



Kingswood Primary School – Art and Design skills progression

By the end of Key Stage 2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Pupils should be taught:

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Suggested Artists / Crafts makers Knowledge of Artists Use the work of artists to replicate ideas or inspire their own work.		<u>Cycle 1</u> *Andy Goldsworthy *Indian folk Art *Damien Hirst	<u>Cycle 2</u> *Bridget Riley *Kenyan masks *Claude Monet	<u>Cycle 1</u> * Saxon Brooches * Georgia O’Keeffe * Nick Rowland	<u>Cycle 2</u> *Roman mosaics *Aztec textiles *Hans Holbein	<u>Cycle 1</u> *Greek pottery *William Morris *Rembrandt / Joseph Wright of Derby	<u>Cycle 2</u> *WWII poster designers * Egyptian paintings * Clair Bremner
Exploring and developing ideas	* Use what they have learnt about media and materials in original ways, thinking about uses and purposes (EA&D BI ELG)	*Begin to record and explore ideas from first hand observations, experience and imagination. *Begin to ask and answer questions about the starting points for their work, and develop their ideas. *Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures	*Record and explore ideas from first hand observation, experience and imagination. *Ask and answer questions about the starting points for their work and the processes they have used. *Develop their ideas. *Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	*Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. *Question and make thoughtful observations about starting points and select ideas to use in their work. *Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	*Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. *Question and make thoughtful observations about starting points and select ideas to use in their work. *Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	*Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. *Question and make thoughtful observations about starting points and select ideas to use in their work. *Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	*Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. *Question and make thoughtful observations about starting points and select ideas to use in their work. *Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

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Drawing and mark making	*Enjoys using graphic tools, fingers, hands, chalks, pens and pencils *Use and begin to control a range of media *Draw on different surfaces and paper *Produce lines of different patterns and textures from observation, imagination and illustrations	*Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. *Use a sketchbook to gather and collect artwork. *Begin to explore the use of line, shape and colour.	*Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. *Understand the basic use of a sketchbook and work out ideas for drawing. *Draw for a sustained period of time from the figure and real objects, including single and grouped objects. *Experiment with the visual elements; line, shape, pattern and colour.	*Experiment with different grades of pencil and other implements. *Plan, refine and alter their drawings as necessary. *Use their sketchbook to collect and record visual information from different sources. *Draw for a sustained period of time at their own level. *Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	*Make informed choices in drawing. *Alter and refine drawings and describe changes using art vocabulary. *Collect images and information independently in a sketchbook. *Use research to inspire drawings from memory and imagination. *Explore relationships between line and tone, pattern and shape, line and texture.	*Use a variety of source material for their work. *Work in a sustained and independent way from observation, experience and imagination. *Use a sketchbook to develop ideas. *Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	*Demonstrate a wide variety of ways to make different marks with dry and wet media. *Develop ideas using different or mixed media, using a sketchbook. *Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. *Introduce perspective, fore/back and middle ground. *Investigate proportions *Show total qualities using cross-hatching, pointillism, sidestrokes, use of rubber to draw/highlight.
Painting	* Enjoy using a variety of tools including different size/size brushes and	*Use a variety of tools and techniques including the use of different brush sizes and types.	*Mix a range of secondary colours, shades and tones. *Experiment with tools and techniques	*Mix a variety of colours and know which primary colours make	*Make and match colours with increasing accuracy. *Use more specific colour language	*Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary	*Create shades and tints using black and white. *Choose appropriate paint, paper and implements to adapt

	tools i.e. sponge brushes, fingers, twigs * Recognise and name the primary colours being used * Mix and match colours to different artefacts and objects * Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper	*Mix and match colours to artefacts and objects. *Work on different scales. *Mix secondary colours and shades using different types of paint. *Create different textures e.g. use of sawdust.	including layering, mixing media, scraping through etc. *Name different types of paint and their properties. *Work on a range of scales e.g. large brush on large paper etc. *Mix and match colours using artefacts and objects.	secondary colours. *Use a developed colour vocabulary. *Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. *Work confidently on a range of scales e.g. thin brush on small picture etc.	e.g. tint, tone, shade, hue. *Choose paints and implements appropriately. *Plan and create different effects and textures with paint according to what they need for the task. *Show increasing independence and creativity with the painting process.	and contrasting colours. *Work on preliminary studies to test media and materials. *Create imaginative work from a variety of sources.	and extend their work. *Carry out preliminary studies, test media and materials and mix appropriate colours. *Work from a variety of sources, inc. those researched independently. *Show an awareness of how paintings are created (composition).
Printing	* Enjoy taking rubbings; leaf, brick, coin. Simple pictures by printing from objects * Develop simple patterns by using objects * Enjoy using stencils to	*Make marks in print with a variety of objects including natural and made objects. *Carry out different printing techniques e.g. monoprint, block, relief and resist printing. *Make rubbings.	*Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings. *Design patterns of increasing complexity and repetition. *Print using a variety of	*Print using a variety of materials, objects and techniques including layering. *Talk about the processes used to produce a simple print. *Explore pattern and	*Organise their work in terms of pattern, repetition, symmetry or random printing styles. *Choose inks and overlay colours.	*Explore a variety of different techniques. *Choose the printing method appropriate to task. *Build up layers and colours/textures. *Work relatively independently.	*Describe varied techniques. *Be familiar with layering prints. *Be confident with printing on paper and fabric. *Alter and modify work. *Explore pattern and shape, creating designs for printing.

