric Material Stitch
Y1	<ul style="list-style-type: none"> <li>• Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</li> <li>• How to thread a needle, cut, glue and trim material.</li> <li>• Create images from imagination, experience or observation.</li> <li>• Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</li> </ul>	Weaving Sewing Knitting Technique
Y2	<ul style="list-style-type: none"> <li>• Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</li> <li>• Create textured collages from a variety of media.</li> <li>• Make a simple mosaic.</li> <li>• Stitch, knot and use other manipulative skills.</li> </ul>	Mosaic Embroidery Applique
Y3	<ul style="list-style-type: none"> <li>• Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</li> <li>• Name the tools and materials they have used.</li> <li>• Develop skills in stitching. Cutting and joining.</li> <li>• Experiment with a range of media e.g. overlapping, layering etc.</li> <li>• Mosaic designs = Romans.</li> </ul>	Overlapping Layering
Y4	<ul style="list-style-type: none"> <li>• Match the tool to the material.</li> <li>• Combine skills more readily.</li> <li>• Choose collage or textiles as a means of extending work already achieved.</li> <li>• Refine and alter ideas and explain choices using an art vocabulary.</li> <li>• Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li> <li>• Experiments with wax resist.</li> </ul>	Tactile
Y5	<ul style="list-style-type: none"> <li>• Join fabrics in different ways, including stitching.</li> <li>• Use different grades and uses of threads and needles.</li> <li>• Extend their work within a specified technique.</li> <li>• Use a range of media to create collage.</li> </ul>	Grades Stitching technique



Y6	<ul style="list-style-type: none"><li>• Awareness of the potential of the uses of material.</li><li>• Use different techniques, colours and textures etc when designing and making pieces of work.</li><li>• To be expressive and analytical to adapt, extend and justify their work.</li><li>• Experiment with batik techniques.</li><li>• Suggested artist – Mary Clare Buckle – felt making.</li></ul>	Batik effect
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## Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )

	Expectations	Key vocab
EYFS	<ul style="list-style-type: none"> <li>• Enjoy a range of malleable media such as clay, papier Mache, Salt dough</li> <li>• Impress and apply simple decoration</li> <li>• Cut shapes using scissors and other modelling tools</li> </ul> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials</p>	Clay Model rolling
Y1	<ul style="list-style-type: none"> <li>• Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>• Explore sculpture with a range of malleable media, especially clay.</li> <li>• Experiment with, construct and join recycled, natural and man-made materials.</li> <li>• Explore shape and form.</li> </ul>	Kneading shaping
Y2	<ul style="list-style-type: none"> <li>• Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</li> <li>• Build a textured relief tile.</li> <li>• Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</li> <li>• Suggested artist = Andy Goldsworthy, Michelangelo sculptures.</li> </ul>	Join relief
Y3	<ul style="list-style-type: none"> <li>• Join clay adequately and work reasonably independently.</li> <li>• Construct a simple clay base for extending and modelling other shapes.</li> <li>• Cut and join wood safely and effectively.</li> <li>• Make a simple papier mache object.</li> <li>• Plan, design and make models.</li> </ul>	Surface Papier mache
Y4	<ul style="list-style-type: none"> <li>• Make informed choices about the 3D technique chosen.</li> <li>• Show an understanding of shape, space and form.</li> <li>• Plan, design, make and adapt models.</li> <li>• Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>• Use a variety of materials.</li> <li>• Suggested artist –Paul Cezanne – still life clay models of fruit.</li> </ul>	Adapt Sculpted
Y5	<ul style="list-style-type: none"> <li>• Describe the different qualities involved in modelling, sculpture and construction.</li> <li>• Use recycled, natural and man-made materials to create sculpture.</li> <li>• Plan a sculpture through drawing and other preparatory work.</li> <li>• Sport heroes ancient Greek sculptors</li> </ul>	Natural Man made Mould
Y6	<ul style="list-style-type: none"> <li>• Develop skills in using clay inc. slabs, coils, slips, etc.</li> <li>• Make a mould and use plaster safely.</li> <li>• Create sculpture and constructions with increasing independence.</li> </ul>	Coil Slip Plaster



