St Joseph’s Catholic Primary School

Progression of Knowledge in Art & Design to Support Sequential and Progressive Planning and Scaffolding and Challenge in Lesson Planning

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. **National Curriculum Purpose of Study 2014**

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 of their art form.

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| **Development Matters** | | | | **National Curriculum Programmes of Study Design & Technology**  pupils should be taught to: | | | | | | | | | | | |
| **3 & 4 Year Olds**  **Physical Development**  • Use large-muscle movements to wave flags and streamers, paint and make marks.  • Choose the right resources to carry out their own plan.  • Use one-handed tools and equipment, for example, making snips in paper with scissors.  • Use a comfortable grip with good control when holding pens and pencils.  **Expressive Arts & Design**  • Explore different materials freely, in order to develop their ideas about how to use them and what to make.  • Develop their own ideas and then decide which materials to use to express them.  • Join different materials and explore different textures.  • Create closed shapes with 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. • Use drawing to represent ideas like movement or loud noises.  • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.  • Explore colour and colour mixing. | | | | **KS 1**  **Pupils should be taught to:**   * 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 | | | | **KS 2**  Pupils should be taught 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.  **Pupils should be taught:**   * 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. | | | | | | | |
| **Reception**  **Physical Development**  • Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  • Develop overall body-strength, balance, coordination and agility.  **Expressive Arts & Design**  • Explore, use and refine a variety of artistic effects to express their ideas and feelings.  • Return to and build on their previous learning, refining ideas and developing their ability to represent them.  • Create collaboratively, sharing ideas, resources and skills. | | | |
| **ELG**  **Physical- Fine Motor Skills**  • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.  • Use a range of small tools, including scissors, paintbrushes and cutlery.  • Begin to show accuracy and care when drawing.  **Expressive Arts & Design- Creating with Materials**  • 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. | | | |
| Progression of Disciplinary Knowledge | | | | | | | | | | | | | | | |
|  | Nursery | Reception | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 | |
|  | Pupils know how to: | | | | | | | | | | | | | | |
| Generating Ideas | Talk about their ideas. | Talk about their ideas and explore different ways to record them. | | Explore their own ideas using a range of given media. | | Begin to generate ideas exploring different media and techniques. | | Generate ideas from a range of stimuli using evaluation as part of the making process. | | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan for an outcome. | | Generate ideas from a range of stimuli and using independent research and evaluation of techniques and processes to develop their ideas and plan more purposefully for an outcome | | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome | |
| Sketchbooks (,learning journey) | Mark make freely. | Experiment with mark making in an exploratory way. | | Use sketchbooks to explore ideas, practise skills and using drawing to record ideas and simple plans | | Using drawing and simple words to record ideas. Use sketchbooks to help make decisions about what to try out next. | | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. | | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. | | Use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. | | Experimenting in sketchbooks for example recording things using drawings, annotations, colour swatches, photocopies, fabric samples, planning and taking next steps in a making process. | |
| Knowledge of artists | Look at the work of artists, say what they see. | Enjoy looking and talking about art. | | Talk about the art they have seen and what they like or dislike. Discuss similarities between their work and that of an artist/designer. | | Talk about art they have seen using some appropriate subject vocabulary. | | Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made and record what they wonder about. | | Use subject vocabulary to describe and compare creative works.  Start to discuss different artists and art movements and understand that art style have changed over the years. | | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. | | Use subject vocabulary to describe and compare creative works.  Use their own experiences to explain how art works may have been made. Recognise artworks from particular art movements | |
