



Subject Area: Art & Design



Knowledge / skills progression	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curriculum expectations	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>Use a range of materials</p> <p>Use drawing, painting and sculpture</p> <p>Develop techniques of colour, pattern, texture, line, shape, form and space</p> <p>Learn about range of artists, craftsmen and designers</p>	<p>Use a range of materials</p> <p>Use drawing, painting and sculpture</p> <p>Develop techniques of colour, pattern, texture, line, shape, form and space</p> <p>Learn about range of artists, craftsmen and designers</p>	<p>Use sketchbooks to collect, record and evaluate ideas</p> <p>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</p> <p>Learn about great artists, architects & designers</p>	<p>Use sketchbooks to collect, record and evaluate ideas</p> <p>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</p> <p>Learn about great artists, architects & designers</p>	<p>Use sketchbooks to collect, record, review, revisit & evaluate ideas</p> <p>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</p> <p>Learn about great artists, architects & designers</p>	<p>Use sketchbooks to collect, record, review, revisit & evaluate ideas</p> <p>Improve mastery of techniques such as tone, painting and sculpture with varied materials</p> <p>Learn about great artists and architects.</p>
Exploring and developing ideas	<p>Nursery Choose the right resources to carry out their plan.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Explore and create ideas for purposes and intentions.</p>	<p>Use artist sources to develop their own original artwork.</p> <p>Gaining inspiration for artwork from the natural world.</p>	<p>Create personal artwork using the artwork of others to stimulate them.</p>	<p>Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art.</p> <p>Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.</p>	<p>Express thoughts and feelings about familiar products.</p> <p>Design new architectural forms, design and invent new products, link artwork to literary sources.</p> <p>Create and invent for purposes.</p>	<p>Develop personal, imaginative responses to a theme.</p> <p>Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning.</p> <p>Express ideas about art through messages, graphics, text and images.</p>

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Drawing	<p>Nursery Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Reception Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop the foundations of a handwriting style which is fast accurate and efficient.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p><i>Beginning to link to artists (Wassily Kandinsky, Vincent Van Gogh)</i></p>	<p>Explore mark making, experiment with drawing lines and use 2D shapes to draw.</p> <p>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</p> <p>Identify, describe and use shape for purpose.</p> <p>Understand what tone is and how to apply this to their own work.</p>	<p>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</p> <p>Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</p> <p>Compose geometric designs by adapting the work of other artists to suit their own ideas.</p> <p>Experiment with pencils to create tone.</p> <p>Use tone to create form when drawing.</p>	<p>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</p> <p>Express and describe organic and geometric forms through different types of line.</p> <p>Identify, draw and label shapes within images and objects.</p> <p>Create and form shapes from 3D materials.</p> <p>Develop skill and control when using tone. Learn and use simple shading rules.</p>	<p>Draw still life from observation and for mark making.</p> <p>Further develop understanding of geometry and mathematical proportion when drawing.</p> <p>Learn and apply symmetry to draw accurate shapes.</p> <p>Analyse and describe how artists use line in their work.</p> <p>Create geometric compositions using mathematical shapes.</p> <p>Analyse and describe the use of shape in artist's work.</p> <p>Use a variety of tones to create different effects.</p> <p>Understand tone in more depth to create 3D effects.</p> <p>Analyse and describe use of tone in artists' work.</p>	<p>Further develop drawing from observation.</p> <p>Draw using perspective, mathematical processes, design, detail and line.</p> <p>Extend and develop a greater understanding of applying expression when using line.</p> <p>Composing original designs by adapting and synthesising the work of others.</p> <p>Analyse and evaluate artists' use of shape.</p> <p>Develop an increasing sophistication when using tone to describe objects when drawing.</p> <p>Analyse artists' use of tone.</p>	<p>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</p> <p>Deepen knowledge and understanding of using line when drawing portraits.</p> <p>Develop greater skill and control. Study and apply the techniques of other artists.</p> <p>Fluently sketch key shapes of objects when drawing.</p> <p>Create abstract compositions using knowledge of other artists' work.</p> <p>Increase awareness of using tone to describe light and shade, contrast, highlight and shadow.</p> <p>Manipulate tone for halo and chiaroscuro techniques.</p>

