

Art and design progression of knowledge and skills

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units			Andy Goldsworthy Colour Creations Self Portraits	African Art Can Buildings Speak? Henri Rousseau	Investigating patterns Can we Change Places? (Sculptures) Portraying Relationships	Famous Buildings Van Gogh Pop Art	A Sense of Place Art Illusions Sculpting Vases	Cityscapes Famous Fashion Street Art
NC Attainment targets Subject content	Development matters 3 - 4 years	ELG: Fine Motor Skills Creating with Materials	Pupils should be taught: <ul style="list-style-type: none"> • 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. 		Pupils should be taught: 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: <ul style="list-style-type: none"> • 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. 			
Ideas	To explore different materials freely, to develop their ideas about how to use them and what to make To develop their own ideas and then decide which materials to use to express them To join different materials and explore different textures	To share their creations, explaining the process they have used	To respond to ideas and starting points. To explore ideas and collect visual information To know that reflections can be used in art work.	To explore different methods and materials and use these to ideas develop their own art work	To develop ideas from given starting points To collect information, sketches and resources To know how has art and design been used in the local area. To know that visual information can be collected in different ways (e.g. rubbings, sketches, photographs of shapes and colours, etc.) to inform their own designs.	To explore ideas in a variety of ways and record in sketchbooks To adapt and refine ideas as they progress To comment on artist works To know that like Van Gogh, they will need to revisit and develop ideas.	To develop and imaginatively extend ideas from different starting points To collect information, sketches and resources and present ideas imaginatively in a sketchbook To comment on artworks using effective language. To know that collecting visual information is important in order to help develop ideas about the environment.	To develop and imaginatively extend ideas from different starting points To collect information, sketches and resources and present ideas imaginatively in a sketchbook using different media To comment on artworks using effective language To develop ideas for improving a public space with street art
Painting	To show different emotions in their drawings and paintings, like happiness, sadness, fear To explore colour and colour mixing	To use a range of small tools, including scissors, paint brushes and cutlery	To use thick and thin brushes. To mix primary colours to make secondary. How to identify colours and the objects that are associated with them. To know all the primary colours. To know some secondary colours.	To mix primary colours to make secondary To add white to colours to make tints and black to colours to make tones To create colour wheels To know that a colour wash can create effects such as a sunset. To know that new colours can be created by blending colours together.	To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. To mix colours effectively To experiment with creating mood with colour To know a range of painting techniques that can be used to create a relationship portrait.	To use watercolour paint to produce washes for backgrounds then add detail To know how colour and pattern are used in the design of St Basil' s Cathedral. To know that colours and lines can be used to create shade and tint	To sketch (lightly) before painting to combine line and colour To create a colour palette based upon colours observed in the natural or built world	To combine colours, tones and tints to enhance the mood of a piece To use brush techniques and the qualities of paint to create texture To develop a personal style of painting, drawing upon ideas from other artists

