



# Kingsland CE Primary School

## Art and Design Skills Progression



Curriculum Area	Class 1	Class 2	Class 3	Class 4	Class 5
	<p><b>DM</b> Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources</p>	<p><b>National Curriculum</b> <b>Pupils should be taught to:</b></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></ul>	<p><b>National Curriculum</b> 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.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"><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></ul>		

	<p>and skills.</p> <p><b>ELG</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing</p>					
<p><b>Creativity and Experimentation</b></p>	<p>Work with a range of objects and materials to produce simple images / objects for a given task e.g. design a sail for a boat, a boat for Mr Gumpy, a hat for a Christmas Party etc.</p>	<ul style="list-style-type: none"> <li>• Work with different materials</li> <li>• Begin to think what materials best suit the task</li> <li>• Use imagination to form simple images from given starting points or a description</li> <li>• Work from observation and known objects</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with a wider range of materials</li> <li>• Develop artistic/visual vocabulary to discuss work</li> <li>• Begin to suggest improvements to own work</li> <li>• Present work in a variety of ways</li> <li>• Develop sketch book use</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to explore possibilities, using and combining different styles and techniques</li> <li>• Select own images and starting points for work</li> <li>• Improve quality of sketchbook with mixed media work and annotations</li> </ul>	<ul style="list-style-type: none"> <li>• Select and develop ideas confidently, using suitable materials confidently</li> <li>• Develop artistic/visual vocabulary when talking about own work and that of others</li> <li>• Use a variety of ways to record ideas including digital cameras and iPads</li> </ul>	

<p><b>Drawing</b></p> <p><i>Concepts such as line, shape &amp; form</i></p> <p><i>Different media such as pencil, ink or pastels</i></p> <p><i>Technical terms such as 'observational drawing', 'outer edges' &amp; 'where lines intersect'</i></p> <p><i>Fine motor control</i></p> <p><i>Repertoire of lines &amp; shapes</i></p> <p><i>How light and dark can be represented</i></p> <p><i>Techniques such as hatching, cross-hatching, stippling, finger blend</i></p>	<p>Children draw daily;</p> <ul style="list-style-type: none"> <li>• Develop pencil control/grip</li> <li>• Forming images that show their developmental stage</li> <li>• Create images to illustrate a given task e.g. story map / character</li> </ul>	<ul style="list-style-type: none"> <li>• Use images and symbols to name and describe feelings and ideas</li> <li>• Represent familiar objects by combining shapes</li> <li>• Draw confidently from imagination</li> <li>• Add detail to artwork</li> <li>• Observe and record the shapes, patterns and textures found in objects</li> <li>• Use drawing as the starting point for work in other media as well as in its own right</li> </ul>	<ul style="list-style-type: none"> <li>• Represent objects with accurate proportions</li> <li>• Observe how shape, colour and tone can be used to describe form</li> <li>• Use tools, such as viewing frames, effectively</li> <li>• Use drawing as part of the investigation process and presenting work well in a sketchbook</li> <li>• Shading techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Combine different pressures and shading techniques</li> <li>• Use observational drawings as opening studies for more developed work</li> </ul>	<ul style="list-style-type: none"> <li>• Depict shadows and reflections using light and shade</li> <li>• Develop a personal style</li> <li>• Choose appropriate techniques to convey meaning or atmosphere</li> <li>• Use line, tone and texture to represent objects in three dimensions.</li> </ul>
<p><b>Painting</b></p> <p><i>Concepts such as colour mixing</i></p> <p><i>Associations between mixed colours, meanings &amp; emotions</i></p> <p><i>Different media such as water colours, gouache &amp; acrylic oil paint</i></p>	<p>Explore what happens when they mix colours. Choose the particular colour for a purpose.</p> <p>Begin to understand which primary colours to mix to make secondary colours e.g. yellow + blue = green</p> <p>Follow a given technique to produce images in a style of well-known artist.</p>	<ul style="list-style-type: none"> <li>• Explore the tactile and visual qualities of a paintbrush</li> <li>• Combine materials and tools and enjoy finding out how to achieve different effects</li> <li>• Mix paints from a limited range</li> <li>• Show control in the use of colour</li> <li>• Understand that paint is used in different ways for different effects</li> <li>• With guidance, add detail to work.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in stages using different materials for particular effects</li> <li>• Make some independent decisions about colour</li> <li>• Begin to understand and identify complementary colours and warm and cool colours</li> <li>• Control brushes and materials with confidence</li> <li>• Adopt a systematic approach when mixing and applying colour</li> </ul>	<ul style="list-style-type: none"> <li>• Include texture gained through paint mix or brush technique</li> <li>• Mix appropriate colours to create a suitable colour palette that conveys mood and atmosphere</li> <li>• Speak about the emotional impact of colour</li> </ul>	<ul style="list-style-type: none"> <li>• Show how well-developed control is used to achieve effects</li> <li>• Use a good vocabulary of art terms related to colour concepts such as opacity and transparency.</li> </ul>

