

Art and Design progression document

How is art and design organised

National curriculum aims for Art and Design

Generating ideas	Using sketchpads	Making skills (including formal elements)	Knowledge of artists	Evaluating and analysing
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Scheme of work for Art and Design

DRAWING	PAINTING AND MIXED MEDIA	SCULPTURE AND 3D	CRAFT AND DESIGN
<ul style="list-style-type: none">Exploring mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.	<ul style="list-style-type: none">Developing painting skills including colour mixing, painting on a range of surfaces and with different tools.Exploring the interplay between different media within an artwork	<ul style="list-style-type: none">Investigating ways to express ideas in three-dimensions.Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.Developing drawn ideas into sculpture	<ul style="list-style-type: none">Designing and making art for different purposes, considering how this works in creative industries.Learning new making techniques, comparing these and making decisions about which to use to achieve a particular outcome.

<ul style="list-style-type: none"> ● Using sketchbooks to record observations and plans as drawings. ● Learning about how artists develop their ideas using drawings. 			<ul style="list-style-type: none"> ● Developing personal, imaginative responses to a design brief
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Types of knowledge in Art and Design

SUBSTANTIVE KNOWLEDGE		DISCIPLINARY KNOWLEDGE
PRACTICAL KNOWLEDGE	THEORETICAL KNOWLEDGE	DISCIPLINARY
<p>In order to make art with increasing proficiency, pupils need to develop practical knowledge in the following areas:</p> <ul style="list-style-type: none"> ● Methods and techniques ● Media and materials ● Formal elements: Line, tone, shape, colour, form, pattern, texture. 	<p>Children gain knowledge of the history of art and contemporary art through the curriculum. They consider the meanings and interpretations behind works of art that they study and explore artists' materials and processes.</p>	<p>Disciplinary knowledge refers to the knowledge children acquire to help them understand the subject as a discipline. Pupils learn how art is studied, discussed and judged, considering the big questions:</p> <ul style="list-style-type: none"> ● What is art? ● Why do people make art? ● How do people talk about art?

Progression in making skills (including formal elements)

Methods, techniques, media and materials for drawing

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Explore mark making using a range of drawing materials. • Investigate marks and patterns when drawing. • Identify similarities and difference between drawing tools. • Investigate how to make large and small movements with control when drawing. • Practise looking carefully when drawing. • Combine materials when drawing 	<ul style="list-style-type: none"> • Hold and use drawing tools in different ways to create different lines and marks. • Create marks by responding to different stimulus such as music. • Overlap shapes to create new ones. • Use mark making to replicate texture. • Look carefully to make an 	<ul style="list-style-type: none"> • Use different materials and marks to replicate texture. • Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. • Use marks and lines to show expression on faces. • Use charcoal to avoid snapping and to achieve 	<ul style="list-style-type: none"> • Use shapes identified within in objects as a method to draw. • Create tone by shading. • Achieve even tones when shading. • Make texture rubbings. • Hold and use a pencil to shade. • Tear and shape paper. • Use paper shapes to create a drawing. • Use drawing tools to take a rubbing. 	<ul style="list-style-type: none"> • Use pencils of different grades to shade and add tone. • Hold a pencil with varying pressure to create different marks. • Use observation and sketch objects quickly. • Draw objects in proportion to each other. • Use charcoal and a rubber to draw tone. • Use scissors and paper as a method to 'draw'. 	<ul style="list-style-type: none"> • Analyse an image that considers impact, audience and purpose. • Draw the same image in different ways with different materials and techniques. • Make a collagraph plate. • Make a collagraph print. • Develop drawn ideas for a print. • Combine techniques to create a final composition. • Decide what materials and tools to use based on experience and knowledge. 	<ul style="list-style-type: none"> • Achieve the tonal technique called chiaroscuro. • Make handmade tools to draw with. • Use charcoal to create chiaroscuro effects. • To know gestural and expressive ways to make marks. • To know effects different materials make. • To know the effects created when drawing into different surfaces

