



## Progress in Art and Design: Key Stage 1 and 2

*We believe that art is a form of expression and communication, unique to each artist. Our children will learn about and explore a range of artistic techniques as well as learning about key artistic styles and artists through history. Artistic elements and techniques are explicitly taught and practised so that children become comfortable to explore them when composing their own pieces. Our children learn about a range of diverse artists and draw inspiration from a range of sources, including our local area, when creating their own artwork.*

## ART AND DESIGN SUBJECT PROGRESSION - EYFS

	Nursery	Reception
Key Questions	<p>Can they paint a picture using different sized brushes and rollers?</p> <p>Can they use pencils, felt pens and crayons to draw?</p> <p>Can they explore colour mixing?</p> <p>Can they make models using craft materials?</p>	<p>Can they draw a person - head, body, arms, legs and some facial features?</p> <p>Do they know how to mix primary colours to make secondary colours?</p> <p>Can they make different shades of the same colour?</p> <p>Can they use different techniques to make 2D and 3D collages?</p>

NATIONAL CURRICULUM	Year 1/2	Year 3/4	Year 5/6
<b>Skills and Techniques</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products</li> <li>• use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination</li> <li>• develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• create sketch books to record their observations and use them to review and revisit ideas</li> <li>• improve their mastery of art and design techniques including drawing, painting, and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> </ul>	
<b>Knowledge about artists</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• about 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> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• about great artists, architects, and designers in history</li> </ul>	

	ART AND DESIGN SUBJECT PROGRESSION - FRIARAGE SCHOOL					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing	<p>Can they draw lines of different shapes and thickness?</p> <p>Can they draw using pencil and crayons?</p> <p>Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</p> <p>Can they communicate something about themselves in their drawing?</p> <p>Can they create moods in their drawings?</p>	<p>Can they use three different grades of pencil in their drawing (4B, 8B, HB)?</p> <p>Can they create different tones using light and dark?</p> <p>Can they show patterns and texture in their drawings?</p> <p>Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</p>	<p>Can they show facial expressions in their drawings?</p> <p>Can they use their sketches to produce a final piece of work?</p> <p>Can they write an explanation of their sketch in notes?</p> <p>Can they use different grades of pencil shade, to show different depths of colour/light?</p>	<p>Can they begin to show facial expressions and body language in their sketches?</p> <p>Can they identify and draw simple objects, and use marks and lines to produce texture?</p> <p>Can they organise line, tone, shape, and colour to represent figures and forms in movement?</p> <p>Can they show reflections?</p> <p>Can they explain why they have chosen specific materials to draw with?</p>	<p>Can they identify and draw simple objects, and use marks and lines to produce texture?</p> <p>Do they successfully use shading to create mood and feeling?</p> <p>Can they organise line, tone, shape, and colour to represent figures and forms in movement?</p> <p>Can they show reflections?</p> <p>Can they explain why they have chosen specific materials to draw with?</p>	<p>Do their sketches communicate emotions and a sense of self with accuracy and imagination?</p> <p>Can they explain why they have combined different tools to create their drawings?</p> <p>Can they explain why they have chosen specific drawing techniques?</p>
Printing	<p>Can they print with sponges, vegetables, and fruit?</p> <p>Can they print onto paper and textile?</p> <p>Can they design their own printing block?</p> <p>Can they create a repeating pattern?</p>	<p>Can they create a print using pressing, rolling, rubbing, and stamping?</p> <p>Can they create a print like a designer?</p>	<p>Can they make a printing block?</p> <p>Can they make a 2-colour print?</p>	<p>Can they print using at least four colours?</p> <p>Can they create an accurate print design?</p> <p>Can they print onto different materials?</p>		<p>Can they over print using different colours?</p> <p>Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</p>

Painting	<p>Can they name the colours they use, including shades?</p> <p>Can they create moods in their paintings?</p> <p>Can they use thick and thin brushes?</p> <p>Can they name the primary and secondary colours?</p> <p>Can they choose to use thick and thin brushes as appropriate?</p>	<p>Can they mix paint to create all the secondary colours?</p> <p>Can they mix and match colours, predict outcomes?</p> <p>Can they mix their own brown? Can they make tints by adding white?</p> <p>Can they make tones by adding black?</p>	<p>Can they predict with accuracy the colours that they mix?</p> <p>Do they know where each of the primary and secondary colours sits on the colour wheel?</p> <p>Can they create a background using a wash?</p> <p>Can they use a range of brushes to create different effects?</p>	<p>Can they create all the colours they need?</p> <p>Can they create mood in their paintings?</p> <p>Do they successfully use shading to create mood and feeling?</p>	<p>Can they create a range of moods in their paintings?</p> <p>Can they express their emotions accurately through their painting and sketches?</p>	<p>Can they explain what their own style is?</p> <p>Can they use a wide range of techniques in their work?</p> <p>Can they explain why they have chosen specific painting techniques?</p>
Collage	<p>Can they cut and tear paper and card for their collages?</p> <p>Can they gather and sort the materials they will need?</p>	<p>Can they cut and tear paper and card for their collages?</p> <p>Can they decide which materials will produce the best effect?</p>	<p>Can they cut very accurately? Can they overlap materials?</p> <p>Can they experiment using different colours?</p> <p>Can they use montage?</p>	<p>Can they use mosaic?</p> <p>Can they use ceramic mosaic?</p> <p>Can they combine visual and tactile qualities?</p>		
Sketch Books		<p>Can they begin to demonstrate their ideas through photographs and in their sketch books?</p> <p>Can they set out their ideas, using 'annotation' in their sketch books?</p> <p>Do they keep notes in their sketch books as to how they have changed their work?</p>	<p>Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</p> <p>Can they make notes in their sketch books about techniques used by artists?</p> <p>Can they suggest improvements to their work by keeping a journal while working?</p>	<p>Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?</p> <p>Can they produce a montage all about themselves?</p> <p>Do they use their sketch books to adapt and improve their original ideas?</p> <p>Do they keep notes about the purpose of their work in their sketch books?</p>	<p>Do they keep notes in their sketch books as to how they might develop their work further?</p> <p>Do they use their sketch books to compare and discuss ideas with others?</p>	<p>Do their sketch books contain detailed notes, and quotes explaining about items?</p> <p>Do they compare their methods to those of others and keep notes in their sketch books?</p> <p>Do they combine graphics and text-based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</p> <p>Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</p>