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Painting	<p>Nursery Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use a comfortable grip with good control when holding paintbrushes.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Use painting to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p> <p>Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p><i>Beginning to link to artists (Henri Rousseau, Henry Fraser)</i></p>	<p>Develop skill and control when painting.</p> <p>Paint with expression.</p> <p>Remember the primary colours and how to mix them to create secondary colours.</p> <p>Create shades of a colour and choose and justify colours for purpose.</p>	<p>Further improve skill and control when painting.</p> <p>Paint with creativity and expression.</p> <p>Mix, apply and refine colour mixing for purpose using wet and dry media.</p> <p>Describe their colour selections.</p>	<p>Increase skill and control when painting.</p> <p>Apply greater expression and creativity to own paintings.</p> <p>Increase awareness and understanding of mixing and applying colour, including use of natural pigments.</p> <p>Use aspects of colour such as tints and shades, for different purposes.</p>	<p>Develop skill and control when painting.</p> <p>Paint with expression.</p> <p>Analyse painting by artists.</p> <p>Analyse and describe colour and painting techniques in artists work.</p> <p>Manipulate colour for print.</p>	<p>Control brush strokes and apply tints and shades when painting.</p> <p>Paint with greater skill and expression.</p> <p>Select and mix more complex colours to depict thoughts and feelings.</p>	<p>Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</p> <p>Mix and apply colours to represent still life objects from observation.</p> <p>Express feelings and emotions through colour.</p> <p>Study colours used by Impressionist painters.</p>

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<p>Craft, design, materials and Techniques</p> <p>Sculpture, collage</p>	<p>Nursery Choose the right resources to carry out their plan.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Reception Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop overall body strength, balance, coordination and agility.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p><i>Beginning to link to artists (Andy Warhol, Wassily Kandinsky)</i></p>	<p>Learn a range of materials and techniques such as clay-etching, printing and collage.</p> <p>Learn about form and space through making sculptures and developing language.</p> <p>Use materials to create textures.</p>	<p>Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</p> <p>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</p> <p>Identify and describe different textures.</p> <p>Select and use appropriate materials to create textures.</p>	<p>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</p> <p>Further develop their ability to describe 3D form in a range of materials, including drawing.</p> <p>Analyse and describe texture within artists' work.</p>	<p>Make art from recycled materials, create sculptures, print and create using a range of materials.</p> <p>Learn how to display and present work.</p> <p>Develop ability to describe and model form in 3D using a range of materials.</p> <p>Analyse and describe how artists use and apply form in their work.</p> <p>Use a range of materials to express complex textures.</p>	<p>Create mixed media art using found and reclaimed materials.</p> <p>Select materials for a purpose.</p> <p>Further extend their ability to describe and model form in 3D using a range of materials.</p> <p>Develop understanding of texture through practical making activities.</p>	<p>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</p> <p>Express and articulate a personal message through sculpture.</p> <p>Analyse and study artists' use of form.</p> <p>Understand how artists manipulate materials to create texture.</p>

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Printing	<p>Nursery Choose the right resources to carry out their plan.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Reception Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop overall body strength, balance, coordination and agility.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p><i>Beginning to link to artists (Andy Warhol, Wassily Kandinsky)</i></p>	<p>Understand patterns in nature, design and make patterns in a range of materials.</p>	<p>Learn a range of techniques to make repeating and nonrepeating patterns.</p> <p>Identify natural and man-made patterns.</p> <p>Create patterns of their own.</p>	<p>Construct a variety of patterns through craft methods.</p> <p>Further develop knowledge and understanding of pattern.</p>	<p>Create original designs for patterns using geometric repeating shapes.</p> <p>Analyse and describe how other artists use pattern.</p>	<p>Construct patterns through various methods to develop their understanding.</p>	<p>Represent feelings and emotions through patterns.</p> <p>Create sophisticated artwork using their knowledge of pattern.</p>

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Work of other artists	<p>Nursery Van Gogh + other artists depending on children's interests.</p> <p>Reception Andy Warhol, Wassily Kandinsky, Henry Fraser, Wassily Kandinsky, Henri Rousseau.</p>	<p>Study the work of artists:</p> <p>Recognise and describe key features of their own and other's work.</p> <p>Describe what they feel about their work and the art of others.</p>	<p>Study the work of artists:</p> <p>Compare other's work, identifying similarities and differences.</p> <p>Describe choices and preferences using the language of art.</p>	<p>Study the work of artists and architects:</p> <p>Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).</p> <p>Reflecting on their own work in order to make improvements.</p>	<p>Study the work of artists and architects:</p> <p>Build a more complex vocabulary when discussing your own and others' art.</p> <p>Use their own and other's opinion of work to identify areas of improvement.</p>	<p>Study the work of artists and architects:</p> <p>Develop a greater understanding of vocabulary when discussing their own and others' work.</p> <p>Regularly analysing and reflecting on their intentions and choices.</p>	<p>Study the work of artists and architects:</p> <p>Use the language of art with greater sophistication when discussing own and others art.</p> <p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p>