



Art and Design is a means of communication that can help children to explore and understand, share and represent their physical and human environment. Art and Design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of the subject. 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.

Our pupils' understanding of Art and Design is developed through knowledge, understanding and appreciation of the work of other artists past and present and from different cultures. They learn to appreciate works of art and use artistic language to describe paintings, sculptures and other artefacts.



| Art and Design Progression |   |  |   |   |   |  |   |
|----------------------------|---|--|---|---|---|--|---|
|                            | Reception   | Year 1                                   | Year 2  | Year 3  | Year 4  | Year 5                                       | Year 6  |
| Autumn Term                | See progression documents on website under Teaching and Learning - EYFS | <b>Drawing</b><br>Making your Mark       | <b>Drawing</b><br>Tell a Story                    | <b>Painting and Mixed Media</b><br>Prehistoric Painting | <b>Drawing</b><br>Shapes and Prints               | <b>Drawing</b><br>I need Space!              | <b>Drawing</b><br>Make my Voice Heard           |
| Spring Term                |   | <b>Painting</b><br>Colour Splash         | <b>Painting and Mixed Media</b><br>Life in Colour | <b>Craft and Design</b><br>Ancient Egyptian Scrolls     | <b>Craft and Design</b><br>Fabric of Nature       | <b>Painting and Mixed Media</b><br>Portraits | <b>Painting and Mixed Media</b><br>Artist Study |
| Summer Term                |   | <b>Craft and Design</b><br>Woven Wonders | <b>Sculpture and 3D</b><br>Using Clay             | <b>Sculpture and 3D</b><br>Abstract Shape and Space     | <b>Painting and Mixed Media</b><br>Light and Dark | <b>Craft and Design</b><br>Architecture      | <b>Sculpture and 3D</b><br>Making Memories      |



**Designing Our Art Curriculum**

The Stoke Poges School has adopted the KAPOW spiral scheme of work.

| Five Strands            |                          |  |                             |                                 |
|-------------------------|--------------------------|--|-----------------------------|---------------------------------|
| <b>Generating ideas</b> | <b>Using Sketchbooks</b> | <b>Making skills<br/>(including formal elements)</b> | <b>Knowledge of artists</b> | <b>Evaluating and analysing</b> |

| Main Concepts   |   |   |   |
|---|---|---|---|
| <b>Drawing</b>  | <b>Painting and Mixed Media</b>   | <b>Sculpture and 3D</b>   | <b>Craft and Design</b>   |
| <ul style="list-style-type: none"> <li>Exploring mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings</li> <li>Using sketchbooks to record observations and plans as drawings</li> <li>Learning about how artists develop their ideas using drawings</li> </ul> | <ul style="list-style-type: none"> <li>Developing painting skills including colour mixing, painting on a range of surfaces and with different tools</li> <li>Exploring the interplay between different media within an artwork</li> </ul> | <ul style="list-style-type: none"> <li>Investigating ways to express ideas in 3D</li> <li>Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome</li> <li>Developing drawn ideas into sculpture</li> </ul> | <ul style="list-style-type: none"> <li>Designing and making art for different purposes, considering how this works in creative industries</li> <li>Learning new making techniques, comparing these and making decisions about which to use to achieve a particular outcome</li> <li>Developing personal, imaginative responses to a design brief</li> </ul> |





**Types of Knowledge in Art and Design**

| Substantive Knowledge   |  | Disciplinary Knowledge  |
|---|--|---|
| <b>Practical</b>  | <b>Theoretical</b>   | <b>Disciplinary</b>   |
| In order to make art with increasing proficiency, pupils will develop practical knowledge in the following areas: <ul style="list-style-type: none"> <li>Methods and techniques</li> <li>Media and materials</li> <li>Formal elements: line, tone, shape, colour, form, pattern, texture</li> </ul> (Making skills) | Pupils will gain knowledge of the history of art through the 'Knowledge of artists' strand.<br><br>They will consider the meanings and interpretations behind works of art that they study and explore artists' materials and processes.<br><br>(Knowledge of artists) | Disciplinary knowledge refers to the knowledge pupils acquire to help them understand the subject as a discipline. Pupils will learn how art is studied, discussed and judged, considering big questions: <ul style="list-style-type: none"> <li>What is art?</li> <li>Why do people make art?</li> <li>How do people talk about art?</li> </ul> (Evaluating and analysing) |

The 3 domains of knowledge, and the interplay between them, enable pupils to generate ideas and use sketchbooks to develop their own artistic identity.



## Progression of Knowledge: Substantive concepts

| Concept   | Summary   |
|---|---|
| <p><b>Drawing</b></p>                   | <p>Students explore mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings. They will use sketchbooks to record observations and plans as drawings. This concept also involves learning about how artists develop their ideas using drawings.</p> <p><b>Studied within this concept:</b><br/>Basic line, shape, and pattern work, shading and texture introduction, drawing from observation (e.g., still life, nature), expressive drawing from imagination or storytelling.</p> |
| <p><b>Painting and mixed media</b></p>  | <p>Students develop painting skills including colour mixing, painting on a range of surfaces and with different tools. They explore the interplay between different media within an artwork.</p> <p><b>Studied within this concept:</b><br/>Primary and secondary colour mixing, brush techniques and paint control, using painting to express emotions or themes, layering and texturing in mixed media.</p>   |
| <p><b>Sculpture and 3D</b></p>          | <p>Through the study of sculpture and 3D, students investigate ways to express ideas in three-dimensions. They practise constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome. Students developing drawn ideas into sculpture.</p> <p><b>Studied within this concept:</b><br/>Rolling, shaping, carving, joining, understanding 3D forms (e.g., sphere, cube), creating balance and structure.</p>  |
| <p><b>Craft and design</b></p>        | <p>Students design and make art for different purposes, considering how this works in creative industries. They learn new making techniques, compare these and make decisions about which to use to achieve a particular outcome. Students develop personal, imaginative responses to a design brief.</p> <p><b>Studied within this concept:</b><br/>Rolling, shaping, carving, joining, understanding 3D forms (e.g., sphere, cube), creating balance and structure.</p>   |



Progression of Knowledge and Skills

MAKING SKILLS (including formal elements)