	<p>observational drawing</p> <ul style="list-style-type: none">• Complete a continuous line drawing.	<p>different types of lines.</p> <ul style="list-style-type: none">• Use drawing pens.		<ul style="list-style-type: none">• Make choices about arranging cut elements to create a composition.• Create a wax resist background.• Use different tools to scratch into a painted surface to add contrast and pattern.• Choose a section of a drawing to recreate as a print.• Create a monoprint.	<ul style="list-style-type: none">• To know what print effects different materials make.	
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Methods, techniques, media and materials for painting and mixed media

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Explore paint, using hands as a tool. • Describe colours and textures as they paint. • Explore what happens when paint colours mix. • Make natural painting tools. • Investigate natural materials eg paint, water for painting. • Explore paint textures, for example mixing in other materials or adding water. • Respond to a range of stimuli when painting. • Use paint to express ideas and feelings. • Explore colours, patterns and compositions when combining materials in collage. 	<ul style="list-style-type: none"> • Combine primary coloured materials to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. 	<ul style="list-style-type: none"> • Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. • Create texture using different painting tools. • Make textured paper to use in a collage. • Choose and shape collage materials eg cutting, tearing. • Compose a collage, arranging and overlapping pieces for contrast and effect. • Add painted detail to a collage to enhance/improve it. 	<ul style="list-style-type: none"> • Use simple shapes to scale up a drawing to make it bigger. • Paint on a rough surface. • Make a negative and positive image. • Create a textured background using charcoal and chalk. • Use natural objects to make tools to paint with. • Make natural paints using natural materials. • Create different textures using different parts of a brush. • Use colour mixing to make natural colours. 	<ul style="list-style-type: none"> • Mix a tint and a shade by adding black or white. • Use tints and shades of a colour to create a 3D effect when painting. • Apply paint using different techniques eg. stippling, dabbing, washing. • Choose suitable painting tools. • Arrange objects to create a still life composition. • Plan a painting by drawing first. • Organise painting equipment independently, making choices about tools and materials. 	<ul style="list-style-type: none"> • Develop a drawing into a painting. • Create a drawing using text as lines and tone. • Experiment with materials and create different backgrounds to draw onto. • Use a photograph as a starting point for a mixed-media artwork. • Take an interesting portrait photograph, exploring different angles. • Adapt an image to create a new one. • Combine materials to create an effect. • Choose colours to represent an idea or atmosphere. • Develop a final composition from sketchbook ideas. 	<ul style="list-style-type: none"> • Use sketchbooks to research and present information. • Develop ideas into a plan for a final piece. • Make a personal response to the artwork of another artist. • Use different methods to analyse artwork such as drama, discussion and questioning.

Methods, techniques, media and materials for sculpture and 3D

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Explore the properties of clay. • Use modelling tools to cut and shape soft materials eg. playdough, clay. • • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and explain their choices. • Plan ideas for what they would like to make. • Problem-solve and try out solutions when using modelling materials. • Develop 3D models by adding colour. 	<ul style="list-style-type: none"> • Roll and fold paper. • Cut shapes from paper and card. • • Cut and glue paper to make 3D structures. • Decide the best way to glue something. • Create a variety of shapes in paper, eg spiral, zig-zag. • Make larger structures using newspaper rolls. 	<ul style="list-style-type: none"> • Smooth and flatten clay. • Roll clay into a cylinder or ball. • Make different surface marks in clay. • Make a clay pinch pot. • Mix clay slip using clay and water. • Join two clay pieces using slip. • Make a relief clay sculpture. • Use hands in different ways as a tool to manipulate clay. • Use clay tools to score clay 	<ul style="list-style-type: none"> • Join 2D shapes to make a 3D form. • Join larger pieces of materials, exploring what gives 3D shapes stability. • Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. • Identify and draw negative spaces. • Plan a sculpture by drawing. • Choose materials to scale up an idea. • Create different joins in card eg. slot, tabs, wrapping. 	<ul style="list-style-type: none"> • Use their arm to draw 3D objects on a large scale. • Sculpt soap from a drawn design. • Smooth the surface of soap using water when carving. • Join wire to make shapes by twisting and looping pieces together. • Create a neat line in wire by cutting and twisting the end onto the main piece. • Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use 	<ul style="list-style-type: none"> • Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. • Try out ideas on a small scale to assess their effect. • Use everyday objects to form a sculpture. • Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. • Try out ideas for making a sculpture interactive. 	<ul style="list-style-type: none"> • Translate a 2D image into a 3D form. • Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • Manipulate cardboard to create different textures. • Make a cardboard relief sculpture. • Make visual notes to generate ideas for a final piece. • Translate ideas into sculptural forms.