			To know that lighter and darker shades of colour are created by adding white or black to a colour. To know how colour can be used to convey moods and emotions.					
Collaging		To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	To collage they use a combination of materials that are cut, torn and glued.	To collage they use a combination of materials that are cut, torn and glued and mix materials to create texture. To know some of the colours, shapes and patterns used in African art. To know the shapes used in African masks. To know what a silhouette is. To know that a mural can be made with a variety of materials	To know that a variety of materials can be used to create a collage including recycled and reused materials.	To select and arrange materials for a striking effect ensuring work is precise To use coiling, overlapping, tessellation, mosaic and montage	To know the importance of practising their design to see if any changes are necessary using different media.	To know that the materials and colours used affect the product design
Sculpture		To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	To sort and arrange materials and mix materials to create texture. To use a combination of shapes and include lines and texture. To use rolled up paper, straws, paper, card and clay as materials for sculpture To know that some sculptures are temporary To know that a variety of shapes can be used in art. To create a portrait sculpture.	To use techniques such as rolling, cutting, moulding and carving when working with materials To know the shapes used in African masks. To know that a mural can be made with a variety of materials To know how to create a clay tile	To know that a variety of materials can be used to create a sculpture including recycled and reused materials. To manipulate different materials to create the line, form or shape that they need.	To include texture that conveys feelings, expression or movement To use clay and other mouldable materials	To use tools to carve and add shapes, texture and pattern when working with clay To know several different styles of ancient vase and different vase designers To know a variety of decorating techniques that can be used on clay To develop control of tools to be used with a clay vase and creating a finished product.	To use tools to carve and add shapes, texture and pattern To use frameworks (such as wire or moulds) to provide stability and form To know that Pop art techniques and layering can be used to create a 3D cityscape. To know how to use a palette knife and paint to create textured cityscapes To know how to replicate cityscape photos using different mediums
Line Techniques	To draw with increasing complexity and detail, such as representing a face with a circle and including details To use drawing to represent ideas like movement or loud noises To create closed shapes with continuous lines and begin to use these	To begin to show accuracy and care when drawing	To draw lines of different sizes and thickness To colour (own work) neatly following the lines To know that Kandinsky used 2D shapes in his art. To know that a portrait is a picture an artist paints of someone else. To create a range marks using different drawing media. To create a self-portrait from observation.	To show pattern and texture by adding dots and lines To show different tones by using coloured pencils To know that different shapes make up buildings. To know how to identify patterns and features in buildings.	To use different hardnesses of pencils to show line, tone and texture. To annotate sketches to explain and elaborate ideas. To sketch lightly (no need to use a rubber to correct mistakes) To know the terms 'line, shape and form' when designing a sculpture. To know the terms: form, composition and arrangement	To use shading to show light and shadow To use hatching and cross hatching to show tone and texture To know that line, form and shape are used to design a building. To know how use lines to create movement.	To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). To choose a style of drawing suitable for the work (e.g. realistic or impressionistic). To know that a vanishing point uses lines to make things seem closer/further away To know several ways to create perspective.	To use a choice of techniques to depict movement, perspective, shadows and reflection To use lines to represent movement To know how to create reflections of cityscapes on water To know how to add detail into cityscape ink drawings To create their own street art using stencils. To develop ideas and techniques for art work

	shapes to represent objects						<p>To create realistic interiors using perspective techniques such as a 'vanishing point'.</p> <p>To use foreshortening to give perspective and create illusions in their work.</p> <p>To create an optical piece of art.</p> <p>To know how to create perspective in their work</p> <p>To know the importance of line when creating perspective</p>	<p>comprising stylised graffiti lettering</p> <p>To know how to write in the style of graffiti</p> <p>To know how perspective, line and shape are used to create street art</p>
Printing			<p>To use repeating or overlapping shapes</p> <p>To use objects to create prints (e.g. fruit, vegetables or sponges)</p>	<p>To mimic print from the environment (e.g. wallpapers)</p> <p>To press, roll, rub and stamp to make prints</p>	<p>To know how to use layers of two or more colours when printing</p> <p>To know how to replicate patterns observed in natural or built environments</p> <p>To make precise repeating patterns</p>	<p>To use layers of two or more colours when printing</p> <p>To make printing blocks (e.g. from coiled string glued to a block)</p> <p>To know that Andy Warhol used printing techniques to create much of his work</p>		<p>To build up layers of colours when printing</p> <p>To create an accurate pattern, showing fine detail</p>
Textile Techniques	To join different materials and explore different textures			<p>To use weaving and plaiting to create a pattern</p> <p>To join materials using glue and/or a stitch</p> <p>To know some of the colours, shapes and patterns used in African art.</p>	<p>To shape and stitch materials</p> <p>To create weavings</p> <p>To use basic cross stitch and back stitch.</p>		<p>To choose from a range of stitching techniques</p> <p>To combine previously learned techniques to create pieces textile work</p>	<p>To create their own designs based on the work of designers</p> <p>To design their own costume.</p> <p>To explore how design is used in the home, clothing, shoes and hats</p> <p>To use a variety of materials to create their own costume</p>
Digital Media			<p>To create digital images (portraits)</p> <p>To know that Andy Goldsworthy works with nature to produce art.</p> <p>To know that art can be temporary.</p> <p>To know that materials and colours can be grouped together.</p>		<p>To create digital images to paint from and explain why they were created. (portraits)</p>	<p>To create images, video and sound recordings and explain why they were created.</p>	<p>To begin to enhance digital media by editing (including sound, video, animation, still images and installations).</p>	<p>To enhance digital media by editing (including sound, video, animation, still images and installations).</p> <p>To explore the use of paints, layering, photos and ink drawings.</p>
Knowledge of Artists/Studies			<p>To describe the work of notable artists and designers.</p> <p>E.g. To know that Andy Goldsworthy works with nature to produce art.</p> <p>To know that Kandinsky used 2D shapes in his art.</p>	<p>To describe the work of notable artists, artisans and designers</p> <p>To use some of the ideas of artists studied to create pieces.</p> <p>To know some of the colours, shapes and</p>	<p>To replicate some of the techniques used by notable artists, artisans and designers.</p> <p>To know that many artists show relationships in their art</p>	<p>To create original pieces that are influenced by studies of others.</p> <p>To know the shapes that make up the design of Sydney Opera House</p>	<p>To give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>To show how the work of those studied was influential in both</p>	<p>To give details (including own sketches) about the style of some notable artists, artisans and designers</p> <p>To show how the work of those studied was</p>