Drawing

|  | Reception  | Year 1  | Year 2  | Year 3 | Year 4   | Year 5  | Year 6  |
|--|--|---|---|--------|--|---|---|
| Methods, techniques, media and materials | <b>Pupils know how to:</b>   |   |   |        |  |   |   |
|  | <p><b>Mark-making</b></p> <ul style="list-style-type: none"> <li>Explore mark-making in different surfaces such as sand, mud, playdough, and rice with fingers or sticks (line, texture)</li> <li>Begin to draw simple closed shapes that could represent objects, eg. A circle for a face (line, shape)</li> </ul> <p><b>Shading</b></p> <ul style="list-style-type: none"> <li>Describe when colouring is lighter or darker (tone)</li> </ul> <p><b>Spatial awareness</b></p> <ul style="list-style-type: none"> <li>Make lines and marks on paper, staying within the boundaries of the page (space)</li> </ul> | <p><b>Mark-making</b></p> <ul style="list-style-type: none"> <li>Draw different lines by varying the control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker, etc (line, pattern)</li> <li>Notice 2D shapes within objects and how they can be used to form the 'bones' of a drawing (shape)</li> <li>Draw and combine geometric shapes (line, shape)</li> <li>Identify known shapes (in different sizes and orientations) in objects, scenes or images they wish to draw (shape, line)</li> </ul> <p><b>Shading</b></p> <ul style="list-style-type: none"> <li>Apply more pressure when drawing or colouring to create a darker tone (tone)</li> <li>Create an area with a single, consistent tone</li> </ul> | <p><b>Mark-making</b></p> <ul style="list-style-type: none"> <li>Use and describe more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure (line, texture)</li> <li>Recognise that shapes and marks can be refined rather than accepting the first attempt (line, shape)</li> <li>Compose more complex drawings by combining shapes (shape, space)</li> </ul> <p><b>Shading</b></p> <ul style="list-style-type: none"> <li>Use shading to show light and dark areas (tone)</li> </ul> <p><b>Spatial awareness</b></p> <ul style="list-style-type: none"> <li>Develop spatial order by recognising objects in proportional relationships to each other eg. Flowers are smaller than people (shape, space)</li> </ul> |        | <p><b>Mark-making</b></p> <ul style="list-style-type: none"> <li>Use lines and marks to represent texture, pattern and light in a creative way e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass (line)</li> <li>Represent geometric 3D shapes more accurately and begin to include organic forms (line, shape, form)</li> <li>Use a more diverse range of marks to convey a subject's form (line, tone, form)</li> <li>Combine lines and marks to create light and dark areas of a drawing (tone)</li> </ul> <p><b>Shading</b></p> <ul style="list-style-type: none"> <li>Recognise the impact of light on form (e.g. where it hits 3D objects and where shadows form) (shape, form, tone)</li> <li>Start to depict an object's form with tonal shading,</li> </ul> | <p><b>Mark-making</b></p> <ul style="list-style-type: none"> <li>Use lines and marks in a creative way that might look more expressive and gestural e.g. showing the essence of movement or emotions (line)</li> <li>Capture the essence of a subject through lines and marks rather than precise form, eg. communicating emotion or emphasising certain elements of a composition (line)</li> <li>Describe the quality of lines, including identifying the movement conveyed by different lines e.g. sweeping lines to suggest a flowing motion, sharp to suggest speed (line)</li> <li>Identify qualities and techniques that resonate and begin to develop personal style and preferences (line, shape, form, texture, tone, pattern)</li> </ul> | <p><b>Mark-making</b></p> <ul style="list-style-type: none"> <li>Explore the expressive qualities of line as part of their iterative process (line, shape, texture)</li> <li>Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect (line, shape, form, texture, tone, pattern)</li> </ul> <p><b>Shading</b></p> <ul style="list-style-type: none"> <li>Further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions (tone, form, texture, pattern)</li> </ul> <p><b>Spatial awareness</b></p> <ul style="list-style-type: none"> <li>Find a point in the distance to draw from (one-point</li> </ul> |

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|   |  | <p>with colouring, shading (tone)</p> <p><b>Spatial awareness</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a growing spatial awareness to represent the position and size of objects, e.g. grounded trees (space)</li> </ul>  |  |   | <p>highlighting the presence and absence of light (form, tone)</p> <ul style="list-style-type: none"> <li>• Create a graduation effect, smoothly transitioning from light tones, to mid tones, to dark tones (tone)</li> </ul> <p><b>Spatial awareness</b></p> <ul style="list-style-type: none"> <li>• Sketch to plan a placement of their composition elements for visual effect (space)</li> <li>• Draw more accurately in relative size/proportion (space)</li> <li>• Recognise whether something is in the foreground or background of a composition and how size can show distance (space)</li> </ul> | <p><b>Shading</b></p> <ul style="list-style-type: none"> <li>• Refine tonal shading to show greater graduation in tone (tone, form)</li> <li>• Blend to smooth transitions in tone (tone)</li> <li>• Use shading techniques such as cross hatching, to create texture as well as depth (tone, texture, form)</li> </ul> <p><b>Spatial awareness</b></p> <ul style="list-style-type: none"> <li>• Use sketching to experiment with ideas, layout and shading (space)</li> <li>• Consider balance and symmetry / asymmetry in compositions (space)</li> <li>• Start using size to develop a foreground, midground and background in compositions (space)</li> </ul> | <p>perspective (space, line)</p> <ul style="list-style-type: none"> <li>• Scale drawings up or down while aiming to keep proportion (space)</li> </ul> |
| <b>So that they can:</b>  |  |   |  |   |   |   |  |
| <ul style="list-style-type: none"> <li>• Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome</li> <li>• Begin to develop observational skills (eg. By</li> </ul> | <ul style="list-style-type: none"> <li>• Develop some control when using a wide range of tools to draw, paint, and create crafts and sculptures</li> <li>• Make choices about which materials to use to create an effect</li> <li>• Develop observational skills to look more closely</li> </ul> | <ul style="list-style-type: none"> <li>• Further demonstrate increased control with greater range of media</li> <li>• Make choices about which materials and techniques to use to create an effect</li> <li>• Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape,</li> </ul> |  | <ul style="list-style-type: none"> <li>• Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms</li> <li>• Use growing knowledge of different materials, combining media for effect</li> </ul> | <ul style="list-style-type: none"> <li>• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists</li> <li>• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form</li> </ul>  | <ul style="list-style-type: none"> <li>• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently</li> <li>• Combine materials and techniques appropriately to fit with ideas</li> </ul>   |  |