	create a picture	*Build a repeating pattern and recognise pattern in the environment.	materials, objects and techniques.	shape, creating designs for printing.			
Textiles and collage	* Enjoy playing with and using a variety of textiles and fabric * Show experience in simple weaving: paper, twigs * Show experience in fabric collage: layering fabric * Use appropriate language to describe colours, media, equipment and textures	*Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. *How to thread a needle, cut, glue and trim material. *Create images from imagination, experience or observation. *Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper etc.	*Use a variety of techniques including French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. *Create textured collages from a variety of media. *Make a simple mosaic. - Stitch, knot and use other manipulative skills.	*Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. *Name the tools and materials they have used. *Develop skills in stitching. *Experiment with a range of media e.g. overlapping, layering etc.	*Match the tool to the material. *Combine skills more readily. *Choose collage or textiles as a means of extending work already achieved. *Refine and alter ideas and explain choices using an art vocabulary. *Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. *Experiment with paste resist.	*Join fabrics in different ways, including stitching. *Use different grades and uses of threads and needles. *Extend their work within a specified technique. *Use a range of media to create collage. *Experiment with using batik safely.	*Show an awareness of the potential of the uses of material. *Use different techniques, colours and textures etc when designing and making pieces of work. *To be expressive and analytical to adapt, extend and justify their work.
Sculpture / 3D form	* Enjoy using a variety of malleable media, such as clay, papier-mache, salt dough. * Impress and apply simple decorations * Cut shapes using scissors	*Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. *Explore sculpture with a range of malleable media, especially clay. *Experiment with, construct	*Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models. *Build a textured relief tile. *Understand the safety and basic care of materials and tools.	*Join clay adequately and work reasonably independently. *Construct a simple clay base for extending and modelling other shapes.	*Make informed choices about the 3D technique chosen. *Show an understanding of shape, space and form. *Plan, design, make and adapt models.	*Describe the different qualities involved in modelling, sculpture and construction. *Use recycled, natural and man-made materials to create sculpture.	*Develop skills in using clay including slabs, coils, slips, etc. *Make a mould and use plaster safely. *Create sculpture and constructions with increasing independence.

	and other modelling tools * Build a construction/s culpture using a variety of objects e.g. recycled, naturals and manmade materials	and join recycled, natural and man-made materials. *Explore shape and form.	*Experiment with, construct and join recycled, natural and man-made materials more confidently.	*Cut and join wood safely and effectively. *Make a simple papier mache object. *Plan, design and make models.	*Talk about their work understanding that it has been sculpted, modelled or constructed. *Use a variety of materials.	*Plan a sculpture through drawing and other preparatory work.	
Evaluating and developing work	*Develop own ideas through selecting and using materials, tools and techniques, experimenting with colour, design, texture, form and function (EAD BI EXC) * Talk about the ideas and processes which have led them to make designs and images. (EAD BI EXC) *They can talk about features of their own	*Review what they and others have done and say what they think and feel about it e.g. annotate sketchbook. *Identify what they might change in their current work or develop in their future work.	*Review what they and others have done and say what they think and felt about it e.g. annotate sketchbook. *Identify what they might change in their current work or develop in their future work. *Annotate work in their sketchbook.	*Develop sketchbooks. *Use a variety of ways to record ideas including digital cameras and iPads. *Develop artistic/visual vocabulary to discuss work. *Begin to suggest improvements to own work. *Experiment with a wider range of materials. *Present work in a variety of ways.	*Develop sketchbooks. *Use a variety of ways to record ideas including digital cameras and iPads. *Develop artistic/visual vocabulary to discuss work. *Begin to suggest improvements to own work. *Experiment with a wider range of materials. *Present work in a variety of ways.	*Select and develop ideas confidently, using suitable materials confidently. *Improve quality of sketchbook with mixed media work and annotations. *Select own images and starting points for work. *Develop artistic/visual vocabulary when talking about own work and that of others. *Begin to explore possibilities, using and combining different styles and techniques.	*Select and develop ideas confidently, using suitable materials confidently. *Improve quality of sketchbook with mixed media work and annotations. *Select own images and starting points for work. *Develop artistic/visual vocabulary when talking about own work and that of others. *Begin to explore possibilities, using and combining different styles and techniques. *Compare ideas, methods and

	work and others' work, recognising the differences between them and the strengths of others. (EAD BI EXC)					*Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. *Adapt their work according to their views and describe how they might develop it further.	approaches in their own and others' work and say what they think and feel about them. *Adapt their work according to their views and describe how they might develop it further.
Breath of Study		*Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. *Use ICT *Investigate different kinds of art, craft and design.	*Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. *Use ICT *Investigate different kinds of art, craft and design.	*Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. *Use ICT. *Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	*Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. *Use ICT. *Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	*Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. *Use ICT. *Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	*Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. *Use ICT. *Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.