			<p>To know that Kandinsky painted abstract art.</p> <p>To know that a self-portrait is a picture that an artist paints of himself or herself.</p> <p>To know that portraits have can make the viewer feel a particular emotion.</p> <p>To know that objects are used to convey meaning in a portrait.</p>	<p>patterns used in African art.</p>	<p>To know that there are often lots of clues in paintings and old photographs that can tell us a lot about the people in the pictures.</p>	<p>To know some famous buildings from the UK and around the world.</p> <p>To know how symmetry and reflection are used in the design of buildings</p> <p>To know some of the work of the artist Van Gogh</p> <p>To know who Andy Warhol was and about the Pop art movement</p> <p>To know the different ways of creating art used by Andy Warhol</p> <p>To know the names of some of Andy Warhol's work and why he created them.</p> <p>To know the names of some of the celebrities that he painted</p>	<p>society and to other artists.</p> <p>To know how to compare ideas, approaches and methods in the work of a variety of artists.</p> <p>To know how artists use perspective to recreate images accurately.</p> <p>To describe different designers' vases using the terms line, form, texture, shape, colour, etc.</p>	<p>influential in both society and to other artists</p> <p>To create original pieces that show a range of influences and styles.</p> <p>To know designers of shoe such as Jimmy Choo, Vivienne Westwood, Christian Louboutin and Dan Sullivan</p> <p>To know that people who design hats are called milliners</p> <p>To know some designers like Jasper Conran, Vivienne Westwood, Ralph Lauren, John Rocha, and Laura Ashley</p> <p>To know the difference between street art and vandalism</p> <p>To know the term 'tag'</p> <p>To know how street art can be a positive impact on a community</p> <p>To know places where street art has happened.</p>
Artists			<p>Wassily Kandinsky</p> <p>Andy Goldsworthy</p> <p>A range of other artists are looked at throughout each unit.</p>	<p>Henri Rousseau</p> <p>African Art</p> <p>A range of other artists are looked at throughout each unit.</p>	<p>William Morris</p> <p>George Stubbs</p> <p>Hamish Mackie</p> <p>A range of other artists are looked at throughout each unit.</p>	<p>Van Gough</p> <p>Andy Warhol</p> <p>Christerpher Wren</p> <p>A range of other artists are looked at throughout each unit.</p>	<p>A range of other artists are looked at throughout each unit.</p>	<p>L. S Lowry</p> <p>Banksy</p> <p>Vivienne Westwood</p> <p>A range of other artists are looked at throughout each unit.</p>