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|  | using mirrors to include the main features of faces) |  | form and space) in their work |  | <ul style="list-style-type: none"> <li>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style</li> </ul> |  |  |
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### Painting and mixed media

|   | Reception   | Year 1  | Year 2   | Year 3  | Year 4  | Year 5   | Year 6  |
|---|---|---|--|---|---|--|---|
| <b>Methods, techniques, media and materials</b> | <b>Pupils Know how to:</b>  |   |  |   |   |  |   |
|   | <ul style="list-style-type: none"> <li>Explore paint, using hands as a tool</li> <li>Describe colours and textures as they paint</li> <li>Explore what happens when paint colours mix</li> <li>Make natural painting tools</li> <li>Investigate natural materials e.g. paint, water for painting</li> <li>Explore paint textures, e.g. mixing in other materials or adding water</li> <li>Respond to a range of stimuli when painting</li> <li>Use paint to express ideas and feelings</li> <li>Explore colours, patterns and compositions when combining materials in collage</li> </ul> | <ul style="list-style-type: none"> <li>Combine primary coloured materials to make secondary colours</li> <li>Mix secondary colours in paint</li> <li>Choose suitable sized paint brushes</li> <li>Clean a paintbrush to change colours</li> <li>Print with objects, applying a suitable layer of paint of the printing surface</li> <li>Overlap paint to mix new colours</li> <li>Use blowing to create a paint effect</li> <li>Make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour</li> </ul> | <ul style="list-style-type: none"> <li>Mix a variety of a secondary colours</li> <li>Make choices about amounts of paint to use when mixing a particular colour</li> <li>Match colours seen around them</li> <li>Create texture using different painting tools</li> <li>Make textured paper to use in a collage</li> <li>Choose and shape collage materials e.g. cutting, tearing</li> <li>Compose a collage, arranging and overlapping pieces for contrast and effect</li> <li>Add painted detail to a collage to enhance/improve it</li> </ul> | <ul style="list-style-type: none"> <li>Use simple shapes to scale up a drawing to make it bigger</li> <li>Make a cave wall surface</li> <li>Paint on a rough surface</li> <li>Make a negative and positive image</li> <li>Create a textured background using charcoal and chalk</li> <li>Use natural objects to make tools to paint with</li> <li>Make natural paints using natural materials</li> <li>Create different textures using different parts of a brush</li> <li>Use colour mixing to make natural colours</li> </ul> | <ul style="list-style-type: none"> <li>Mix a tint and a shade by adding black or white</li> <li>Use tints and shades of a colour to create a 3D effect when painting</li> <li>Apply paint using different techniques e.g. stippling, dabbing, washing</li> <li>Choose suitable painting tools</li> <li>Arrange objects to create a still life composition</li> <li>Plan a painting by drawing first</li> <li>Organise painting equipment independently, making choices about tools and materials</li> </ul> | <ul style="list-style-type: none"> <li>Develop a drawing into a painting</li> <li>Create a drawing using text as lines and tones</li> <li>Experiment with materials and create different backgrounds to draw onto</li> <li>Use a photograph as a starting point for a mixed-media artwork</li> <li>Take an interesting portrait photograph, exploring different angles</li> <li>Adapt an image to create a new one</li> <li>Combine materials to create an effect</li> <li>Choose colours to represent an idea or atmosphere</li> <li>Develop a final composition from sketchbook ideas</li> </ul> | <ul style="list-style-type: none"> <li>Use sketchbooks to research and present information</li> <li>Develop ideas into a plan for a final piece</li> <li>Make a personal response to the artwork of another artist</li> <li>Use different methods to analyse artwork such as drama, discussion and questioning</li> </ul> |

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|  | <b>So that they can:</b>   |  |  |  |   |   |  |
|  | <ul style="list-style-type: none"> <li>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome</li> </ul> | <ul style="list-style-type: none"> <li>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures</li> <li>Make choices about which materials to use to create an effect</li> </ul> | <ul style="list-style-type: none"> <li>Further demonstrate increased control with a greater range of media</li> <li>Make choices about which materials and techniques to use to create an effect</li> <li>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials</li> <li>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work</li> </ul> | <ul style="list-style-type: none"> <li>Confidently use a range of materials and tools, selecting and using these appropriately with more independence</li> <li>Develop direct observation, e.g. by using tonal shading and starting to apply an understanding of shape to communicate form and proportion</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects</li> <li>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style</li> </ul> | <ul style="list-style-type: none"> <li>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists</li> <li>Combine a wider range of media e.g. photography and digital art effects</li> <li>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form</li> </ul> | <ul style="list-style-type: none"> <li>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently</li> <li>Combine materials and techniques appropriately to fit with ideas</li> <li>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art</li> </ul> |

### Sculpture and 3D

|   | Reception  | Year 1 | Year 2   | Year 3  | Year 4 | Year 5 | Year 6  |
|---|--|--------|--|---|--------|--------|---|
| <b>Methods, techniques, media and materials</b> | <b>Pupils Know how to:</b>   |        |  |   |        |        |   |
|   | <ul style="list-style-type: none"> <li>Explore the properties of clay</li> <li>Use modelling tools to cut and shape soft materials e.g. playdough, clay</li> <li>Select and arrange natural materials to make 3D artworks</li> <li>Talk about colour, shape</li> </ul> |        | <ul style="list-style-type: none"> <li>Smooth and flatten clay</li> <li>Roll clay into a cylinder or ball</li> <li>Make a clay pinch pot</li> <li>Mix clay slip using clay and water</li> <li>Join two clay pieces using slip</li> <li>Make a relief clay sculpture</li> </ul> | <ul style="list-style-type: none"> <li>Join 2D shapes to make a 3D form</li> <li>Join larger pieces of materials, exploring what gives 3D shapes stability</li> <li>Shape card shapes in different ways e.g. rolling, folding and choose the best way to create a drawn idea</li> </ul> |        |        | <ul style="list-style-type: none"> <li>Translate a 2D image into a 3D form</li> <li>Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping)</li> <li>Manipulate cardboard to create different textures</li> </ul> |

