



## Art & Design

### Progression of Skills from Year R to Year 6

Kings Academy Northern Parade uses the 2014 Primary National Curriculum and the 2021 Early Years Foundation Stage Framework upon which to base our own school progressions for the teaching of Art and Design.

The National Curriculum for art and design aims to ensure that all pupils:

- 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 their art forms.

Early Years Foundation Stage Statutory Framework gives the following Early Learning Goals:

- Hold a pencil effectively and use a range of small tools including scissors, paintbrushes. (Fine Motor)
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Creating with materials)
- Share their creations, explaining the processes they have used. (Creating with materials)

The National Curriculum subject content for Key Stages 1 and 2 states:

Key Stage 1	Key Stage 2
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• About the work of a range of artists, craft makers and designers, describing the similarities and differences between practises and disciplines, and making links to their own work.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• 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].</li> <li>• About great artists, architects and designers in history.</li> </ul>



# Northern Parade (Federated) Infant & Junior School

## Skills Progression – Art and Design



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b> <i>(Line, shape)</i>	Hold a pencil effectively. <b>(Exploring hard /soft lines using the same pencil.)</b> Create closed shapes and continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Begin to show accuracy and care when drawing.	Begin to explore the use of line, shape and colour. <b>(Create light/ dark, thick/thin lines with the same pencil.)</b> Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk and other dry media.	Experiment with the visual elements: line, shape, pattern and colour. <b>(Begin to create 3D effects using light and dark by shading in 3 tones.)</b> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Draw from the figure and real objects, including single and grouped objects.	Use different media to achieve variations in line, texture, tone, colour, shape and pattern. <b>(Shading in 3 tones, inc using cross hatch and side stroke.)</b> Experiment with different grades of pencil and other implements.	Explore relationships between line and tone, pattern and shape, line and texture. <b>(Shading in 3 tones using cross hatching, side stroke and pointillism.)</b> Make informed choices in drawing, including paper and media. Use research to inspire drawings from memory and imagination.	Explore the properties of the visual elements, line, tone, pattern, texture, colour and shape. <b>(Shading in 5 tones, using cross hatching, side stroke and pointillism.)</b> Demonstrate a wide variety of ways to make different marks with dry and wet media. Use a variety of source material for their work.	Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape. <b>(Shading in 5 tones, using cross hatching, side stroke, pointillism, feathering and scumbling.)</b> Develop ideas using different or mixed media.
<b>Painting</b> <i>(Colour, space)</i>	Use a range of small tools including paint brushes competently, safely and confidently. Explore colour and colour mixing. Show different emotions in their drawings and paintings, such as happiness, sadness, fear etc.	Use a variety of tools and techniques, including different brush sizes. Explore mixing using primary and secondary colours, including shades.	Explore mixing a range of secondary colours, shades and tones, and begin to predict the result. Mix and match colours using artefacts and objects. Use and name different types of paint.	Mix a variety of colours and know which primary colours make secondary colours. Experiment with different effects and textures including blocking in colour, washes, thickened paint etc.	Make and match colours with increasing accuracy. Use more specific colour language, e.g. tint, tone, shade, hue. Plan and use different effects and textures with paint, according to what they need for the task.	Demonstrate a secure knowledge about primary and secondary, warm and cold, complimentary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources.	Create shades and tints using black and white. Carry out preliminary studies, test media and materials and mix appropriate colours. Choose appropriate paint, paper and implements to adapt and extend their work. Show an awareness of how paintings are created (composition).
<b>Sculpture</b> <i>(Form, shape)</i>	Use a range of small tools including scissors competently, safely and confidently. Create collaboratively, sharing ideas, resources and skills. Explore different materials freely, in order to develop their ideas on how to use them and what to make.	Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping, in order to explore shape and form. Use and name tools to impress simple decoration. Experiment with, construct and join recycled, natural and man-made materials.	Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models. Understand the safety and basic care of tools and materials to experiment with, construct and join recycled, natural and man-made materials confidently.	Construct a simple clay base for extending and modelling other shapes, joining clay adequately. Experiment with joining paper in different ways. Make a simple papier mache object. Plan, design and make models.	Plan, design, make and adapt models using a variety of materials. Join and cut wood safely and effectively. Make informed choices about the 3D technique chosen.	Plan a sculpture through drawing and other preparatory work. Use and describe the different techniques involved in modelling, sculpture and construction, using a variety of media.	Develop skills in using clay, including slabs, coils, slips etc. Make a mould and use plaster safely. Plan and create sculpture and constructions with increasing independence.

Collage/textiles (Texture)	Join different materials and explore different textures. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Thread a needle, cut, glue and trim material. Use a variety of techniques including weaving, sewing and knotting. Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper etc.	Use a variety of techniques: weaving, finger knitting, tie-dying, and fabric crayons. Create textured collages from a variety of media. Make a simple mosaic.	Use a variety of techniques: weaving, embroidery and wax or oil resist. Name tools and materials, they have used. Develop skills in stitching, cutting and joining. Experiment with overlapping and layering using a range of media.	Use a variety of techniques: embroidery, applique, quilting. Use collage or textiles as a means of extending work already achieved.	Use a variety of techniques and join fabrics in different ways including stitching. Refine ideas and explain choices using art vocabulary.	Choose and use a variety of techniques to achieve different effects. Use different grades and uses of threads and needles. Experiment with batik or paste resist.
Printing (Pattern)	Develop their own ideas and then decide which materials to use to express them. Talk about and identify patterns around them.	Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Build a repeating pattern.	Use a variety of techniques, e.g. carbon printing, relief, press and fabric printing. Design patterns with increasing complexity and repetition.	Print using a variety of materials, objects and techniques including layering. Explore pattern and shape to create designs for printing.	Research, create and refine a print using different techniques to get the effect they want. Explore resist printing, e.g. marbling, silkscreen and coldwater paste.	Choose, use and explain different printing techniques to build up layers, colours and textures in a piece of work, e.g. block, relief, mono and resist printing.	Confidently print on paper and fabric and be able to describe techniques used, e.g. block, relief, mono, resist. Alter and modify work, including layering.
Knowledge of media, processes and techniques (Continuous)	Share their creations, explaining the processes they have used.	Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc) that they use.	Know and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary.	Know and be able to explain how to use some of the tools and techniques they have chosen to work with.	Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.	Know how to describe the processes they are using and how they hope to achieve high quality outcomes.	Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.
Evaluating (Continuous)	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Show interest in and describe what they think about the work of others.	Express clear preferences when looking at creative work, and give some reasons for these. ("I like that because...") <i>Annotate sketchbooks</i>	Take the time to reflect on what they like and dislike about their work in order to improve it. <i>Annotate sketchbooks</i>	Regularly reflect upon their own work, and use comparisons with their work and others (pupils and artists) in order to identify how to improve. <i>Annotate sketchbooks</i>	Regularly analyse and reflect on their progress, taking account of what they hoped to achieve. <i>Annotate sketchbooks</i>	Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. <i>Annotate sketchbooks</i>
Artists	Express their ideas and feelings when looking at art work produced by artists.	Recognise and describe some simple characteristics of different kinds of art, craft and design.	Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.	Know about and describe the work of some artists, craftspeople, architects and designers.	Know 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.	Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.	Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects, taking account of the influence of the different historical, cultural and social contexts in which they worked.