

Progression of skills, knowledge and concepts within the Art and Design Curriculum



Curriculum Intent for Art and Design

Through our art and design curriculum we intend to engage, inspire and challenge pupils and to equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress through the curriculum we will encourage them to think critically and to develop a more rigorous understanding of art and design. They will also know how art and design both reflect and shape our history, and how it contributes to the culture, creativity and wealth of our nation.

Our curriculum intent for Art and Design is for all pupils to:

- 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

Implementation

Art and design is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. At Lady Bay we ensure that art and design is given the same importance as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

Teachers use a variety of teaching and learning styles in art lessons that are matched to the activity and ability of pupils. The main aim of these lessons is to develop pupils' knowledge, skills and understanding using the progression of skills ladder to support their learning. The progression of skills document ensures the curriculum is covered and the skills/knowledge taught is progressing across the year groups.

We aim to ensure that all pupils:

- To have rigorous thorough exploration of artists, ideas and skills. Artists from different eras of studies throughout school to give our children a balanced knowledge and understanding of art concepts.
- An understanding of an artist's purpose and how they use the formal elements of art to communicate their ideas to the viewer.
- Throughout the year, artwork is celebrated using displays both in classrooms and in shared areas giving our children a sense of pride in their achievements.
- Understanding of the formal elements through experience with artistic conventions and experimentation.
- Individual sketchbooks are used for research, practising skills, final pieces of art and reflections. They show each child's art journey throughout school.

Art Progression of Skills

Please use this as a reference point when planning and teaching units of work, drawing on later or earlier skills to support and extend children.

Drawing pencil, wax, chalk, ink, pen, brushes						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use a variety of drawing tools - e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</p> <p>Use drawings to tell a story from retelling or from imagination.</p> <p>Explore different textures and experiment with mark making to illustrate these.</p> <p>Create mostly accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)</p>	<p>Extend the variety of drawings tools to include charcoal and felt tips.</p> <p>Explore different textures and experiment with mark - building on previous experience.</p> <p>Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is.</p> <p>Observe patterns in the natural and man-made world.</p> <p>Use a pencil to draw, shade and add details.</p> <p>Use charcoal to develop simple techniques.</p>	<p>Sketch ideas- looking at perspective.</p> <p>Create drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark.</p> <p>Observe and draw landscapes, thinking about proportion.</p> <p>Sketch to make records of something.</p>	<p>Experiment with the potential of charcoal to show tone, texture.</p> <p>Experiment with 2B-HB pencils.</p> <p>Encourage close observation of objects in both the natural and man-made world.</p> <p>Observe and draw simple shapes.</p> <p>Create initial sketches as a preparation for painting and other work.</p> <p>Create accurate drawings of people - particularly faces looking closely at where feature and the detail they have.</p>	<p>Identify and draw the effect of light (shadows) on a surface, on objects and people.</p> <p>Introduce the concepts of scale and proportion.</p> <p>Create more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.</p> <p>Draw from different perspectives and angles.</p>	<p>Produce accurate drawing of people.</p> <p>Produce increasingly detailed preparatory sketches for painting.</p> <p>Look at the effect of light on an object from different directions.</p> <p>Use a variety of techniques to add interesting effects e.g. reflections, shadows.</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p>	<p>Produce increasingly detailed preparatory sketches for painting and other work.</p> <p>Produce accurate drawing of people.</p> <p>Introduce the concept of perspective.</p> <p>Independently selects materials and techniques to use to create a specific outcome.</p> <p>Look at the effect of light on an object from different directions.</p> <p>Experiment with tone and shade.</p>
<i>Artist bumpy chalk curved straight lines feelings drawing thin thick light dark strong soft hard mark-making portrait observe</i>	<i>Horizontal vertical thick thin light dark shading tone broad narrow fine pattern line shape detail proportion optical art charcoal straight observe diagonal wavy shadow</i>	<i>thick thin soft broad narrow fine pattern line shape detail landscapes light dark comparison sketching perspective observe shadow proportion</i>	<i>tone features position boundary label line shape portrait charcoal tone texture shading observe shapes pressure composition scale</i>	<i>plan direction position form tone pressure portrait character perspectives angle light shadow scale proportion shape angle perspectives</i>	<i>viewpoint direction angle perspective subject portrait expression reflection shadow movement sketching reflections observe shading tone proportion</i>	<i>action balance direction dynamic imbalance movement perspective transition viewpoint sketching proportion light dark shade</i>