|                          |   |  |  |  |  |  |  |
|--------------------------|---|--|--|--|--|--|--|
|                          | <p>and texture and explain their choices</p> <ul style="list-style-type: none"> <li>• Plan ideas for what they would like to make</li> <li>• Problem-solve and try out solutions when using modelling materials</li> <li>• Develop 3D models by adding colour</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Use hands in different ways as a tool to manipulate clay</li> <li>• Use clay tools to score clay</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify and draw negative spaces</li> <li>• Plan a sculpture by drawing</li> <li>• Choose materials to scale up an idea</li> <li>• Create different joins in card e.g. slot, tabs, wrapping</li> <li>• Add surface detail to a sculpture using colour or texture</li> <li>• Display sculpture</li> </ul>   |  |  | <ul style="list-style-type: none"> <li>• Make a cardboard relief sculpture</li> <li>• Make visual notes to generate ideas for a final piece</li> <li>• Translate ideas into sculptural forms</li> </ul>  |
| <b>So that they can:</b> |   |  |  |  |  |  |  |
|                          | <ul style="list-style-type: none"> <li>• Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome</li> <li>• Cut, thread, join and manipulate safely focusing on process over outcome</li> <li>• Begin to develop observational skills (e.g. by using mirrors to include the main features of faces)</li> </ul> |  | <ul style="list-style-type: none"> <li>• Further demonstrate increased control with a greater range of media</li> <li>• Make choices about which materials and techniques to use to create an effect</li> <li>• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials</li> <li>• Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work</li> </ul> | <ul style="list-style-type: none"> <li>• Confidently use a range of materials and tools, selecting and using these appropriately with more independence</li> <li>• Use hands and tools confidently to cut, shape and join materials for a purpose</li> <li>• Develop direct observation, e.g. by using tonal shading and starting to apply an understanding of shape to communicate form and proportion</li> </ul> |  |  | <ul style="list-style-type: none"> <li>• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently</li> <li>• Combine materials and techniques appropriately to fit with ideas</li> <li>• Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art</li> </ul> |

**Craft and design**

|  | Reception   | Year 1  | Year 2 | Year 3   | Year 4  | Year 5   | Year 6 |  |
|--|---|---|--------|--|---|--|--------|--|
| Methods, techniques, media and materials | <b>Pupils Know:</b>   |   |        |  |   |  |        |  |
|  | <p>How to:</p> <ul style="list-style-type: none"> <li>Explore differences when cutting a variety of materials</li> <li>Investigate different ways of cutting e.g. straight lines when cutting</li> <li>Experiment with threading objects, holding equipment steady to do so</li> <li>Explore techniques for joining paper and card e.g. stick, clip, tie, tape</li> <li>Apply craft skills, e.g. cutting, threading, folding to make their own artworks</li> <li>Design something on paper ready to make in 3 dimensions</li> </ul> | <ul style="list-style-type: none"> <li>What materials can be cut, knotted, threaded or plaited</li> </ul> <p>How to:</p> <ul style="list-style-type: none"> <li>Wrap objects/shapes with wool</li> <li>Measure a length</li> <li>Tie a knot, thread and plait</li> <li>Make a box loom</li> <li>Join using knots</li> <li>Weave with pater on a paper loom</li> <li>Weave using a combination of materials</li> </ul> |        | <ul style="list-style-type: none"> <li>That layering materials in opposite directions make the handmade paper stronger</li> </ul> <p>How to:</p> <ul style="list-style-type: none"> <li>Use a sketchbook to research a subject using different techniques and materials to present ideas</li> <li>Construct a new paper material using paper, water and glue</li> <li>Use symbols to reflect both literal and figurative ideas</li> <li>Produce and select an effective final design</li> <li>Make a scroll</li> <li>Make a zine</li> <li>Use a zine to present information</li> </ul> | <ul style="list-style-type: none"> <li>That a mood board is a visual collection which aims to convey a general feeling or idea</li> <li>That batik is a traditional fabric decoration technique that uses hot wax</li> </ul> <p>How to:</p> <ul style="list-style-type: none"> <li>Select imagery and use as inspiration for a design project</li> <li>Know how to make a mood board</li> <li>Recognise a theme and develop colour palettes using selected imagery and drawings</li> <li>Draw small sections of one image to docs on colours and texture</li> <li>Develop observational drawings into shapes and pattern for design</li> <li>Transfer a design using a tracing method</li> <li>Make a repeating pattern tile using cut and torn paper shapes</li> <li>Use glue as an alternative batik technique to create patterns on fabric</li> <li>Use materials, like glue, in different ways depending on the desired effect</li> </ul> | <ul style="list-style-type: none"> <li>The steps to make a monoprint</li> <li>When a roller is sufficiently inked</li> </ul> <p>How to:</p> <ul style="list-style-type: none"> <li>Make an observational drawing of a house</li> <li>Use shapes and measuring as methods to draw accurate proportions</li> <li>Select a small section of a drawing to use as a print design</li> <li>Develop drawings further to use as a design for print</li> <li>Design a building that fits a specific brief</li> <li>Draw an idea in the style of an architect that is annotated to explain key features</li> <li>Draw form different views, such as a front or side elevation</li> <li>Use sketchbooks to research and present information about an artist</li> <li>Interpret an idea into a design for a structure</li> </ul> |        |  |

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|---|---|--|--|---|--|--|--|
|   |   |  |  |   | <ul style="list-style-type: none"> <li>• Paint on fabric</li> <li>• Wash fabric to remove glue to finish a decorative fabric piece</li> </ul>  |  |  |
| <b>So that they can:</b>  |   |  |  |   |  |  |  |
| <ul style="list-style-type: none"> <li>• Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome</li> <li>• Cut, thread, join and manipulate safely, focusing on process over outcome</li> </ul> | <ul style="list-style-type: none"> <li>• Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures</li> <li>• Explore and analyse a wider variety of ways to join and fix materials in place</li> </ul> |  | <ul style="list-style-type: none"> <li>• Confidently use a range of materials and tools, selecting and using these appropriately with more independence</li> <li>• Use hands and tools confidently to cut, shape and join materials for a purpose</li> </ul> | <ul style="list-style-type: none"> <li>• Use growing knowledge of different materials, combining media for effect</li> <li>• Use more complex techniques to shape and join materials, such as carving and modelling wire</li> </ul> | <ul style="list-style-type: none"> <li>• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists</li> <li>• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form</li> </ul> |  |  |

