

STAMFORD ST GILBERT'S CHURCH OF ENGLAND PRIMARY SCHOOL



**ART AND DESIGN KNOWLEDGE AND SKILLS PROGRESSION PLAN**

**Our Vision**  
To inspire a love of learning

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing	Look and talk about what they have produced, describing simple techniques and media used.	Record and explore ideas from first hand observation, experience and imagination.  Ask and answer questions about their work, and develop their ideas.  Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures and use these as inspiration for artwork.	Record and explore ideas from first hand observation, experience and imagination.  Ask and answer questions about their work and the processes they have used. Develop their ideas.  Explore the differences and similarities of artist's works, craftspeople and designers in different times and cultures and use these as inspiration for their own artwork.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas to use in their own work.  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  Use experiences and other subjects across the curriculum as inspiration for their own artwork.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas to use in their work.  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  Use experiences and other subjects across the curriculum as inspiration for their own artwork.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas and processes to use in their work.  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  Use experiences and other subjects across the curriculum as inspiration for their own artwork.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas and processes to use in their work.  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  Use experiences and other subjects across the curriculum as inspiration for their own artwork.

							Use qualities of materials to enhance ideas.
Evaluating and developing work		Review what they and others have done and say what they think and feel about others work.  Annotate their own sketchbook and Identify what they might change in their current work or develop in their future work.	Review what they and others have done and say what they think and feel about others work.  Annotate their own sketchbook and Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.  Adapt their own work according to their views and describe how they might develop it further.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.  Adapt their own work according to their views and describe how they might develop it further.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.
Drawing  Suggested artists: Leonardo Da Vinci, Vincent Van Gogh, Poonac	Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.  Use and begin to control a range of media. Draw on different surfaces and coloured paper.  Produce lines of different thickness and tone using a pencil.	Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.  Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour. Explore different textures.	Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Sketch to record ideas.  Draw objects for a sustained period of time, including single and grouped objects.  Experiment with the visual elements; line (of different sizes and thicknesses),	Experiment with different grades of pencil and other implements. Plan, refine and alter drawings as necessary.  Use their sketchbook to collect and record visual information from different sources.  Draw for a sustained period of time.	Alter and refine drawings and describe changes using art vocabulary.  Collect images and information independently in a sketchbook.  Use research to inspire drawings from memory and imagination.  Use different harnesses of pencils to explore	Use a variety of different materials for their work.  Work in a sustained and independent way using observation, experience and imagination.  Use a sketchbook to develop ideas.  Explore the potential properties of the visual elements, line, tone, pattern,	Demonstrate a wide variety of ways to make different marks with dry and wet media.  Identify artists who have worked in a similar way to their own work.  Develop ideas using different or mixed media, using a sketchbook.  Manipulate and experiment with

	Start to produce different patterns and textures from observations, imagination and illustrations.	Observe and draw different stimuli including patterns and anatomy (faces and bodies).	shape, pattern and colour. Understand the use of light and dark.  Colour (own work) neatly following the lines.	Use different media to achieve variations in line, texture, tone, colour, shape and pattern.  Produce close observations and initial sketches as a preparation for painting.  Accurate drawings of people. Sketch lightly so there is no need to use a rubber to correct a mistake.	and show relationships between line and tone, pattern and shape, line and texture.  Identify and draw the effect of light.  Scale and proportion.  Work with a variety of scales. Sketch lightly so there is no need to use a rubber to correct a mistake.	texture, colour and shape.  Explore the effect of light on objects and people.  Produce increasingly detailed drawings of people.  Understand hue, tint, tone, shades and mood.  Explore the use of textures in colour. Use perspective to draw.  Choose a style of drawing suitable for their own work.	the elements of art: line, tone, pattern, texture, form, space, colour and shape.  Understand the effect of light on objects and people from different directions. Interpret the texture of a surface.
Painting  Suggested artists: Pollock, Monet, Chagall, Ben, Moseley, Van Gogh.	Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.  Recognise and name the primary colours being used.	Use a variety of tools and techniques including the use of different brush sizes and types.  Work on different scales. Mix and match colours to artefacts and objects.	Mix a range of secondary colours, shades and tones.  Experiment with tools and techniques, including layering, mixing media etc.  Work on a range of scales e.g. large brush on large paper etc.	Mix a variety of colours and know which primary colours make secondary colours.  Use a developed colour vocabulary.  Experiment with different effects and textures including blocking in colour, washes,	Make and match colours with increasing accuracy.  Use more specific colour language e.g. tint, tone, shade, hue.  Choose paints and implements appropriately.	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.  Work on preliminary studies to test media and materials.	Create shades and tints using black and white.  Choose appropriate paint, paper and implements to adapt and extend their work.  Carry out preliminary studies, test media

