

Art and Design Knowledge and Skills Progression

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Year	National Curriculum	Topic & Trips	Knowledge (to include: Design, Make and evaluate)	Skills (to include: Design, Make and evaluate)	Vocabulary
EYFS Autumn	ELG: Creating with Materials <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 	Project Focus: - Nativity	To name and use colours for a particular purpose To know how to use different construction materials To know how to work with tools such as scissors, craft tools etc. safely To know how to use different techniques for joining materials (Glue Stick, PVA) To know how to manipulate materials	Introduce 'creative areas' – encourage independent use of resources Daily resources/materials provided for self-expression and exploration e.g. paints, pastels, playdough, clay, craft modelling, mark-making Model 'small world play' encouraging imagination using construction resources and natural materials	Names of Primary colours (use rainbow as reference) Scissors Knife Hole punch PVA/Glue Stick Sellotape Masking Tape Join, fix, attach
EYFS Spring		Project Focus: - Stop Frame animation	To know how to use different mark making tools such as art pencils, pastels, chalk To know how to use different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) To know about basic cooking techniques (chopping, mixing, stirring) To know how to make props and costumes for different role play scenarios To know how to make observational drawings	Develop Role-play Areas – linked to children's interests. Generate resources, props and storyboards to enable children to follow the storyline. Introduce stop-frame animation and build model sets (linked to interests). Look at different mediums of art (replicate famous artists' work and techniques). Create an art gallery for parents to visit – exhibit children's work (common theme)	Coloured pencils, pens, chalks, Pastels Charcoal Texture, effect Chop, mix, stir Stop-frame animation Storyboard Edit Role play Sets, props Art work/gallery Artists
EYFS Summer		Project Focus: - Art exhibition	To know which prime colours you mix together to make secondary colours To know how to use and refine a variety of artistic effects to express their ideas and feeling To know how to share creations, talk about process and evaluate their work	Provide opportunities for children to experiment with colour mixing, using a range of media e.g. ready mixed paint, watercolour, pastels etc. Create watercolour artwork of flowers in the wild area. Introduce artistic techniques e.g. brush strokes of various size, blending and shading etc. Provide opportunities to show and share artwork and discuss what went well and what could be changed to improve for next time.	Names of Primary/secondary colours (use colour spectrum as reference) Evaluate, discuss, adapt, change
1 (Autumn)	To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Drawing: Make your mark	<ul style="list-style-type: none"> • To know how to create different types of lines. • To know how to use a variety of drawing tools in lots of different ways. • To know that lines can represent movement in drawings. • To know about the work of Bridget Riley and Zaria Forman. 	<ul style="list-style-type: none"> • To be able to explore line and mark making to draw water. • To be able to draw with different media. • To be able to successfully apply a range of marks to a drawing, making considered choices. • To be able to apply an understanding of drawing materials and mark-making to draw from observation. 	Geometrics Horizontal Irregular Line Mark-making Observation Regular Texture Vertical

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	About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.				
1 (Spring)	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<i>Painting and Mixed Media: Colour Splash</i>	<ul style="list-style-type: none"> To know that the primary colours are red, yellow and blue. To know the primary colours can be mixed to make secondary colours. 	<ul style="list-style-type: none"> To be able to mix secondary colours. To be able to apply knowledge of colour mixing when painting. To be able to explore colour when printing. To be able to create a painting inspired by Clarice Cliff and Jasper Johns. To be able to experiment with paint mixing to make a range of secondary colours. 	Hue Mix Pattern Primary colours Print Secondary colours
1 (Summer)	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices</p>	<i>Sculpture and 3D: Paper Play</i>	<ul style="list-style-type: none"> To know that paper can change from 2D to 3D by folding, rolling and scrunching it. To know that 3D art is called sculpture. 	<ul style="list-style-type: none"> To be able to roll paper to make 3D structures. To be able to apply paper-shaping skills to make an imaginative sculpture. To be able to work collaboratively to plan and create a sculpture. To be able to make a sculpture inspired by the "Tree of Life" screen at the Sidi Saiyyed Mosque. 	Cylinder Detail Sculpture Three dimensional

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	and disciplines, and making links to their own work.				
2 (Autumn 2)	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<i>Draw It Out: Tell a Story</i>	<ul style="list-style-type: none"> To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To know how to apply expressions to illustrate a character. To know about Quentin Blake and his work. 	<ul style="list-style-type: none"> To be able to develop a range of mark-making techniques. To be able to explore and experiment with mark making to create textures. To be able to develop observational drawing. To be able to develop illustrations to tell a story. 	<p>Charcoal</p> <p>Cross-hatching</p> <p>Scribbling</p> <p>Concertina</p> <p>Expression</p> <p>Stippling</p> <p>Illustrations</p> <p>Illustrator</p>
2 (Spring 1)	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<i>Sculpture and 3D: Making clay houses</i>	<ul style="list-style-type: none"> To know about the work of Rachel Whiteread. To know that 'composition' means how things are arranged on the page. To know that pieces of clay can be joined using the 'scratch and slip' technique. To know that a clay surface can be decorated by pressing into it or by joining pieces on it. 	<ul style="list-style-type: none"> To be able to use hands as a tool to shape clay. To be able to shape a pinch pot and join clay shapes as decoration. To be able to use impressing and joining techniques to decorate a clay tile. To be able to use drawing to plan the features of a 3D model. To be able to make a 3D clay tile from a drawn design. 	<p>Clay slip</p> <p>Impress</p> <p>Pinch pot/thumb pot</p> <p>Relief</p> <p>Score</p> <p>Sculpture</p>

