

# Skills and Knowledge Progression map – Art and Design



Key Themes	Drawing	Painting	Printing	Collage	Sculpture	Digital Media
<b>Reception</b>						
Reception Skills/Knowledge	Mark making	Early brush skills	Hand prints, potato printing	Sticking	Junk modelling	Drag and drop images

<b>Year 1</b>						
	Drawing	Painting	Printing	Collage with textiles	Sculpture	Digital Media
Year 1 Skills/Knowledge	<p>Experiment with different approaches to drawing lines, shapes and patterns using a variety of drawing media (including ICT).</p> <p>Develop understanding of different lines.</p> <p>Understanding patterns in nature from observation.</p> <p>Creating abstract compositions using various shapes.</p>	<p>Experiment with different types of paint e.g. Watercolour, ready mix, acrylic, homemade colours.</p> <p>Develop understanding of different colours (e.g. primary, secondary) and textures.</p> <p>Experiment with different types of paint e.g. Watercolour, ready mix, acrylic, homemade colours.</p>		<p>Experiment with different types of materials e.g. Felt, aida, plastics.</p> <p>Develop understanding of different textures and patterns.</p> <p>Selecting, describing and using appropriate materials to create different textures.</p> <p>Use a range of cutting / ripping techniques. Compare these.</p> <p>Use different sticking techniques. Compare these.</p>	<p>Experiment with different materials to create 3D forms.</p> <p>Develop an understanding of 3D objects and how to bring them together / create them.</p> <p>Develop and understanding of how form can be 2D or 3D.</p> <p>Learning about form and space through 3D sculptures inspired by nature.</p> <p>Developing language and understanding of</p>	

	<p>Making patterns in a range of materials to develop their understanding.</p> <p>Designing and creating own patterns</p> <p>Using and expressing line to represent a landscape and water.</p> <p>Learning the vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy</p> <p><b>Sketchbooks:</b> Teacher led idea modelling through discussion • Sketchbooks may be used voluntarily to record thoughts and ideas and experiment with materials</p>	<p>Develop understanding of different colours (e.g. primary, secondary) and textures.</p> <p>Learning that tone refers to the lightness or darkness of something.</p> <p>Developing understanding of use of different tints and shades to create simple tone in their work.</p>			form and space through whole class sculpture	
Evaluation	Recognising and describing key features of their own and the work of others Describing what they think about the work of others					

Year 2						
	Drawing	Painting	Printing	Collage with textiles	Sculpture	Digital Media
Year 2 Skills/Knowledge	Use a variety of tools to explore mark-making, selecting from	Develop a wide range of art and design techniques in using	Develop a wide range of art and design techniques in using		Develop a wide range of art and design techniques in using	Use digital paint programs to create

	<p>a variety of tools to represent objects in lines and to experiment with tones.</p> <p>Representing themselves through art.</p> <p>Give reasons for his/her preferences when looking at the work of others (including artists) and share these thoughts.</p> <p><b>Sketchbooks:</b> Teacher led idea modelling through discussion and sketching • Sketchbooks may be used voluntarily to record thoughts and ideas, develop skills and experiment with materials</p>	<p>colour, pattern, line shape, form and space – exploring painting techniques.</p> <p>Give reasons for his/her preferences when looking at the work of others (including artists) and share these thoughts.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line shape, form and space – exploring painting techniques.</p> <p>Give reasons for his/her preferences when looking at the work of others (including artists) and share these thoughts.</p>	<p>colour, pattern, texture, line shape, form and space – exploring printing techniques.</p> <p>Give reasons for his/her preferences when looking at the work of others (including artists) and share these thoughts.</p>		<p>colour, pattern, texture, line shape, form and space – exploring sculpture techniques.</p> <p>Cut, glue and trim materials to create images and simple structures of their own creative design.</p> <p>Give reasons for his/her preferences when looking at the work of others (including artists) and share these thoughts.</p>	<p>backgrounds and explore colour and pattern.</p> <p>Creating art on themes of personal interest.</p>
Evaluation	When looking at creative work, expressing clear preferences and giving some reasons for these using some basic language of art (formal elements)					

Year 3						
	Drawing	Painting	Printing	Collage with textiles	Sculpture	Digital Media
Year 3 Skills/Knowledge	Demonstrate skills in choosing pencils of differing hardness to show tone and texture.	Demonstrate an understanding of mixing colours effectively. Increasing awareness of		Select materials to create a particular effect, giving reasons for a choice.	Use clay and other mouldable products to effectively sculpt an object or effigy.	Use skills and understanding of IT programmes to create and manipulate images.