### Progression of knowledge – making skills (including formal elements)

|               | Reception  | Year 1  | Year 2  | Year 3  | Year 4   | Year 5   | Year 6  |
|---------------|--|---|---|---|--|--|---|
| <b>Colour</b> | <ul style="list-style-type: none"> <li>• The names of a wide range of colours</li> <li>• Colours can be mixed to make new colours</li> </ul> | <ul style="list-style-type: none"> <li>• That the primary colours are red, yellow and blue</li> <li>• Primary colours can be mixed to make secondary colours</li> </ul> | <ul style="list-style-type: none"> <li>• Different amounts of paint and water can be used to mix hues of secondary colours</li> <li>• Colours can be mixed to 'match' real life objects or to create things from your imagination</li> </ul>  | <ul style="list-style-type: none"> <li>• Using light and dark colours next to each other creates contrast</li> <li>• Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints</li> </ul> | <ul style="list-style-type: none"> <li>• Adding black to a colour creates a shade</li> <li>• Adding white to a colour creates a tint</li> </ul>  | <ul style="list-style-type: none"> <li>• Artists use colour to create an atmosphere or to represent feelings in an artwork, e.g. by using warm or cool colours</li> </ul>  | <ul style="list-style-type: none"> <li>• Colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration</li> </ul> |
| <b>Form</b>   | <ul style="list-style-type: none"> <li>• Modelling materials can be shaped using hands or tools</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Paper can change form 2D to 3D by folding, rolling and scrunching it</li> <li>• That 3D art is called sculpture</li> </ul>     | <ul style="list-style-type: none"> <li>• That 'composition' means how things are arranged on the page</li> <li>• Pieces of clay can be joined using the 'scratch and slip' technique</li> <li>• A clay surface can be decorated by</li> </ul> | <ul style="list-style-type: none"> <li>• 3D forms are either organic (natural) or geometric (mathematical shapes, like a cube)</li> <li>• Organic forms can be abstract</li> </ul>  | <ul style="list-style-type: none"> <li>• Using lighter and darker tints and shades of colour can create a 3D effect</li> <li>• Simple 3D forms can be made by creating layers, by folding and rolling materials</li> </ul> | <ul style="list-style-type: none"> <li>• An art installation is often a room or environment in which the viewer 'experiences' the art all around them</li> <li>• The size and scale of 3D artwork changes the effect of the piece</li> </ul> | <ul style="list-style-type: none"> <li>• The surface textures created by different materials can help suggest form in 2D art work</li> </ul>  |

|                |  |   |  |   |  |   |  |
|----------------|--|---|--|---|--|---|--|
|                |  |   | pressing into it or by joining pieces on   |   |  |   |  |
| <b>Shape</b>   | <ul style="list-style-type: none"> <li>The names of simple shapes in art</li> </ul>  | <ul style="list-style-type: none"> <li>Name a range of 2D shapes and confidently draw these</li> <li>Paper can be shaped by cutting and folding it</li> </ul>                               | <ul style="list-style-type: none"> <li>Collage materials can be shaped to represent shapes in an image</li> <li>Shapes can be organic (natural) and irregular</li> <li>Patterns can be made using shapes</li> </ul>  | <ul style="list-style-type: none"> <li>Negative shapes show the space around and between objects</li> <li>Artists can focus on shapes when making abstract art</li> </ul>                             | <ul style="list-style-type: none"> <li>How to use basic shapes to form more complex shapes and patterns</li> </ul>   | <ul style="list-style-type: none"> <li>Shapes can be used to place the key elements in a composition</li> </ul>   | <ul style="list-style-type: none"> <li>How an understanding of shape and space can support creating effective composition</li> </ul>   |
| <b>Line</b>    | <ul style="list-style-type: none"> <li>Lines can be curved or straight and described in simple terms such as: wiggly, straight, round</li> </ul> | <ul style="list-style-type: none"> <li>Drawing tools can be used in a variety of ways to create different lines</li> <li>Lines can represent movement in drawings</li> </ul>                | <ul style="list-style-type: none"> <li>Lines can be used to fill shapes, to make outlines and to add detail or pattern and texture</li> </ul>  | <ul style="list-style-type: none"> <li>Using different tools or using the same tool in different ways can create different types of lines</li> </ul>  | <ul style="list-style-type: none"> <li>Lines can be lighter or darker, or thicker or thinner to illustrate the form and tone of an object</li> </ul>   | <ul style="list-style-type: none"> <li>Lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing</li> </ul> | <ul style="list-style-type: none"> <li>How line is used beyond drawing and can be applied to other art forms</li> </ul>  |
| <b>Pattern</b> | <ul style="list-style-type: none"> <li>When they have made a pattern with objects/colours/ drawn marks and be able to describe it</li> </ul>     | <ul style="list-style-type: none"> <li>That a pattern is a design in which shapes, colours or lines are repeated</li> <li>Lines can create patterns like zig zags and wavy lines</li> </ul> | <ul style="list-style-type: none"> <li>Drawing techniques such as hatching, scribbling, stippling and blending can make patterns</li> <li>Patterns can be used to add detail to an artwork</li> </ul>  | <ul style="list-style-type: none"> <li>Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin)</li> <li>Surface rubbings can be used to add or make patterns</li> </ul> | <ul style="list-style-type: none"> <li>Patterns can be irregular, and change in ways you wouldn't expect</li> <li>The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns</li> </ul> | <ul style="list-style-type: none"> <li>Artists create pattern to add expressive detail to art works, using small everyday objects to add detail to sculptures</li> </ul>  | <ul style="list-style-type: none"> <li>Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of Van Gogh) or in repeated shapes with a composition</li> </ul> |
| <b>Texture</b> | <ul style="list-style-type: none"> <li>Simple terms to describe what something feels like (e.g. bumpy)</li> </ul>                                | <ul style="list-style-type: none"> <li>Different drawing tools make different marks</li> </ul>  | <ul style="list-style-type: none"> <li>That texture means 'what something feels like'</li> <li>Different marks can be used to represent the textures of objects</li> <li>Collage materials can be chosen to represent real-life textures</li> <li>Collage materials can be overlapped and overlaid to add texture</li> <li>Drawing techniques such as hatching,</li> </ul> | <ul style="list-style-type: none"> <li>Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured</li> </ul>                                | <ul style="list-style-type: none"> <li>How to use texture more purposely to achieve a specific effect or to replicate different surface</li> </ul>   | <ul style="list-style-type: none"> <li>How to create texture on different materials</li> </ul>  | <ul style="list-style-type: none"> <li>Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture</li> </ul>                                       |