Textiles/3D	<p>Can they sort threads and fabrics?</p> <p>Can they group fabrics and threads by colour and texture?</p> <p>Can they add texture by using tools?</p> <p>Can they make different kinds of shapes?</p> <p>Can they cut, roll, and coil materials such as clay, dough?</p>	<p>Can they add texture by using tools?</p> <p>Can they make different kinds of shapes?</p> <p>Can they cut, roll, and coil materials such as clay, dough?</p> <p>Can they weave with fabric and thread?</p>	<p>Can they add onto their work to create texture and shape?</p> <p>Can they work with life size materials?</p> <p>Can they create pop-ups?</p> <p>Can they use more than one type of stitch?</p> <p>Can they join fabric together to form a quilt using padding?</p> <p>Can they use sewing to add detail to a piece of work?</p> <p>Can they add texture to a piece of work?</p>	<p>Do they experiment with and combine materials and processes to design and make 3D form?</p> <p>Can they begin to sculpt clay and other mouldable materials?</p> <p>Can they use early textile and sewing skills as part of a project?</p>	<p>Do they experiment with and combine materials and processes to design and make 3D form?</p> <p>Can they use appropriately chosen materials to create a 3D structure?</p>	<p>Can they create models on a range of scales?</p> <p>Can they create work which is functional as a prototype?</p> <p>Can they include both visual and tactile elements in their work?</p>
Use of IT	<p>Can they use a simple painting program to create a picture?</p> <p>Can they use tools like fill and brushes in a painting package?</p>	<p>Can they use a simple painting program to create a picture? Can they use tools like fill and brushes in a painting package?</p> <p>Can they go back and edit their work?</p>	<p>Can they use the printed images they take with a digital camera and combine them with other media to produce artwork?</p> <p>Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?</p> <p>Can they use the web to research an artist or style of art?</p> <p>Can they use software to create a Stop Motion Animation using own 3D models?</p>	<p>Can they present a collection of their work on a slide show?</p> <p>Can they create a piece of artwork which includes the integration of digital images they have taken?</p> <p>Can they combine graphics and text based on their research?</p>	<p>Can they create a piece of artwork which includes the integration of digital images they have taken?</p> <p>Can they combine graphics and text based on their research?</p> <p>Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?</p> <p>Can they create digital images with video, and sound to communicate?</p>	<p>Do they use software packages to create pieces of digital art to design.</p> <p>Can they create a piece of art which can be used as part of a wider presentation?</p>

Knowledge	<p>Can they describe what they can see and like in the work of another artist/craft maker/designer?</p> <p>Can they ask sensible questions about a piece of art?</p>	<p>Can they describe what they can see and like in the work of another artist/craft maker/designer?</p> <p>Can they ask sensible questions about a piece of art?</p>	<p>Can they compare the work of different artists?</p> <p>Can they explore work from other cultures?</p> <p>Can they explore work from other periods of time?</p> <p>Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?</p>	<p>Can they experiment with different styles which artists have used?</p> <p>Can they explain art from other periods of history?</p>	<p>Can they experiment with different styles which artists have used?</p> <p>Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p>	<p>Can they make a record about the styles and qualities in their work?</p> <p>Can they say what their work is influenced by?</p> <p>Can they include technical aspects in their work, e.g. architectural design?</p>
Artists to Explore	<p>James Brunt</p> <p>Mondrian</p> <p>Paul Klee</p> <p>Andy Goldsworthy</p>		<p>Steven Wiltshire</p> <p>Hokusai</p> <p>Nick Rowland</p>		<p>Holbein</p> <p>Picasso</p>	<p>Banksy</p> <p>Georgia O'keefe</p> <p>Andy Warhol</p> <p>Salvador Dali</p>
Vocabulary	<p>portrait, self-portrait, line drawing, detail, landscape, cityscape, building, drawings, line, bold, size, light, dark</p> <p>primary colours, secondary colours, neutral, colours, tints, tones, warm colours, cool, colours, sweep, dab, bold</p> <p>colour, shape, printing, printmaking, relief printing, objects</p> <p>textiles, fabric, weaving, over, under, decoration, decorative</p> <p>sculpture, statue, model, 3D, land art, sculptor, carving, sculpture, shapes, materials, abstract,</p> <p>collage, squares, gaps, landscape, features, cut, place, arrange</p>		<p>portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline</p> <p>colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone</p> <p>line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking</p> <p>rollers</p> <p>pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration</p> <p>rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings,</p> <p>shape, form, shadow, light, marionette puppet</p> <p>texture, shape, form, pattern, mosaic, symbolic</p> <p>patterns, geometric patterns</p>		<p>line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, shadow,</p> <p>reflection, heavy, portrait, graffiti, hatching, cross-hatching, perspective</p> <p>blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists, tint</p> <p>hammering, pattern, shape, tile, colour, arrange</p> <p>colour, fabric, tapestry, pattern, embroidery, stitch</p> <p>form, structure, texture, shape, mark, soft, join, tram, cast</p> <p>shape, form, arrange, fix, mosaic</p>	