	<p>Comment on the work of an artist/genre and begin to show their influence in an original piece.</p> <p>Understand technical versus non technical drawing</p> <p><b>Sketchbooks:</b> Using sketchbooks to generate ideas and observations • Expressing thoughts and observations in sketchbooks • Making records of experiments with various materials</p>	<p>manipulating paint to achieve more accurate colours and shades.</p> <p>Study use of light and dark in achieving painted effects.</p>		<p>Controlling materials to achieve a desired effect.</p> <p>Comment on the work of an artist/genre and begin to show their influence in an original piece.</p> <p>Show understanding of overlapping, tessellation, mosaic and montage; creating an individual design.</p> <p>Manipulating composition and materials to achieve a desired effect.</p>	<p>Developing ability to describe and model form in 3D using a range of materials to enhance the sculpture.</p>	<p>Understand how the manipulation of images can be used to create a piece of original artwork.</p> <p>Experiment with altering colour, size, perspective, tone within images.</p>
Evaluation	<p>Reflecting on preferences about their work in order to improve it. Discussing art using an increasingly sophisticated use of language (formal elements)</p>					

Year 4						
	Drawing	Painting	Printing	Collage with textiles	Sculpture	Digital Media
Year4 Skills/Knowledge	<p>Show understanding of sketching and shading techniques; showing light and shadow.</p> <p>Understanding use of coloured pencils to achieve light and shadow.</p>	<p>Show understanding of how mood can be changed and created by choice of colour.</p> <p>Create a mood board to assist in designing an original piece.</p>	<p>Make effective printing blocks and create images using repeated patterns with layers of paint (printing).</p> <p>Understand the development of layers of painting from background to detail</p>		<p>Create a sculpture using different materials chosen for properties to develop an idea.</p> <p>Expressing thoughts and feelings through tactile creation of own work.</p>	<p>Use skills in it programmes to alter and enhance photographs.</p> <p>Use a range of different programmes and techniques to alter or enhance an image. Discuss the attributes of different methods.</p>

	<p>Sketchbooks: Using sketchbooks for planning and refining ideas • Recording ideas for materials and composition • Developing skill and technique using various media in sketchbooks</p>	<p>Create an original piece and discuss choices made regarding mood and colour.</p> <p>Representing ideas from multiple viewpoints and perspectives.</p>	<p>using backwashes followed by detail (painting).</p>		<p>Analysing and describing the use of form within artists' work.</p> <p>Further extending their ability to describe and model form and space in 3D using a range of materials.</p>	<p>Show understanding of the work of a famous artist by using their work to influence an original piece.</p>
Evaluation	<p>Using their own and other's opinions of their work to identify how to improve. Building a more complex vocabulary when discussing art (formal elements).</p>					

Year 5						
	Drawing	Painting	Printing	Collage with textiles	Sculpture	Digital Media
Year 5 Skills/Knowledge	<p>Choose a style which is suitable to a task.</p> <p>Demonstrate understanding of different drawing styles, including creating one of their own.</p> <p>Sketchbooks: Working collaboratively to explore ideas for meeting a design brief • Developing and discuss ideas through sketches • Enhancing knowledge of skill and technique using</p>	<p>Choose appropriate colours, tones, textures to suit a mood.</p> <p>Defining and using more complex colours.</p> <p>Selecting and mixing colours to depict own thoughts, feelings and intentions.</p> <p>Create an effective colour palette based upon colours observed in the natural world or from an artist's work.</p>		<p>Choose appropriate materials based on both their visual and their tactile nature.</p> <p>Design a collage demonstrating use of visual and tactile elements in material choice.</p> <p>Producing personal interpretations of cherished objects.</p> <p>Mix materials of differing texture (rough, smooth, plain and patterned) to create a particular effect successfully.</p>	<p>Show skills in using tools to carve materials to add shapes, textures and patterns to a sculpture.</p> <p>Show understanding of the work of a famous artist by using their work to influence an original piece.</p> <p>Compare the work of two sculptors.</p> <p>Make progress in their ability to describe and model form and space in 3D using a range of materials.</p>	<p>Demonstrate the ability to enhance photographs and films using sound.</p> <p>Understanding layering media to create soundscapes with picture / video stories.</p> <p>Expressing ideas about art through messages, graphics, text and images.</p>

	various media in sketchbooks	Show understanding of the work of a famous artist by using their work to influence an original piece.  Compare the work of two painters.		Show increasing skills in depicting movement, perspective, proportion, shadow and reflection.  Use of sketchbook		
Evaluation	Regularly analysing and reflecting on their progress taking account of intentions and opinions. Developing a greater understanding of vocabulary when discussing their own and the work of others.					

Year 6						
	Drawing	Painting	Printing	Collage with textiles	Sculpture	Digital Media
Year 6 Skills/Knowledge	Show increasing skills in depicting movement, perspective, proportion, shadow and reflection.  Show understanding of the work of a famous artist by using their work to influence an original piece.  Designing new architectural forms to satisfy their own ideas and intentions.  <b>Sketchbooks:</b> Developing and discuss ideas through sketches • Make personal investigations	Create and develop a personal style.  Choose paint types (watercolour, acrylic, metallic) for their properties, being suitable to a particular task.  Recreating colours used by artists and within the paint industry.	Demonstrate an understanding of different approaches to creating a print, giving varied levels of detail.  Show understanding of the work of a famous artist by using their work to influence an original piece.		Create effective frameworks (for example, using wire or moulds) to provide stability and form to a sculpture.  Creating imaginative and expressive 3D forms to convey meaning.  Conveying, expressing and articulating a message or emotion through 3D sculpture.  Analysing and evaluating an artists' use of form	Use skills in IT programmes to create animated film which they have designed creatively themselves.  Show understanding of aesthetics, perspective and colour when making video.  Use a range of techniques to animate including stop-start and plastercine modelling.

	of interests and record observations in sketchbooks • Record experiments with various media and try out techniques and processes in sketchbooks before					
Evaluation	Giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work. Using the language of art with greater sophistication to discuss art.					