## Printing (found materials, fruit/veg, wood blocks, press print, lino, string)

	Expectations	Key vocab
EYFS	<ul style="list-style-type: none"> <li>• Enjoy taking rubbings: leaf, brick, coin</li> <li>• Simple pictures by printing from objects</li> <li>• Develop simple patterns by using objects</li> <li>• Enjoy using stencils to create a picture</li> <li>• Suggested artists = Juan Miro. Henri Matisse</li> </ul>	Rubbing Pattern
Y1	<ul style="list-style-type: none"> <li>• Make marks in print with a variety of objects, including natural and made objects.</li> <li>• Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</li> <li>• Make rubbings.</li> <li>• Build a repeating pattern and recognise pattern in the environment.</li> </ul>	Mark Repeat
Y2	<ul style="list-style-type: none"> <li>• Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</li> <li>• Design patterns of increasing complexity and repetition.</li> <li>• Print using a variety of materials, objects and techniques.</li> </ul>	Relief Press
Y3	<ul style="list-style-type: none"> <li>• Print using a variety of materials, objects and techniques including layering.</li> <li>• Talk about the processes used to produce a simple print.</li> <li>• To explore pattern and shape, creating designs for printing.</li> <li>• Print making in sketchbooks using fossil designs.</li> </ul>	Layering Explore
Y4	<ul style="list-style-type: none"> <li>• Research, create and refine a print using a variety of techniques.</li> <li>• Select broadly the kinds of material to print with in order to get the effect they want</li> <li>• Resist printing including marbling and waxing.</li> </ul>	Research Create Resist
Y5	<ul style="list-style-type: none"> <li>• Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</li> <li>• Choose the printing method appropriate to task.</li> <li>• Build up layers and colours/textures.</li> <li>• Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>• Choose inks and overlay colours.</li> </ul>	Mono print Layer Symmetry
Y6	<ul style="list-style-type: none"> <li>• Describe varied techniques.</li> <li>• Be familiar with layering prints.</li> <li>• Be confident with printing on paper and fabric.</li> <li>• Alter and modify work.</li> <li>• Work relatively independently.</li> </ul>	Modify Technique



## Evaluating and developing work

	Expectations	Key vocab
EYFS	<ul style="list-style-type: none"> <li>Start to produce different patterns and textures from observations, imagination and illustrations</li> <li><b>Cycle A</b> (Jackson Pollock, Raoul Dufy )</li> <li><b>Cycle B</b> (Molly Rausch, Henri Matisse, Juan Miro, Van Gogh)</li> </ul>	Pattern
Y1	<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</li> <li>Identify what they might change in their current work or develop in their future work.</li> <li>Suggested artists (Georgia O'Keefe, Van Gogh/Picasso, LS Lowry)</li> </ul>	Change Future
Y2	<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</li> <li>Identify what they might change in their current work or develop in their future work.</li> <li>Annotate work in sketchbook.</li> <li>Suggested artists – (Michelangelo sculptures, LS Lowry ( developing skills from year 1), Giuseppe Arcimboldo, Andy Goldsworthy)</li> </ul>	Review
Y3	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> <li>Suggested artists – (Fossil drawings recorded in sketch books using pencils to show tone, Print making in sketchbooks using fossil designs, Claude Monet, Mosaic designs)</li> </ul>	Compare  Adapt
Y4	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Suggested artists – (Black and white paintings skulls, Paul Cezanne, Egyptian art work)</li> </ul>	Develop Method
Y5	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Suggested artists – (Jackson Pollock, Henri Rousseau, Sport heroes ancient Greek sculptors)</li> </ul>	Describe
Y6	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Suggested artists – (John Banovich, Kandinsky – Music focus, Naïve Cornish artist Alfred Wallis and felt making artist Mary Clare Buckle.)</li> </ul>	Approach Views