Colour (hue, intensity, value, shade, tint)

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Experiencing and using primary colours predominantly - to ensure they know their names.</p> <p>Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours.</p> <p>Use a range of tools to make coloured marks on paper - glue sticks, sponges, brushes, fingers.</p>	<p>Know the names of all the colours.</p> <p>Introduce mixing of colours to make new colours.</p> <p>Find collections of colour - different sorts of green, blue, purple etc. Use language to evaluate - light/dark.</p> <p>Explore applying colour with a range of tools for enjoyment.</p>	<p>Describe colours by objects - 'raspberry pink, sunshine yellow'</p> <p>Create as many tones of one colour as possible using primary colours and white.</p> <p>Mix colours to match those of the natural world.</p>	<p>Extend exploring colour mixing.</p> <p>Introduce different types of brushes for specific purposes.</p> <p>Begin to apply colour imitating an artist.</p>	<p>Mix and match colours to those in a work of art.</p> <p>Work with one colour against a variety of backgrounds.</p> <p>Observe colours on hands and faces - mix flesh colours.</p> <p>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.</p>	<p>Sketch before painting to combine line and colour.</p> <p>Create a colour palette.</p> <p>Use techniques to create texture.</p> <p>Consider colour for purpose.</p> <p>Identify suitable equipment for a particular purpose.</p>	<p>Consider colour for purposes.</p> <p>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p> <p>Use colour to express moods and feelings.</p> <p>Combine colours and tones to enhance the mood.</p> <p>Explore the use of texture in colour.</p>
<i>Colour primary mix tools light bright dark shades swirl wet dab dot create design smooth rough splatter</i>	<i>Colours primary mix light dark blend shade hue pattern shape space</i>	<i>Primary secondary tone shade deep mix light dark colour descriptors hue pattern shape space</i>	<i>Primary secondary colour tone shade tint wash water colour background foreground technique</i>	<i>Foreground background mix colours shade tone tint deep technique brushes</i>	<i>Line colour sketch shade tone textured modern impressionist</i>	<i>Tone shade colour mood deep line modern express</i>

Texture (feel, look, smooth, bumpy, hard, soft, clear, rough)

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Handling, manipulating and enjoying using materials.</p> <p>Create a simple collages, using paper.</p> <p>Selects, sorts, tears and glues items down.</p>	<p>Build on skills of using various materials to make collages -using some smaller items.</p>	<p>Develop skills of overlapping and overlaying to create effects.</p> <p>Use a range of tools for shaping, mark making with clay.</p>	<p>Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape.</p> <p>Awareness of the nature of materials and surfaces - fragile, tough, durable.</p> <p>Tie dying, batik - ways of colouring or patterning material.</p>	<p>Start to place more emphasis on observation and design of textual art.</p> <p>Add initial sketches to aid work.</p> <p>Experiment with creating mood, feeling, movement and areas of interest.</p> <p>Use a different range of mediums to create patterns to further enhance and improve their artwork.</p>	<p>Select and use materials to achieve a specific outcome.</p> <p>Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.</p> <p>Work collaboratively.</p>	<p>Develops experience in texture to complete a piece -drawing, cutting, painting and layering.</p> <p>Applies knowledge of different techniques to express feelings.</p> <p>Explore the texture of paint.</p> <p>Work collaboratively on a larger scale.</p>
<p><i>Collage materials paper card fabric tear rip glue cut stick</i></p>	<p><i>Fabric collage colour weave shape</i></p>	<p><i>Collage fabric colour weave shape layers mark making</i></p>	<p><i>Weave tough durable fabric colours pattern shapes layers batik</i></p>	<p><i>Pattern design colours layers motif style texture</i></p>	<p><i>Pattern design colours layers motif style enhance embellish texture collaboratively</i></p>	<p><i>Layers manipulation colours texture cutting painting collaboratively</i></p>

