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| **Progression of key skills and knowledge in Art and Design** | | | | |
| **Developing ideas** | | **To Master Techniques** | **Evaluation** | **Inspiration from the greats.** |
| **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.** |
| **Emerging knowledge skills and concepts-EYFS** | Work purposefully responding to colours, shapes, materials etc. Create simple representations of people and other things | **Drawing**  Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.  Use drawings to tell a story from retelling or from imagination.  Investigate different lines - thick, thin, wavy, straight.  Explore different textures and experiment with mark making to illustrate these.  Ensure sensitivity and visual awareness.  Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)  **Painting**  Experiencing and using primary colours predominantly – to ensure they know their names.  Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours.  Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons.  Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers.  **Texture**  Handling, manipulating and enjoying using materials  Simple collages, using paper, pasta, beans and larger tactile things.  Selects, sorts, tears and glues items down.  **Sculpture**  Handling, feeling, manipulating materials  Constructing and building from simple objects  Pulls apart and reconstructs  Able to shape and model from observation and imagination.  Impress and apply simple decoration.  Simple language created through discussion of feel, size, look, smell etc  **Printing**  Make rubbings showing a range of textures and patterns.  Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.  Produce simple pictures by printing objects.  Able to work from imagination and observation.  Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.  Print with block colours  **Textiles**  Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns  Make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah  Simple symmetry – folding painted butterflies.  BOOK stimulus –  ‘My mum and dad make me laugh’  (spots and stripes) use junk and painting materials to create spot and stripe collages | Recognise and describe key features of their own and others’ work |  |
| **Expected by the end of KS1**  **Year 2** | Respond to ideas and starting points.  \*Explore ideas and collect visual information.  \*Explore different methods and materials as ideas develop. | **Drawing**  \*Draw lines of different sizes and thickness.  \*Colour (own work) neatly following the lines.  \*Show pattern and texture by adding dots and lines.  \*Show different tones by using coloured pencils.  **Painting**  \*Use thick and thin brushes.  \*Mix primary colours to make secondary.  \*Add white to colours to make tints and black to colours to make tones.  \*create colour wheels.  **Sculpture**  \*Use a combination of shapes.  \*Include lines and texture.  \*Use rolled up paper, straws, paper, card and clay as materials.  \*Use techniques such as rolling, cutting, moulding and carving.  **Collage**  \*Use a combination of materials that are cut, torn and glued.  \*Sort and arrange materials.  \*Mix materials to create texture.  **Printing**  \*Use repeating or overlapping shapes.  \*Mimic print from the environment (e.g. wallpaper)  \*Use objects to create prints (e.g. fruit)  \*Press, roll, rub and stamp to make prints.  **Digital media**  \*Use a wide range of tools to create different textures, lines, tones, colours and shapes.  **Textiles**  \*Use weaving to create a pattern.  \*Join materials using glue and/or a stitch.  \*Use plaiting. | Show interest in and describe what they think about the work of others.  When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say “I like that because…”). | \*Describe the work of notable artists, artisans and designers.  \*Use some of the ideas of artists studied to create pieces. |
|  | **Developing ideas** | **To Master Techniques** | **Evaluation** | **Inspiration from the greats.** |
| **Expected by the end of lower KS2**  **Year 4** | \*Develop ideas from starting points throughout the curriculum.  \*Collect information, sketches and resources.  \*Adapt and refine ideas as they progress.  \*Explore ideas in a variety of ways.  \*Comment on artworks using visual language. | **Drawing**  \*Use different harnesses of pencils to show line, tone and texture.  \*Annotate sketches to explain and elaborate ideas.  \*Sketch lightly.  \*Use shading to show light and shadow.  \*Use hatching and cross hatching to show tone and texture.  **Painting**  \*Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.  \*Mix colours effectively.  \*Use watercolour paint to produce washes for backgrounds then add detail.  \*Experiment with creating mood with colour.  **Sculpture**  \*Create and combine shapes to create recognisable forms (e.g. nets)  \*Include texture that conveys feelings, expression or movement.  \*Use clay and other mouldable materials.  \*Add materials to provide interesting detail.  **Collage**  \*Select and arrange materials for striking effect.  \*Ensure work is precise.  \*Use coiling, overlapping, tessellation, mosaic and montage.  Printing  \*Use layers of two or more colours.  \*Replicate patterns observed in natural or built environments.  \*Make printing blocks (e.g. from coiled string glued to a block).  \*Make precise repeating patterns.  **Digital media**  \*Create images, video and sound recordings and explain why they were created.  **Textiles**  \*Shape and stitch materials.  \*Use basic cross stitch and back stitch.  \*Colour fabric. | Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. | \*Replicate some of the techniques used by notable artists, artisans and designers.  \*Create original pieces that are influenced by studies of others. |
|  | **Developing ideas** | **To Master Techniques** | **Evaluation** | **Inspiration from the greats.** |
| **Expected by the end of KS2**  **Year 6** | \*Develop and imaginatively extend ideas from starting points throughout the curriculum.  \*Collect information, sketches and resources and present ideas imaginatively in a sketch book.  \*Use the quality of materials to enhance ideas.  \*Spot the potential in unexpected results as work in progress.  \*Comment on artworks with a fluent grasp of visual language. | **Drawing**  \*Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).  \*use a choice of techniques to depict movement, perspective, shadows and reflection.  \*Choose a style of drawing suitable for the work (e.g. realistic or impressionistic.  \*Use lines to represent movement.  **Painting**  \*Sketch (lightly) before painting to combine line and colour.  \*Create a colour palette based upon colours observed in the natural or built world.  \*Use the qualities of watercolour and acrylic paints to create visually interesting pieces.  \*Combine colours, tones and tints to enhance the mod of a piece.  \*Use brush techniques and the qualities of paint to create texture.  **Sculpture**  \*Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.  \*Use tools to carve and add shapes, texture and pattern.  \*Combine visual and tactile qualities.  \*Use frameworks (such as wire or moulds) to provide stability and form.  **Collage**  \*Mix textures (rough and smooth, plain and patterned).  \*Combine visual and tactile qualities.  \*Use ceramic mosaic materials and techniques.  **Printing**  \*Build up layers of colours.  \*Create an accurate pattern, showing fine detail.  \*Use a range of visual elements to reflect the purpose of the work.  **Digital Media**  \*Enhance digital media by editing  **Textiles**  \*Show precision in techniques.  \*Choose from a range of stitching techniques.  \*Combine previously learned techniques to create pieces. | Provide a reasoned evaluation of both their own and professionals’ work which takes account of the starting points, intentions and context behind the work. | \*Give details (including own sketches) about the style of some notable artists, artisans and designers.  \*Show how the work of those studied was influential in both society and other artists.  \*Create original pieces that show a range of influences and styles. |
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