|             |   |   |  |   |  |  |  |
|-------------|---|---|--|---|--|--|--|
|             |   |   | <p>scribbling, stippling and blending can create surface texture</p> <ul style="list-style-type: none"> <li>• Painting tools can create varied textures in paint</li> </ul>  |   |  |  |  |
| <b>Tone</b> | <ul style="list-style-type: none"> <li>• There are different shades of the same colour and identify colours as 'light' or 'dark'</li> </ul> | <ul style="list-style-type: none"> <li>• That there are many different shades (or 'hues') of the same colour</li> <li>• Changing the amount of the primary colours mixed affected the shade of the secondary colour produced</li> <li>• Changing pressure when drawing can create light and dark tones</li> </ul> | <ul style="list-style-type: none"> <li>• Different amounts of paint and water can be used to mix hues of secondary colours</li> <li>• Drawing techniques such as hatching, scribbling, stippling, and blending can create different tones</li> </ul> | <ul style="list-style-type: none"> <li>• That 'tone' in art means 'light and dark'</li> <li>• Shading helps make drawn objects look realistic</li> <li>• Some basic rules for shading when drawing e.g. shade in one direction, blending tones smoothly and with no gaps</li> <li>• Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling</li> </ul> | <ul style="list-style-type: none"> <li>• That using lighter and darker tints and shades of a colour can create a 3D effect</li> <li>• Tone can be used to create contrast in an artwork</li> </ul> | <ul style="list-style-type: none"> <li>• Tone can help show the foreground and background in an artwork</li> </ul> |  |

## KNOWLEDGE OF ARTISTS

|                 |   | Year 1   | Year 2   | Year 3  | Year 4  | Year 5  | Year 6  |
|-----------------|---|--|--|---|---|---|---|
|                 | <b>Pupils Know:</b>   |  |  |   |   |   |   |
| Meanings        | <ul style="list-style-type: none"> <li><i>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and others artworks</i></li> </ul> | <ul style="list-style-type: none"> <li>Some artists are influenced by things happening around them</li> </ul>  | <ul style="list-style-type: none"> <li>Some artists create art to make people aware of good and bad things happening in the world around them</li> </ul> | <ul style="list-style-type: none"> <li>Art from the past can give us clues about what it was like to live at that time</li> </ul> | <ul style="list-style-type: none"> <li>Art can communicate powerful statements about right and wrong</li> </ul>   | <ul style="list-style-type: none"> <li>Artists are influenced by what is going on around them; e.g. culture, politics and technology</li> <li>Artists 'borrow' ideas and imagery from other times and cultures to create new artworks</li> <li>How an artwork is interpreted will depend on the life experiences of the person looking at it</li> </ul> | <ul style="list-style-type: none"> <li>Artists can use symbols in their artwork to convey meaning</li> <li>Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work</li> </ul>   |
| Interpretations | <ul style="list-style-type: none"> <li><i>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and others artworks</i></li> </ul> | <ul style="list-style-type: none"> <li>Sometimes artists concentrate on how they are making something rather than what they make</li> <li>Artists living in different places at different times can be inspired by similar ideas or stories</li> </ul> | <ul style="list-style-type: none"> <li>Art can be figurative or abstract</li> </ul>  | <ul style="list-style-type: none"> <li>The meanings we take from art made in the past are influenced by our own ideas</li> </ul>  | <ul style="list-style-type: none"> <li>Designers can make beautiful things to try and improve people's everyday lives</li> <li>How and where art is displayed has an effect on how people interpret it</li> </ul> | <ul style="list-style-type: none"> <li>Artists use self-portraits to represent important things about themselves</li> <li>Artists create works that make us question our beliefs</li> <li>Visual designs can represent big ideas like harmony with nature or peace</li> </ul>   | <ul style="list-style-type: none"> <li>Art can be a form of protest</li> <li>Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time</li> <li>Art sometimes creates difficult feelings when we look at it</li> </ul> |

|                         |   |  |   |  |  |  |  |
|-------------------------|---|--|---|--|--|--|--|
| Materials and processes | <ul style="list-style-type: none"> <li>Artists use modelling materials like clay to recreate things from real life</li> <li>Artists choose colours to draw and paint with</li> <li>Artists draw many different things and use different tools to draw with</li> <li>Sometimes artists are inspired by the seasons</li> <li>Some art doesn't last long – it is temporary</li> <li>Sometimes artists cut and stick photos to make new images</li> </ul> | <ul style="list-style-type: none"> <li>Artists can use everyday materials that have been thrown away to make art</li> <li>Artists choose materials that suit what they want to make</li> </ul> | <ul style="list-style-type: none"> <li>Artists use line and tone to show how people feel</li> <li>Artists try out different combinations of collage materials to create the effect they want</li> <li>Artists can use the same material to make 2D or 3D artworks</li> <li>Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'</li> </ul> | <ul style="list-style-type: none"> <li>Artists have different materials available to them depending on when they live in history</li> <li>Artists can make their own tools</li> <li>Artists experiment with different tools and materials to create texture</li> <li>Artists can work in more than one medium</li> <li>Artists make decisions about how to display their work</li> </ul> | <ul style="list-style-type: none"> <li>Artists can choose particular materials to communicate a message</li> <li>Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board</li> <li>Artists and designers sometimes choose techniques based on the time and money available to them</li> <li>Artists use drawings to plan ideas for work in different media</li> </ul> | <ul style="list-style-type: none"> <li>Artists can choose their medium to create a particular effect on the viewer</li> <li>Artists can combine materials; e.g. digital imagery with paint or print</li> <li>Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses</li> </ul> | <ul style="list-style-type: none"> <li>Artists can use materials to respond to a feeling or idea in an abstract way</li> <li>Artists take risks to try out ideas; this can lead to new techniques being developed</li> <li>Artists can make work by collecting and combining ready-made objects to create 'assemblage'</li> <li>Artforms are always evolving as materials and techniques change over time</li> </ul> |
|                         | <b>So that they can:</b>  |  |   |  |  |  |  |