<p><i>Use complementary or contrasting colours</i></p>	<p>Paint representations from a story.</p>				
<p><b>Sculpture</b></p> <p><i>Concepts such as form &amp; space</i></p> <p><i>Key terms when working with clay e.g. slabbing, coiling, pinching</i></p> <p><i>Joining elements</i></p> <p><i>Carve or incise surface detail</i></p>	<p>Use a range of modelling materials, squeezing, pinching and rolling to make objects</p> <p>Clay – e.g. House of bricks (3 little pigs) Hedgehogs Playdough</p>	<ul style="list-style-type: none"> <li>• Explore materials</li> <li>• Join simple objects together</li> <li>• Use a range of modelling materials, squeezing, pinching and rolling to make objects</li> <li>• Add colour, pattern and texture to objects</li> <li>• Show sufficient control to join and manipulate materials for the purpose intended</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in extended activities through different stages</li> <li>• Work independently with a wider range of materials</li> <li>• Work with more independence when selecting materials and tools</li> <li>• Use familiar materials but with an increased sensitivity and control</li> </ul>	<ul style="list-style-type: none"> <li>• Portraiture work has a life like quality gained by choosing and applying the most appropriate techniques</li> <li>• Produce sculptures that are well proportioned</li> </ul>	<ul style="list-style-type: none"> <li>• Make models on a range of scales that communicate observations from the real or natural world</li> <li>• Use more advanced materials like wire and plaster</li> </ul>
<p><b>Materials and Textiles</b></p> <p><i>Concepts such as texture, beadwork, sewing stitches &amp; applique</i></p> <p><i>Different fabrics such as woven &amp; felted textiles</i></p> <p><i>Technical terms such as 'threads' &amp; 'cords'</i></p>	<p>Fabric printing</p>	<ul style="list-style-type: none"> <li>• Sort, match and name different materials</li> <li>• Explore materials to see how they are made</li> <li>• Use joining processes such as tying and gluing</li> <li>• Join, position and manipulate materials with some independence</li> </ul>	<ul style="list-style-type: none"> <li>• Develop more control over the making process</li> <li>• Collect materials and ideas for work and experiment with materials before using them</li> <li>• Use more advanced printing / dyeing techniques, combining different processes</li> <li>• Use paints, dyes, crayons or other media to make individual and group designs on textiles</li> <li>• Weave on simple frames for different effects</li> </ul>	<ul style="list-style-type: none"> <li>• Combine a range of sewing, printing, dyeing and joining techniques to good effect</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a clear design brief to achieve an effect in techniques such as sewing (cross stitch &amp; backstitch) appliqué, embroidery, plaiting and finger knitting</li> <li>• Display greater precision in work</li> </ul>
<p><b>Printing</b></p>	<p>Use a variety of objects (3D shapes, balloons, Lego, Duplo, stickle bricks etc.) to:</p> <ul style="list-style-type: none"> <li>• create patterns</li> <li>• recreate picture</li> <li>• exploring effects</li> <li>• exploring methods e.g. stippling</li> </ul>	<ul style="list-style-type: none"> <li>• Use objects and basic tools and equipment to make patterns and images</li> <li>• Work with a range of processes, controlling materials and tools</li> <li>• Use printing to illustrate and explore ideas, commenting on what is done</li> </ul>	<ul style="list-style-type: none"> <li>• Approach work in stages to use simple processes to make more complex designs</li> <li>• Develop work from initial studies and investigations</li> <li>• Understand how printing differs from other art</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the appropriate materials on which to print to suit the purpose</li> <li>• Use drawings and designs to bring fine detail into my work</li> </ul>	<ul style="list-style-type: none"> <li>• Combine printing techniques within one piece of work to create impact and effect</li> <li>• Use a number of colours built</li> </ul>