Form (two-dimensional, three-dimensional, sculpture, perspective)

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Handling, feeling, manipulating materials.</p> <p>Shape and model from observation and imagination.</p> <p>Impress and apply simple decoration.</p>	<p>Use both hands and tools to build.</p> <p>Construct to represent personal ideas.</p>	<p>Shape and form from direct observation.</p> <p>Use a range of decorative techniques: applied, impressed, painted.</p> <p>Use a range of tools for shaping, mark making with clay.</p>	<p>Use the equipment with confidence.</p> <p>Shape, form, model and construct from observation.</p> <p>Use techniques to add pieces of clay together.</p>	<p>Experience surface patterns / textures.</p> <p>Shape, form, model and join with confidence- Modroc or papier mâché.</p>	<p>Use sketchbook to inform, plan and develop ideas.</p> <p>Shape, form, model and join with confidence- clay.</p> <p>Work directly from observation with confidence.</p> <p>Use techniques in detailed clay project.</p> <p>Discuss and evaluate own work and that of other sculptors in detail.</p>	<p>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</p>
<p><i>Clay sculpture bend form fold assemble attach observe imagine impress apply hard smooth</i></p>	<p><i>Structure construct assemble model fold bend attach imagine artist</i></p>	<p><i>Structure form clay shape fold bend curve texture impress model assemble construct impress apply</i></p>	<p><i>Clay structure form bend curve observe texture two- dimensional three- dimensional model form observe impress apply</i></p>	<p><i>Papier mache form model join shape two-dimensional three- dimensional structure texture pattern</i></p>	<p><i>Clay form model shape join curve sculpture two-dimensional three- dimensional observe</i></p>	<p><i>Form structure shape imagine techniques express</i></p>

Printing (technique, layering, rotate, raised)

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Make rubbings showing a range of textures and patterns- leaf rubbings.</p> <p>Take print from object: leaf and hand.</p> <p>Produce simple pictures by printing objects.</p>	<p>Create patterns and pictures by printing from objects using more than one colour.</p> <p>Develop impressed images with some added pencil or decorative detail.</p> <p>Use appropriate language to describe tools, process, etc.</p>	<p>Use printmaking as a means of drawing</p> <p>Extends repeating patterns - overlapping, using two contrasting colours etc.</p>	<p>Use the equipment and media with increasing confidence.</p> <p>Use sketchbook for recording</p> <p>Discuss own work and that of other artists.</p> <p>Explore colour mixing through overlapping colour prints.</p>	<p>Use sketchbook for recording textures/patterns.</p> <p>Use language appropriate to skill.</p> <p>Explore images and recreates texture through a selection of materials.</p>	<p>Use a range of printing techniques.</p> <p>Produce patterned prints.</p> <p>Design prints for a wallpaper.</p> <p>Discuss and evaluate the work of an artist and their own work.</p>	<p>Build up layers of colours.</p> <p>Builds up drawings and images of whole or parts of items using various techniques.</p> <p>Recreates a scene through collage printing.</p> <p>Explore printing techniques used by various artists.</p>
<p><i>print rubbing patterns shapes leaves texture hand</i></p>	<p><i>print image reverse shapes surface pressure</i></p>	<p><i>Print layers contrast rotate contrast colour</i></p>	<p><i>Print layers colour manipulate media artist</i></p>	<p><i>Print pattern texture colour manipulate</i></p>	<p><i>Print pattern texture overlap pressure</i></p>	<p><i>Print layer image pressure technique rotate raised collage</i></p>