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<p>3 (Summer 1)</p>	<p>To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><i>Painting and Mixed Media: Life in Colour</i></p>	<ul style="list-style-type: none"> • To develop knowledge of colour mixing. • To know how texture can be created with paint. • To know that different amounts of paint and water can be used to mix hues of secondary colours. • To know about the work of Romare Bearden. 	<ul style="list-style-type: none"> • To be able to use paint to explore texture and pattern. • To be able to mix colours to 'match' real life objects or create things from imagination. • To be able to compose a collage, choosing and arranging materials for effect. • To be able to create painted paper in the style of Romare Bearden. 	<p>Textures Collage Detail Mixing Overlap Surface</p>
<p>3 (Autumn 1)</p>	<p>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. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.</p>	<p><i>Craft and design: Ancient Egyptian Scrolls</i></p>	<ul style="list-style-type: none"> • To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). • To know that surface rubbings can be used to add or make patterns. • To know about the style, pattern and characteristics of Ancient Egyptian art. 	<ul style="list-style-type: none"> • To be able to use design skills inspired by the style of an ancient civilisation. • To be able to apply understanding of ancient techniques to construct a new material. • To be able to apply drawing and painting skills in the style of an ancient civilisation. • To be able to apply an understanding of Egyptian art to develop a contemporary response. 	<p>Ancient Colour Composition Egyptian Imagery Layout Papyrus Technique</p>

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<p>3 (Spring1)</p>	<p>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. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.</p>	<p><i>Drawing: Growing Artists</i></p>	<ul style="list-style-type: none"> To know that using different tools or using the same tool in different ways can create different types of lines. To know how to create tone in drawing by shading. To understand how texture can be created and used to make art. To know about the work of Georgia O'Keefe and Maud Purdy. 	<ul style="list-style-type: none"> To be able to recognise how artists use shape in drawing. To be able to apply observational drawing skills to create detailed studies. To be able to explore composition and scale to create abstract drawings. 	<p>Abstract Botanical art Composition Geometric Organic Scale Shading Texture Tone</p>
<p>3 (Spring2)</p>	<p>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. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.</p>	<p><i>Painting and mixed media: Prehistoric painting.</i></p>	<ul style="list-style-type: none"> To know about the characteristics of prehistoric art. To understand how prehistoric man made art. To know that using light and dark colours next to each other creates contrast. 	<ul style="list-style-type: none"> To be able to reflect the style of prehistoric art. To be able to scale up drawings and sketches in a different medium. To be able to experiment with the pigments in natural products to make different colours. To be able to select and apply a range of painting techniques. To be able to apply painting skills when creating a collaborative artwork. 	<p>Charcoal Drawing medium Pigment Prehistoric Proportion Scale up Smudging Stone Age</p>
<p>4 (Autumn)</p>	<p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of</p>	<p><i>Drawing: Exploring tone, texture</i></p>	<ul style="list-style-type: none"> To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. 	<ul style="list-style-type: none"> To be able to draw using tone to create a 3D effect. To be able to plan a composition for a mixed-media drawing. 	<p>Texture Composition Shadow Tone</p>

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	<p>different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.</p>	<i>and proportion</i>	<ul style="list-style-type: none"> To know that adding lighter or darker tints and shades can create a 3D effect. To be familiar with some of the work by Sarah Graham, Nicola McBride and Joel Penkman. To know that art can fit more than one genre. 	<ul style="list-style-type: none"> To be able to use shading techniques to create pattern and contrast. Use a more diverse range of marks to convey a subject's form. How to use basic shapes to form more complex shapes and patterns. To be able to draw more accurately in relative size/proportion. 	Highlight Proportion
4 (Spring)	<p>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. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.</p>	<i>Painting and mixed media: Light and dark</i>	<ul style="list-style-type: none"> To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint. To know of the work of Clara Peeters. 	<ul style="list-style-type: none"> To be able to investigate different ways of applying paint and to be able to mix tints and shades of a colour. To be able to use tints and shades to give a three-dimensional effect when painting. To be able to explore how paint can create very different effects. To be able to consider proportion and composition when planning a still life painting. To be able to apply knowledge of colour mixing and painting techniques to create a finished piece. 	Composition Hue Proportion Shade Shadow Still life Tint Tone
4 (Summer)	<p>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. To create sketch books to record their observations and use them to review and revisit ideas. To improve</p>	<i>Craft and design: Fabric of nature</i>	<ul style="list-style-type: none"> To know how art is made for different purposes. To know that patterns can be irregular, and change in ways you wouldn't expect. To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. 	<ul style="list-style-type: none"> To be able to explore techniques to develop imagery. To be able to use a textile technique to develop patterns. To be able to create a repeating pattern. 	Batik Colour palette Craft Design Industry Repeat Theme