| Evaluating and analysing | Talk about their artwork say what they like. | Talk about their artwork, stating what they did well. | | Describe and compare features of their own and other’s art work. | | Explain their ideas and opinions about their own and other’s art work, giving reasons.  Begin to talk about how they could improve their own work. | | Explain their ideas and opinions about their own and other’s art work, giving reasons.  Talk about how they could make changes to improve their work. | | Build a more complex vocabulary when discussing their own and others’ art.  Start to evaluate their work more regularly and independently during the planning and making process. | | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.  Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | | Confidently explain their ideas and opinions about their own and other’s art work, giving reasons.  Use sketchbooks as part of the problem-solving process and make changes to improve their work. | |
| Progression of Procedural & Disciplinary Knowledge including Formal Elements  Shaded areas indicate when the knowledge will be applied through DT lessons. | | | | | | | | | | | | | | | |
|  | Nursery | | Reception | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 |
| Pupils know how to: | | | | | | | | | | | | | | | |
| Drawing | Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.  Work on a range of materials of different textures (eg. playground, bark).  Begin to draw what they see.  Begin to develop observational skills by using mirrors to include the main features of faces in their drawings  Use software to draw simple ideas | | Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.  Work on a range of materials of different textures (eg. playground, bark).  Add additional features to drawings to represent a realistic animal, person or object  Use software to draw simple ideas | | Use observational skills to look closely and draw objects using lines of different thicknesses  Use different marks to show textures | | Use a range of drawing materials such as pencils, charcoal and pastels  Use a viewfinder to focus on pattern and texture  Use observational skills using simple shapes to draw buildings, people and animals.  Draw figures with some attention to proportions  Draw with a variety of pencil grades (HB, 2B, 4B) to light and dark  Look closely at an artefact using a viewfinder to reflect texture through mark-making. | | Use mark-making within a greater range of media, demonstrating increased control.  Use different grades of pencil to show different tones to communicate form  Use line and shape to draw figures and animals  Use observational skills to show facial expressions | | Use line, shape and negative space to draw objects  Use tone and more intricate mark making to show texture and form  Further develop drawing through observation to show facial expressions on figures and draw figures in movement. | | Use a broader range of stimulus to draw from, such as architecture, culture and photography.  Use correct facial proportions  Use a range of mark making to show tone and texture such as cross hatching, smudging, scribbling and directional shading  Use simple shapes to draw figures with joints  Use line, shape and knowledge of negative space to draw figures in movement.  .  Apply known techniques with a range of media | | Draw in their own personal style showing the ability to develop a drawing independently.  Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.  Apply knowledge of facial proportions to draw portraits with a greater degree of accuracy |
| Painting | Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)  Use different forms of ‘paint’ such as mud and puddles, creating a range of artwork both abstract and figurative.  Use mixed-media scraps to create child-led artwork with no specific outcome. | | Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)  Explore different colours of paint and how they can be changed.  Use mixed-media scraps to create child-led artwork with a specific outcome. | | How to paint within an outline  Identify the primary and secondary colours  Use brushes to create different paint effects task and making choices about suitable tools e.g choosing a fine paintbrush for making detailed marks. | | Create tints, tones and shades by adding black, white and grey to colours  Mix the secondary colours and brown | | Use a range of charcoal and pastel mark making techniques to show texture  Combine new techniques and types of paint e.g creating a colourwash with water colours  Paint onto different materials e.g clay  Wet the page prior to painting with watercolour paints | | Use paint in different ways eg creating a graduated wash by mixing tints, tones and shades and adding salt to create texture. | | Mix different skin tones applying knowledge of watercolour | | Explore how other artists use paint e.g how the impressionists used impasto techniques to show texture.  Analyse and describe the elements of other artists’ work, e.g. the effect of colour or composition.  Explore how to use a range of pencil, pastel and charcoal to replicate the style of an artist  Work with a greater range of mediums such as watercolour, oil pastels and acrylic paint. |