			<p>processes and how it is used in different cultures</p> <ul style="list-style-type: none"> <li>Use precise repeating patterns by using accurate printing blocks</li> </ul>		up in a sequence
<b>Collage</b>	<p>Children use a range of media; wool, beads, pasta, fabrics, tissue to create collages</p> <ul style="list-style-type: none"> <li>wall display</li> <li>depict particular aspect of a given story</li> </ul>	<ul style="list-style-type: none"> <li>Use cut and torn papers and other materials to make simple patterns and images</li> <li>Recognise that materials look and feel different, choosing the most suitable materials for an effect</li> <li>Mix paper and other materials with different textures and appearances</li> </ul>	<ul style="list-style-type: none"> <li>Use collage to explore wider art themes</li> <li>Return to work using a range of techniques to develop the final image</li> <li>Experiment with techniques that use contrasting textures, colours or patterns (rough/smooth, light/dark, plain/patterned)</li> </ul>	<ul style="list-style-type: none"> <li>Choose the most appropriate materials to fit the purpose</li> </ul>	<ul style="list-style-type: none"> <li>Convey a definite theme that is apparent to any viewer</li> <li>Experiment with (ceramic) mosaic techniques to produce a piece of art</li> </ul>
<b>Knowledge of artists</b>		<p><b>National Curriculum</b>  <b>Pupils should be taught to:</b>          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><b>National Curriculum</b>  <b>Pupils should be taught to:</b>          About great artists, architects and designers in history</p>	
	<p>Class 1 will explore the work of:</p> <p>Van Gogh (sunflowers); Kandinsky</p>	<p>Class 2 will explore the work of: Picasso (cubism); Lynda Lang (polar landscapes); Paul Klee (castle and sun); Indian printing</p>	<p>Class 3 will explore the work of: Kandinsky (circles); Monet (France); Andy Goldworthy; African art</p>	<p>Class 4 will explore the work of: Aboriginal art; Ancient Egyptian art; Roman mosaics</p>	<p>Class 5 will explore the work of: Da Vinci; Japanese art; Banksy street art; William Morris; Islamic art</p>
<b>Key Vocabulary</b>	brush, clay, colour, draw, paint, pattern, pencil, picture, shape, glue, mix, light, dark,	As for Class 1 plus: colour, primary, secondary, mix, shade, lighter / darker, attach, design, pattern, strengthen, brush-stroke, observe, print, back wash, dab, model, craft, blend	As for Class 2 plus: tertiary, style, design, observe, perspective, construct, model, blend, structure, create, compose, layer, palette, illustrate, focus, pop art, Impressionist, tone	As for Class 3 plus: impressionism, structure, construct, project, shadow, effective, statement, mood, board, display, political, illustration, limited palette	As for Class 4 plus: perspective, surrealism, composition, prototype, sepia, focal point

<p>Art and Design Curriculum Activities could include:</p>	<p>Topic-related projects Sketch book work Christmas cards Easter cards Clay work Pencil work Colour mixing Water colours Calendars Mothering Sunday cards Leominster in Bloom Interfaith Learning Days Kingsland Flower Show</p>
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