<u>Pattern</u> (lines, curves length, width, strokes, direction)						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns</p> <p>Create simple symmetry - folding painted butterflies.</p>	<p>Demonstrate awareness and discussion of patterns around them - pattern hunt.</p> <p>Experiment creating repeating patterns on paper using drawing or printing of own design.</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>Look at natural and manmade patterns and discuss.</p>	<p>Explore pattern in pictures and/or objects.</p> <p>Use the environment and other sources to make own patterns, printing, rubbing.</p> <p>Use sketchbooks to design own motif to repeat.</p>	<p>Consider different types of mark making to make patterns.</p> <p>Look at Klimt the creation of pattern and discuss effect.</p> <p>Use shape to create patterns.</p> <p>Form different shapes to create a complex pattern.</p>	<p>Organise own patterns.</p> <p>Use shape to create patterns.</p> <p>Look at artists creation of pattern.</p> <p>Create a pattern for a purpose.</p> <p>Consider use of pattern for purposes e.g. wallpaper, fabrics, book covers.</p>	<p>Use shape to create patterns.</p> <p>Create own abstract pattern.</p> <p>Creates pattern for a purpose.</p> <p>Look at various artists creation of pattern and discuss effect.</p>
<i>Pattern symmetry fold imitate create</i>	<i>Pattern print design observe create</i>	<i>Pattern print fold repeat overlap</i>	<i>Pattern print observe rubbing motif design</i>	<i>Pattern shape form Klimt create</i>	<i>Pattern fabric shape form construct</i>	<i>Pattern shape abstract form</i>

<u>Artists</u>						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Zaha Hadid, Warhol.	Klee, Okuda	Lowry, Warhol, Wayne Thiebaud,	Judith Braun, 'The First Artists'	Klimt, Modigliani, David Hockney	Henry Moore, William Morris	Banksy, Bridget Riley

Knowledge and Understanding	<p>By the end of Year EYFS pupils will know:</p> <ul style="list-style-type: none"> Describe some of the techniques used within art-painting, drawing. About different artists and the style of artwork they produce. How art makes them feel. 	<p>By the end of Year 1 pupils will know:</p> <ul style="list-style-type: none"> How to recognise and describe some simple characteristics of different kinds of art, craft and design The names of tools, techniques and the formal elements (colour, shape & form, tone, line, pattern). 	<p>By the end of Year 2 pupils will know:</p> <ul style="list-style-type: none"> Different forms of creative works are made by artists, crafts people and designers, from all cultures and times Be able to talk about the materials, techniques and processes they have used, using appropriate vocabulary (knowing the names of the colours and tools that they use). 	<p>By the end of Year 3 pupils will know:</p> <ul style="list-style-type: none"> Describe the work of some artists, crafts people, architects and designers (knowledge of art, cultural context etc) Able to explain how to use some of the tools and techniques they have chosen to work with (Knowledge of media, processes, techniques etc). 	<p>By the end of Year 4 pupils will know:</p> <ul style="list-style-type: none"> About and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied (knowledge of art, cultural context etc) Able to demonstrate how tools they have chosen to work with, should be used effectively and with safety (knowledge of media, processes, techniques etc). 	<p>By the end of Year 5 pupils will know:</p> <ul style="list-style-type: none"> Research and discuss the ideas and approaches of various artists, crafts people, designers and architects, taking account of their particular cultural context and intentions How to describe the processes they are using and how they hope to achieve high quality outcomes. 	<p>By the end of Year 6 pupils will know:</p> <ul style="list-style-type: none"> How to describe, interpret and explain the work, ideas and working practices of some significant artists, crafts people, designers and architects, taking account of the influence of the different historical, cultural and social contexts in which they worked About the technical vocabulary and techniques for modifying the qualities of different materials and processes.
------------------------------------	--	---	--	--	---	--	---