| Sculpture | Explore a range of modelling materials, clay, playdough, wet sand, recycled materials etc  Create child-led 3D forms from natural materials.  Explore joining in different ways. | | Push, pull and twist a range of modelling materials to affect the shape.  Use their imagination to create 3D forms from natural materials.  Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough. | | Know a sculpture is 3 dimensional and not flat.  Construct sculptures using a range of natural materials  Construct simple papier mache forms.  Wedge clay to remove air bubbles.  Create clay coils and join them with slip. | | Develop basic skills to create thumb pots  Use a range of tools to shape clay.  Use mark making techniques to create simple texture. | | Shape different materials for different purposes e.g shape foil into a figure and shape coils into a pot  Develop mark making techniques  Develop ways to make sculptures stable  Explore a range of artists who create sculptures | | Shape clay slabs by carving.  Show an understanding of appropriate finish and present work to a good standard. | | Use different clay techniques to shape clay e.g pinching and scraping  Work to problem solve more independently. | | Shape and mould different materials e,g soap  Plan and develop an idea, refining it to create desired effects and end results. |
| Printing | Use a range of tools to print onto different surfaces e.g rollers, potato stampers etc.  Create rubbings from surfaces to create prints | | Use a range of tools to print onto different surfaces e.g rollers, potato stampers etc.  Create rubbings from surfaces to create prints  Explore a variety of tools to experiment with texture | | Investigate how print is used on a range of mediums e.g paper, fabric, carpet  Make and use foam prints to create repeated patterns | | Create printing plates using a range of different materials e.g collagraph to show different textures | |  | | Use drawing skills to create monoprints  Monoprint onto different materials  Use knowledge of the printing process to ensure that text prints the correct way | | Use layering and a greater range of colours to create monoprints    Use techniques such as smudging and mark making to show tone and texture on a print. | | Create a carved printing block (relief tile) adding detail through detailed line work.  Create a range of repeated patterns (block, brick, mirror) using traditional techniques and digital software  Can correct pressure when prints present as patchy or blobby, |
| Sewing |  | | Use ribbon to thread | |  | | DT  Use a simple running stitch to join 2 fabrics together with a metal needle and thread | |  | | Create functional and decorative products using sewing  Use a range of different stitches e.g running, half, cross and arrow head to join materials and add decoration  Design and follow  a plan on squared paper, modifying and correcting things and knowing when to seek advice. | |  | | Apply new sewing skills such as applique to join fabrics  Use a broader range of stitches e.g blanket and whip stitch |
| Collage | Begin to cut, tear and glue given materials together to create an image | | Select and use a variety of materials to create an image. | |  | |  | |  | |  | |  | |  |
| Progression of Substantive Knowledge of the 7 Formal Elements of Art | | | | | | | | | | | | | | | |
|  | Nursery | Reception | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 | |
| Pupils Know: | | | | | | | | | | | | | | | |
| colour | Use a range of colours and know they are different.  Know the names of some colours. | Know the names of colours.  Know how colours can be changed | | Know that the primary colours are red, yellow and blue.  Know that primary colours can be mixed to make secondary colours:  ● Red + yellow = orange  ● Yellow + blue = green  ● Blue + red = purple | | Know that adding black to a colour creates a shade, adding white to a colour creates a tint and adding grey creates tones  Know that brown is made by mixing the 3 primary colours  Know that colour can be warm and cool colours  Know colours can be changed digitally | | Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.  Know how to blend colours together e,g pastels | | Know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example emotions such as sadness or anger  Know that colours can be symbolic and have different meaning e.g Native American art | | Know that using light and dark colours next to each other creates contrast.  Know that colours can be symbolic and have meanings that vary according to your culture or background, e.g Ancient Egyptians. | | Know that different artists use colours in different ways e.g to express their emotions, to show light, to show nature  Know a range of software than can digitally change colours  Know that the invention of the printing press allowed designs to be changed quickly.  Know how to blend different mediums together to create a range of colours e.g oil pastels  Know that skin tones have a primary base colour | |
| Form | Know that we can change the shape of materials. | Know that we can change the shape of materials.  Know some of the language of how we can change the shape of materials. E.g. fold, scrunch, squash | | Know that three-dimensional art is called sculpture.  Know that papier mache is sculpture  Know that clay can be joined using the ‘scratch and slip’ technique.  Know that architects consider form when they design a building | | Know how to mould and sculpt clay using simple tools.. | | Know that form means 3 dimensional  Know how to draw an ellipse to show form  Know how to use smudging and shading to show form  Know that some lighter sculptures need securing to a base to be stable | | Know how to mould and sculpt clay using a range of tools and scrapers | | Use existing techniques and apply new techniques e.g mould and sculpt a thumb clay pot using pinching and scraping techniques  Explore a wider range of materials to press into clay to create texture.  Know a range of techniques to show form such as smudging, diagonal shading and adding shadows | | Know how to mould and sculp materials using a range of tools to create sculptures  Know that larger forms need a level base to be freestanding  Know how perspective can help show distance | |