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	<p>their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.</p>		<ul style="list-style-type: none"> To know of the work and patterns created by William Morris. 		
5 (Autumn)	<p>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. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.</p>	<i>Drawing: I need space</i>	<ul style="list-style-type: none"> To know that shapes can be used to place the key elements in a composition. To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. To know how to create texture on different materials. To know about the work Moonwalk by Teis Albers. 	<ul style="list-style-type: none"> To explore the purpose and effect of imagery. To be able to develop drawn ideas through printmaking. To be able to test and develop ideas using sketchbooks. To be able to apply an understanding of drawing processes to revisit and improve ideas. 	<p>Collagraphy Decision Futuristic Imagery Propaganda Purpose Retrofuturism Technique</p>
5 (Spring)	<p>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. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture</p>	<i>Painting and mixed media: Portraits</i>	<ul style="list-style-type: none"> To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. To know that tone can help shape the foreground and background in an artwork. To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. 	<ul style="list-style-type: none"> To be able to explore how a drawing can be developed into a painting. To be able to identify the features of self-portraits. To be able to experiment with materials and techniques to develop ideas. To be able to create a mixed-media self-portrait that represents something about the pupil. 	<p>Collage Identity Mixed Media Monoprint Multi-media Photomontage Self-portrait</p>

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	with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.				
5 (Summer)	<p>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.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>About great artists, architects and designers in history.</p>	<i>Sculpture and 3D: Interactive Installation</i>	<ul style="list-style-type: none"> To know that an art installation is often a room or environment in which the view 'experiences' the art all around them. To know that the size and scale of three-dimensional artwork changes the effect of the piece. To know about the life and work of Cai Guo-Qiang. 	<ul style="list-style-type: none"> To be able to identify and compare features of art installations. To be able to investigate the effect of space and scale when creating 3D art. To be able to make an explosion piece in the style of Cai Guo-Qiang. To be able to plan an installation that communicates an idea. To be able to investigate how to display an installation piece for an audience. 	<p>Atmosphere</p> <p>Concept</p> <p>Location</p> <p>Performance Art</p> <p>Scale</p> <p>Viewer</p>
6 (Autumn)	<p>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.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>About great artists, architects and designers in history.</p>	<i>Craft and design: Photo opportunity</i>	<ul style="list-style-type: none"> To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. To know that 'monochromatic' artwork uses tints and shades of just one colour. To know about some of the work of Hannah Hoch, Derek O Boateng and Chuck Close. 	<ul style="list-style-type: none"> To be able to apply an understanding of composition to create an effective photomontage advertising poster. To be able to apply understanding of abstract art through photography. To be able to apply an understanding of photography to design and recreate a famous painting. To be able to use observation and proportion to create art in a photorealistic style. 	<p>Arrangement</p> <p>Digital</p> <p>Layout</p> <p>Macro</p> <p>Monochrome</p> <p>Photography</p> <p>Photorealism</p> <p>Prop</p> <p>Saturation</p>

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<p>6 (Spring)</p>	<p>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. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.</p>	<p><i>Drawing: Make my voice heard</i></p>	<ul style="list-style-type: none"> • To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images. • To know how to use chiaroscuro. • To know about the work of Dan Fenelon. 	<ul style="list-style-type: none"> • To be able to use expressive drawing techniques. • To be able to use chiaroscuro. • To be able to evaluate the context and intention of street art. • To be able to apply an understanding of impact and effect to create a powerful image. 	<p>Aesthetic Commissioned Interpretation Mural Symbolic Tone Graffiti Guerrilla Art Mural</p>
<p>6 (Summer)</p>	<p>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. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.</p>	<p><i>Sculpture and 3D: Making memories</i></p>	<ul style="list-style-type: none"> • To know that the surface textures created by different materials can help suggest form in two-dimensional art work. • To know about the work of Joseph Cornell. 	<ul style="list-style-type: none"> • To be able to explore sculptural techniques. • To be able to use creative experience to develop ideas and plan sculpture. • To be able to apply an understanding of materials and techniques to work in 3D. • To be able to problem solve, evaluate and refine artwork to achieve a chosen outcome. 	<p>Abstract Assemblage Composition Literal Manipulate Memory Relief Sculpture</p>