Assessment

By end of EYFS

- Drawing - Pupils should be able to draw basic lines, circles, squares, x shapes and triangles and construct more complex forms using these, e.g. flowers, people, animals.
- Painting - Pupils should have had experience of painting. They should know how to hold a paintbrush comfortably, be able to mix and apply basic colours to make secondary colours. They should have experienced painting lines, dots, patterns and shapes.
- Media - They should have experienced a range of craft activities such as modelling with clay, cutting with scissors, simple printing and creating things using fabrics and textures.
- Ideas - Pupils should have made art from observation and using their imagination.
- Knowledge - Pupils should have seen the work of significant artists and discussed their personal opinions of them.
- Evaluation - They should have talked about how art makes them feel.

By end of KS1

- Drawing - Pupils should be able to draw basic lines and shapes with increasing confidence to create more complex forms. They should have drawn and made marks using a range of media and surfaces, drawn from observation and imagination and developed their ability to shade and colour neatly & evenly.
- Painting - there should be an increased ability to control brushes and paint. They should have used different paints to be able to mix primary & secondary colours confidently.
- Media - there should be a well-developed ability to apply formal elements in their work using drawing, painting, craft and mixed media. Pupils should have designed & experienced craft processes such as cutting, clay and collage.
- Ideas - Should understand how to develop ideas over time. Express ideas about things they want to make. Use imagination to invent and create. Select aspects of significant art to incorporate in own work.
- Knowledge - Learn how artists use formal elements in work to create effects, ideas and feelings. Study significant works of art.
- Evaluation - Identify similarities and differences in own and others work. Make choices and decisions.

By end of lower KS2

- Drawing - Further developed skills in drawing using 2D and 3D shapes, becoming aware of proportion, scale and order of drawn forms. Develop shading using a range of media. Learned sketching techniques, mark making and drawing in different media. Draw for different purposes and reasons.
- Painting - Increasing control using different painting techniques, painting on different surfaces exploring textures, pattern, colour, line, shape and form. Create ideas, thoughts, moods and feelings through paint.
- Media - Design & make for purpose, experience a range of craft mediums such as collage, embroidery, sewing, weaving, felt. Created 3D sculptures and forms in a range of materials.
- Ideas - Have used sketchbooks to record observations, thoughts, ideas, research & explore. Used art to express ideas & feelings, made art for pleasure and to develop ideas.
- Knowledge - Given opinions of art using a more complex vocabulary related to the formal elements of art. Studied how significant artists work both in the past and today.
- Evaluation - Used evaluation in the classroom to understand what they need to do to improve. Learned how to advise others and receive constructive criticism.

Upon leaving KS2

- Pupils should be able to draw complex forms using 2D and 3D shapes to help them. They should have a grasp of perspective and learned how to model forms using shading, light and tone. They should have drawn using a range of mark making techniques in a range of media, making their own choices and decisions when drawing. There should be an awareness of different styles of drawing for different purposes and reasons.
- Painting - Pupils should paint with greater confidence and control, understanding how to mix and blend primary & secondary colours, create tone and textures and apply paint sensitively for purpose. They understand how to use and apply the formal elements when painting.
- Media - Pupils should have designed and made art for different purposes. They should have explored craft techniques and developed their skill in cutting, joining and forming when working in a range of craft materials. They will have developed their printing ability by printing geometric patterns, made 3D sculptures, and created digital art using photography and editing apps.
- Ideas - Pupils will be familiar with using a sketchbook to record thoughts, ideas, feelings, research, investigations and explorations in media. They will be more confident at taking risks, working independently and mistake making. They will have worked from their imagination, from observation and used art to express their thoughts and feelings.
- Knowledge - Pupils will have studied significant art in some. They will know the content, process, form, mood technique of deconstructing art. They will be aware of the different purposes of art in society and as a creative occupation.
- Evaluation - Pupils will be sensitive to the inner difficulty of the creative process and be able to use discussion and feedback to build confidence in themselves and others.