| Shape | Know informal maths language to describe 2D and 3D shapes e.g. flat, round, straight  Identify 2D shapes in the environment | Know the name of some 2D shapes and be able to draw them.  Know shapes can have other shapes within them.  Know the name of some 3D shapes | | Know a range of 2D shapes and confidently draw these.  Know that paper can be shaped by cutting and folding it. | | Know how to use simple shapes to draw e.g buildings using triangles for the roof and rectangles for chimneys  Know that patterns can be made using simple shapes | | Know that shapes can be geometric if they have mostly straight lines and angles.  Know how to use basic shapes to form more complex shapes and patterns.  Know that artists can focus on shapes when making abstract art. | | Know how to use sausage shapes to draw limbs  Know how to place sausage shapes to create figures and forms in movement  Know that negative shapes show the space around and between objects. | | Know how to draw with greater accuracy e,g the shape of a nose  How to use knowledge of negative space to draw with greater accuracy | | Know how shape can be used to contour sculptures | |
| Line | Know how to create continuous lines to create shapes  Know there are different marks that can be made. | Know how to use continuous lines to represent objects  Know there are different sorts of line e.g. straight, zig zag | | Know that lines can be thick or thin  Know the outside line of a shape is called the outline | | Know that lines can be dark or light | | Know that different drawing tools can create different types of lines e.g pencil, charcoal, pastel  Know how to use a range of marks, dots and lines to create textures e.g scribbles and hatching | | Know how to use a range of marks and lines to show tone such as hatching and cross hatching  Know how to use marks and lines to create pattern in clay | | Know how to use a range of marks and lines to show tone, texture and form  Know how to use a broader range of materials to create marks and lines to create texture in clay | | Know how line is used beyond drawing and can be applied to other art forms. | |
| Pattern | Know when they have used the same shape/colour /line more than once. | Know they can use a shape, colour or line more than once in their artwork.  Know the word pattern means the same thing more than once.  Know that rubbings can be used to make patterns. | | Know that a pattern is a design in which shapes, colours or lines are repeated.  Know how to create printed repeats in rows | | Know that repeat patterns can be found in nature e,g fish scales, pattern on an animal’s skin | | Know that patterns can be created using simple stencils e,g hand prints on cave walls  Know some common patterns found in crafts e.g wave scroll and meander in Ancient Greek art | | Know some common patterns found in crafts such as Herringbone stitch, arrowhead stitch, cross stitch  Know patterns can be made up of geometric shapes | | Know patterns can be carved into materials as well as drawn or printed onto them e.g Egyptian tombs | | Know that motifs can be arranged in different ways to make patterns  Know a range of simple repeats e.g half brick, half drop and mirror  Know how to create repeats digitally | |
| Texture | Know some words to describe how something feels: hard soft, rough, smooth | Know a range of words to describe how something feels.  Know how to make marks on a malleable surface to create a texture e.g. in clay, in playdough | | Know that texture means ‘what something feels like’.  Know that different brushes can create different textures in paint. | | Know that materials can be chosen to represent real-life textures.  Know how to create textures in print | | Know that different marks can be used to represent the textures of objects.  Know how to create texture on clay | | Know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.  Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. | | Know how to create texture on different materials.  Know a range of techniques to show texture such as scribbling and dots | | Know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. | |
| Tone | Know the difference between light and dark. | Know what the words light and dark mean. | | Know that ‘tone’ in art means ‘light and dark’. | | Know that different pencil grades make different tones  Know that different pressure can affect the tone of a pencil  Know that tone can help show the foreground and background in artwork | | Know how to use smudging and shading to show dark areas.  Know how to blend tones smoothly and with no gaps. | | Know ways that paint can be applied to create tone e.g colour wash and gradated wash | | Know a range of techniques to show tone including smudging hatching, and cross-hatching  Know how to achieve different skin tones in water colour | | Know how the impressionists used lots of white brush strokes to show reflections  Know how to blend skin tones with oil pastels | |