			<ul style="list-style-type: none"> • Add surface detail to a sculpture using colour or texture. • Display sculpture. 	recycled materials to make 3D artwork. <ul style="list-style-type: none"> • Try out different ways to display a 3D piece and choose the most effective. 	<ul style="list-style-type: none"> • Plan an installation proposal, making choices about light, sound and display. 	
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Making skills including formal elements - KNOWLEDGE

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Colour	Name a wide range of colours. Colours can be mixed to make new colours	That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours: <ul style="list-style-type: none"> • Red + yellow = orange • Yellow + blue = green • Blue + red = purple 	Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination. Colour can be used to show how it feels to be in a particular place, eg the seaside.	Using light and dark colours next to each other creates contrast. Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	Adding black to a colour creates a shade. Adding white to a colour creates a tint.	Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours	A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
Form	Modelling materials can be shaped using hands or tools.	Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional	That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch	Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a	Using lighter and darker tints and shades of a colour can create a 3D effect. Simple 3D forms can be made	An art installation is often a room or environment in which the viewer 'experiences' the art all around	The surface textures created by different materials can help suggest form in

		art is called sculpture.	and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.	cube). Organic forms can be abstract	by creating layers, by folding and rolling materials.	them. The size and scale of three-dimensional art work changes the effect of the piece.	two-dimensional art work.
shape	Name simple shapes in art.	A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.	Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Shapes can be geometric if they have mostly straight lines and angles. Patterns can be made using shapes	Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art.	How to use basic shapes to form more complex shapes and patterns.	A silhouette is a shape filled with a solid flat colour that represents an object.	How an understanding of shape and space can support creating effective composition.
line	Lines can be curved or straight and described in simple terms such as: wiggly,' straight,' 'round'	Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings	Lines can be used to fill shapes, to make outlines and to add detail or pattern.	Different drawing tools can create different types of lines.	Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	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.	How line is used beyond drawing and can be applied to other art forms
Pattern	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	That a pattern is a design in which shapes, colours or lines are repeated.	Surface rubbings can be used to add or make patterns. Drawing techniques such as	Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).	Patterns can be irregular, and change in ways you wouldn't expect. The starting point	Artists create pattern to add expressive detail to art works, for example Chila	Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a

			hatching, scribbling, stippling, and blending can make patterns. Patterns can be used to add detail to an artwork		for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	Kumari Singh Burman using small everyday objects to add detail to sculptures	painting (like the work of van Gogh) or in repeated shapes within a composition.
texture	Simple terms to describe what something feels like (eg. bumpy).	That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks.	Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.	Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object	How to use texture more purposely to achieve a specific effect or to replicate a natural surface.	How to create texture on different materials.	Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
tone	There are different shades of the same colour and identify colours as 'light' or 'dark'.	That 'tone' in art means 'light and dark'. Tone can be added to a drawing by shading and filling a shape.	Shading helps make drawn objects look more three dimensional. Different pencil grades make different tones	Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create	That using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork.	Tone can help show the foreground and background in an artwork	That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

				different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.			
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