|  |   |  |  |   |   |   |
|--|---|--|--|---|---|---|
| <ul style="list-style-type: none"> <li>Enjoy looking at and talking about art</li> <li>Confidently use a range of materials and tools, selecting and using these appropriately with more independence</li> </ul> | <ul style="list-style-type: none"> <li>Describe similarities and differences between practices in Art and Design, e.g. between painting and sculpture, and link these to their own work</li> <li>Understand how artists choose materials based on their properties in order to achieve certain effects</li> </ul> | <ul style="list-style-type: none"> <li>Talk about art they have seen using some appropriate subject vocabulary</li> <li>Create work from a brief, understanding that artists are sometimes commissioned to create art</li> <li>Create and critique both figurative and abstract art, recognising some of the techniques used</li> <li>Apply their own understanding of art materials learnt from artist work to begin purposefully chosen</li> </ul> | <ul style="list-style-type: none"> <li>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence</li> <li>Understand the limitations of tools and materials and be able to experiment within more than one medium and with</li> </ul> | <ul style="list-style-type: none"> <li>Use subject vocabulary confidently to describe and compare creative works</li> <li>Understand how artists use art to convey messages through the choices they make</li> <li>Work as professional designer does, by collating ideas and generate a theme</li> </ul> | <ul style="list-style-type: none"> <li>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work</li> <li>Discuss how artists create work with the intent to create an impact on the viewer</li> <li>Consider what choices can be made in their own work to impact their viewer</li> </ul> | <ul style="list-style-type: none"> <li>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work</li> <li>Recognise how artists use materials to respond to feelings and memory and</li> </ul> |
|--|---|--|--|---|---|---|

|  |  |  |                                 |   |  |  |  |
|--|--|--|---------------------------------|---|--|--|--|
|  |  |  | materials for a specific effect | tools to create textural effects <ul style="list-style-type: none"> <li>Consider how to display art work, understanding how artists consider their viewer and the impact on them</li> </ul> |  |  | choose materials, imagery, shape and form to create personal pieces <ul style="list-style-type: none"> <li>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries</li> </ul> |
|--|--|--|---------------------------------|---|--|--|--|

### EVALUATING AND ANALYSING

|              | Reception   | Year 1   | Year 2   | Year 3  | Year 4  | Year 5   | Year 6   |
|--------------|---|--|--|---|---|--|--|
|              | <b>Pupils Know:</b>   |  |  |   |   |  |  |
| What is art? | Art is:<br>Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring... | <ul style="list-style-type: none"> <li>Art is made in different ways</li> <li>Art is made by all different kinds of people</li> <li>An artist is someone who creates</li> <li>Craft is making something creative and useful</li> </ul> | <ul style="list-style-type: none"> <li></li> </ul> | <ul style="list-style-type: none"> <li>Artists make art in more than one way</li> <li>There are no rules about what art must be</li> <li>Art can be purely decorative or it can have a purpose</li> </ul> | <ul style="list-style-type: none"> <li>Artists make choices about what, how and where they create art</li> <li>Art can be all different sizes</li> <li>Art can be displayed inside or outside</li> <li>Art is interpreted differently depending on how it is displayed</li> <li>Artworks can fit more than one genre</li> </ul> | <ul style="list-style-type: none"> <li>Sometimes people disagree about whether something can be called 'art'</li> <li>Art doesn't always last for a long time; it can be temporary</li> <li>Art, craft and design can be functional and affect human environments and experiences</li> </ul> | <ul style="list-style-type: none"> <li>Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract</li> <li>Art can represent abstract concepts, like memories and experiences</li> <li>Art can be a digital art form, like photography</li> </ul> |

|   |   |  |  |   |   |  |   |
|---|---|--|--|---|---|--|---|
| Why do people make art?   | <ul style="list-style-type: none"> <li>•</li> </ul>                               |  | <ul style="list-style-type: none"> <li>• People use art to tell stories</li> <li>• People make art about things that are important to them</li> <li>• People make art to share their feelings</li> <li>• People make art to explore an ideas in different ways</li> <li>• People make art for fun</li> <li>• People make art to decorate a space</li> <li>• People make art to help others understand something</li> </ul> | <ul style="list-style-type: none"> <li>• People use art to tell stories and communicate</li> <li>• People can make art to express their own views or beliefs</li> <li>• People make art for fun, and to make the world a nicer place to be</li> <li>• People use art to help explain or teach things</li> <li>• People make art to explore big ideas, like death or nature</li> </ul> | <ul style="list-style-type: none"> <li>• Art can be created to make money; being an artist is a job for some people</li> <li>• Art, craft and design affects the lives of people who see or use something that has been created</li> <li>• Artists make work to explore right and wrong and to communicate their own beliefs</li> </ul> | <ul style="list-style-type: none"> <li>• People make art to express emotion</li> <li>• People make art to encourage others to question their ideas or beliefs</li> <li>• People make art to portray ideas about identify</li> <li>• People make art of fit in with popular ideas or fashions</li> </ul>  | <ul style="list-style-type: none"> <li>• Sometimes people make art to express their views and opinions, which can be political or topical</li> <li>• Sometimes people make art to create reactions</li> <li>• People use art as a means to reflect on their unique characteristics</li> </ul>   |
| How do people talk about art?   |   |  |  | <ul style="list-style-type: none"> <li>• People can have their own opinions about art, and sometimes disagree</li> <li>• One artwork can have several meanings</li> </ul>   | <ul style="list-style-type: none"> <li>• Art is influenced by the time and place it was made, and this affects how people interpret it</li> <li>• Artists may hide messages or meanings in their work</li> <li>• Artists evaluate what they make and talking about art is one way to do this</li> </ul>                                 | <ul style="list-style-type: none"> <li>• People can explore and discuss art in different ways, e.g. by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online</li> <li>• Some artists become well-known or famous and people tend to talk more about their work because it is familiar</li> <li>• Talking about plans for artwork, or evaluating finished work, can help improve what artists see</li> <li>• Comparing artworks can help people understand them better</li> </ul> | <ul style="list-style-type: none"> <li>• Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way</li> <li>• People can have varying ideas about the value of art</li> <li>• Art can be analysed and interpreted in lots of ways and can be different for everyone</li> <li>• Everyone has a unique way of experiencing art</li> </ul> |
| <b>So that they can:</b>  |   |  |  |   |   |  |   |
| <ul style="list-style-type: none"> <li>• Talk about their artwork, stating</li> </ul> | <ul style="list-style-type: none"> <li>• Describe and compare features</li> </ul> | <ul style="list-style-type: none"> <li>• Explain their ideas and opinions about their own and</li> </ul> | <ul style="list-style-type: none"> <li>• Confidently explain their ideas and opinions about their</li> </ul>   | <ul style="list-style-type: none"> <li>• Use more complex vocabulary when</li> </ul>  | <ul style="list-style-type: none"> <li>• Discuss the processes used by themselves and by</li> </ul>   | <ul style="list-style-type: none"> <li>• Give reasoned evaluations of their own and others'</li> </ul>   |   |