	<p>Mix and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured and shaped paper.</p>	<p>Mix secondary colours and shades.</p> <p>Use different types of paint.</p> <p>Create different textures e.g. use of sawdust.</p> <p>Name all the colours.</p> <p>Experiment with mixing of colours.</p>	<p>Mix and match colours using artefacts and objects.</p> <p>Darken colours without using black.</p> <p>Add white to colours to make tints.</p>	<p>thickened paint etc.</p> <p>Use colour wheels correctly.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p>Understand the effect of different types of brushes.</p> <p>Apply colour using dotting, splashing, scratching etc.</p>	<p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p> <p>Colour mixing and matching to create tint, tone and shade.</p> <p>Experiment with colours to reflect mood.</p>	<p>Create imaginative work from a variety of sources.</p>	<p>and materials and mix appropriate colours.</p> <p>Work from a variety of sources, including those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p> <p>Use colours to express feelings.</p>
<p>Printing</p> <p>Suggested artists: Joan Miro, Bridget Riley, Escher, Paul klee</p>	<p>Enjoy taking rubbings: leaf, brick, coin.</p> <p>Create simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects.</p> <p>Enjoy using stencils to create a picture.</p>	<p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</p> <p>Make rubbings.</p> <p>Build a repeating pattern and recognise pattern in the environment.</p>	<p>Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p>	<p>Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p> <p>to explore pattern and shape, creating designs for printing.</p> <p>Record textures and patterns.</p>	<p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want</p> <p>Resist printing including marbling, silkscreen and cold-water paste.</p> <p>Modify and adapt print.</p> <p>Tessellation.</p>	<p>Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.</p> <p>Choose the printing method appropriate to task.</p> <p>Build up layers and colours/textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or</p>	<p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p> <p>Work relatively independently.</p> <p>Builds up drawings and images of whole or parts of</p>

		<p>Weaving.</p> <p>Sort materials according to specific qualities (Links to Science)</p> <p>Recognise symmetry.</p>	<p>Experiment by arranging, folding, repeating, overlapping regular and irregular patterning.</p> <p>Notice natural and man-made patterns.</p> <p>Use patterns and textures by adding dots and lines.</p>	<p>Colour mixing through overlapping colour prints.</p> <p>Notice patterns in the environment.</p> <p>Use symmetry to experiment with patterns.</p>		<p>random printing styles.</p> <p>Choose inks and overlay colours.</p> <p>Combine prints.</p> <p>Discuss and evaluate own work and that of others.</p>	<p>items using various techniques.</p> <p>Explore printing techniques used by different artists.</p>
<p>Textiles/Collage</p> <p>Suggested artists: Linda Caverly, Molly Williams, William Morris, Gustav Kilmnt, Picasso, Dan Manther, Andy Warhol</p>	<p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>Simple stitch work.</p> <p>Simple weaving: paper, twigs. Collage: layering fabric.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p>	<p>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. (Type of embroidery.)</p> <p>How to thread a needle, cut, glue and trim material.</p> <p>Create images from imagination, experience or observation.</p> <p>Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>Use a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>Create textured collages from a variety of media.</p> <p>Make a simple mosaic.</p> <p>Stitch, knot and use other manipulative skills.</p> <p>Overlapping and overlaying to create effects.</p>	<p>Use a variety of techniques, including printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>Name the tools and materials they have used.</p> <p>Develop skills in stitching.</p> <p>Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc.</p>	<p>Combine skills more readily.</p> <p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Collect visual information from a variety of different sources, describing with vocabulary based on the visual and tactile elements.</p> <p>Experiments with paste resist.</p>	<p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p> <p>Experiment with using batik safely.</p> <p>Use stories, music and poems as stimuli.</p>	<p>Show an awareness of the potential uses of material.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>Be expressive and analytical to adapt, extend and justify their work.</p> <p>Apply knowledge of different techniques to express feelings.</p> <p>Create own abstract pattern to reflect personal</p>

			Use large needles for running stitch	Use smaller eyed needles and finer threads.	Use a variety of stitches. Experiment with creating mood, feeling and movement.	Create own abstract pattern to reflect personal experiences.	experiences and expression.
3D Form  Henry Moore, Barbara Hepworth, Andy Goldsworthy	<p>Enjoy using a variety of malleable media such as clay, papier mache, salt dough.</p> <p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>Explore sculpture with a range of malleable media, especially clay.</p> <p>Experiment with, construct and use simple joins on recycled, natural and man-made materials.</p> <p>Explore shape and form.</p>	<p>Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models.</p> <p>Build a textured relief tile.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p> <p>To shape and form from direct observation.</p>	<p>Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Cut and join wood safely and effectively.</p> <p>Make a simple papier mache object.</p> <p>Plan, design and make models.</p> <p>Have an understanding of different adhesives and methods of construction.</p>	<p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials. Discuss own work and work of other sculptors.</p> <p>Analyse and interpret natural and man-made forms.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Shape, form, model and join. Use the different properties of media for a purpose.</p> <p>Discuss and evaluate own work and that of other sculptors.</p>	<p>Develop skills in using clay including: slabs, coils, slips, etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p>

Breadth of Study		Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.		
			Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

### CROSS CURRICULAR LINKS

Subject	Cross Curricular links
English/Oracy	Reviewing; Questioning; Differences; Experiences; Imagination; Language linked to specific periods of time
Maths	Escher - Repeating patterns and Symmetry
Computing	Repeating patterns; I pads; Building up drawings and images
PE	Anatomy – exploring shape and form - £D form – Henry Moore; perspective
RE	Awe and Wonder
Science	The human form
Music	Links to Monet
DT	Textiles
Geography	Where artists are from and the history of Art
History	Comparing aspects of life e.g. Houses; Timelines; Background lives of artists
RSE/PSHE	Relationships
Culture and Diversity	Indian and French Art; visits to Museums and art exhibitions
French	Monet; exploring French artists and writing in French