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|  | <p>what they feel they did well</p> <ul style="list-style-type: none"> <li>• Say if they like an artwork or not and begin to form opinions by explaining why</li> </ul> | <p>of their own and others' artwork</p> <ul style="list-style-type: none"> <li>• Evaluate art with an understanding of how art can be varied and made in different ways and by different people</li> </ul> | <p>others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it</p> <ul style="list-style-type: none"> <li>• Begin to talk about how they could improve their own work</li> <li>• Talk about how art is made</li> </ul> | <p>own and others' work, with an understanding of the breadth of what art can be and that there are many ways to make art</p> <ul style="list-style-type: none"> <li>• Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate</li> <li>• Begin to carry out a problem-solving process and make changes to improve their work</li> </ul> | <p>discussing their own and others' art</p> <ul style="list-style-type: none"> <li>• Discuss art considering how it can affect the lives of the viewers or users of the piece</li> <li>• Evaluate their work more regularly and independently during the planning and making process</li> </ul> | <p>other artists, and describe the particular outcome achieved</p> <ul style="list-style-type: none"> <li>• Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas</li> <li>• Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work</li> </ul> | <p>work which takes account of context and intention</p> <ul style="list-style-type: none"> <li>• Discuss how art is sometimes used to communicate social, political, or environmental views</li> <li>• Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this was</li> <li>• Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements</li> </ul> |
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Progression of Skills

|  | Reception  | EYFS Framework<br>Children at the expected level of<br>development will:  | Year 1   | Year 2   | National Curriculum<br>Pupils should be<br>taught:  |
|--|--|---|--|--|---|
| <b>Generate ideas</b>                            | <ul style="list-style-type: none"> <li>Talk about their ideas and explore different ways to record them using a range of media</li> </ul>  | <b>ELG: Speaking</b> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> </ul>   | <ul style="list-style-type: none"> <li>Explore their own ideas using a range of media</li> </ul>   | <ul style="list-style-type: none"> <li>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques</li> </ul>  | <ul style="list-style-type: none"> <li>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.</li> </ul>                        |
| <b>Sketchbooks</b>                               | <ul style="list-style-type: none"> <li>Experiment in an exploratory way</li> </ul>   | <b>ELG: Expressive Arts and design: Creating with materials</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> </ul>  | <ul style="list-style-type: none"> <li>Use sketchbooks to explore ideas</li> </ul>   | <ul style="list-style-type: none"> <li>Experiment in sketchbooks, using drawing to record ideas</li> <li>Use sketchbooks to help make decisions about what to try out next</li> </ul>  |   |
| <b>Making skills (including Formal elements)</b> | <ul style="list-style-type: none"> <li>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome</li> <li>Cut, thread, join and manipulate materials safely, focusing on process over outcome</li> <li>Begin to develop observational skills (e.g. by using mirrors to include the main features of faces)</li> </ul> | <b>ELG: Expressive Arts and design: Creating with materials</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> </ul> <b>ELG: Physical development: Fine motor skills</b> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>Begin to show accuracy and care when drawing</li> </ul> | <ul style="list-style-type: none"> <li>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures</li> <li>Make choices about which materials to use to create an effect</li> <li>Explore and analyse a wider variety of ways to join and fix materials in place</li> <li>Develop observational skills to look closely</li> </ul> | <ul style="list-style-type: none"> <li>Further demonstrate increased control with a greater range of media</li> <li>Make choices about which materials and techniques to use to create an effect</li> <li>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials</li> <li>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work</li> </ul> | <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> |

|  | Year 3  | Year 4  | Year 5   | Year 6   | National Curriculum Pupils should be taught:   |
|--|---|---|--|--|--|
| <b>Generate ideas</b>                            | <ul style="list-style-type: none"> <li>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process</li> </ul>   | <ul style="list-style-type: none"> <li>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome</li> </ul>  | <ul style="list-style-type: none"> <li>Develop ideas more independently from their own research. Explore ideas and record their plans, ideas and evaluations to develop their ideas towards an outcome</li> </ul>  | <ul style="list-style-type: none"> <li>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes</li> </ul>  | <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> </ul>   |
| <b>Sketchbooks</b>                               | <ul style="list-style-type: none"> <li>Use sketchbooks for a wider range of purposes, e.g. recording things using drawing and annotations, planning and taking next steps in a making process</li> </ul>  | <ul style="list-style-type: none"> <li>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome</li> </ul>  | <ul style="list-style-type: none"> <li>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently</li> </ul>  | <ul style="list-style-type: none"> <li>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks</li> </ul>  |  |
| <b>Making skills (including Formal elements)</b> | <ul style="list-style-type: none"> <li>Confidently use a range of materials and tools, selecting and using these appropriately with more independence</li> <li>Use hands and tools confidently to cut, shape and join materials for a purpose</li> <li>Develop direct observation, e.g. by using tonal shading and starting to apply an understanding of shape to communicate form</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms</li> <li>Use growing knowledge of different materials, combining media for effect</li> <li>Use more complex techniques to shape and join materials, such as carving and modelling wire</li> <li>Apply observational skills, showing a greater awareness of composition and demonstrating the beginning of an individual style</li> </ul> | <ul style="list-style-type: none"> <li>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists</li> <li>Combine a wider range of media, e.g. photography and digital art effects</li> <li>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form</li> </ul> | <ul style="list-style-type: none"> <li>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently</li> <li>Combine materials and techniques appropriately to fit with ideas</li> <li>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art</li> </ul> | <ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g., pencil, charcoal, paint clay)</li> <li>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</li> </ul> |