



Purpose of study

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,

Aims

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 forms.

EYFS

- Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key stage 1

Pupils should be taught:

- 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.



Art and Design – Progression of Skills

PROGRESSION OF SKILLS	EYFS	Year 1	Year 2
Exploring and developing ideas (including the use of the sketchbook)	<ul style="list-style-type: none"> • Can they develop their own ideas through selecting and using materials and working on processes that interest them? • Can they describe what they can see in the work of another artist and that of others? • Know the names of different art tools. 	<ul style="list-style-type: none"> • Recognise that ideas can be expressed in artwork. • Experiment with a range of materials that are presented to them. • Try out and use a range of materials depending on their characteristics, and recognise their different qualities. 	<ul style="list-style-type: none"> • Try out different activities and make sensible choices about what to do next. • Use drawing to record ideas and experiences. • Deliberately choose to use techniques for a given purpose.
Evaluating, appraising and developing work	<ul style="list-style-type: none"> • Can they say what they like about their artwork or what they did well? Talk about what they have done. • Can they talk about the features of their own and others' work? • Can they talk about the ideas and processes which have led them to make their designs or images? 	<ul style="list-style-type: none"> • Show interest in and describe what they think about the work of others. • Know, recognise and describe some simple characteristics of art, craft and design. • Know the names of the tools, techniques and formal elements that they use. • Record and explore ideas from first hand observations. 	<ul style="list-style-type: none"> • Express clear preferences and give reasons for these (e.g., I like that because...) • Review what they and others have done and what they think about it. • Identify what they might change or develop in their current work. • Know the different forms of creative works made by a variety of different artists. • Be able to talk about the materials, techniques and processes confidently. • Ask and answer questions about the starting points of their own work.
PROGRESSION OF SKILLS	EYFS	Year 1	Year 2



Art and Design – Progression of Skills

Drawing

(pencil, charcoal,
inks, chalk, pastels,




ICT software

- 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.
 - Start to produce different patterns and textures from observations, imagination and illustrations.
 - Look and talk about what they have produced, describing simple techniques and media used.
- Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.
 - Begin to control the types of marks made with the range of media.
 - Draw on different surfaces with a range of media with more control.
 - Start to record simple media explorations in a sketchbook.
 - Develop a range of tone using a pencil and use a variety of drawing techniques.
 - Investigate textures by describing, naming, rubbing, copying.
 - Produce an expanding range of patterns and textures.
 - Explore 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.
 - Look at and talk about their own work and that of other artists and the techniques they had used.
- Begin to control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.
 - Control the types of marks made with the range of media.
 - Draw on different surfaces with a range of media with increased control.
 - Use a sketchbook to plan and develop simple ideas.
 - Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.
 - Experiment with hatching, scribbling, stippling, and blending to create light/ dark lines.
 - Name, match and draw lines/marks from observations.
 - Continue to investigate textures and produce an expanding range of patterns.
 - Explore 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.
 - Discuss own work and others work, expressing thoughts and feelings.




Art and Design – Progression of Skills

<p>Golden Words</p>	<ul style="list-style-type: none"> Fingers, chalk, pencil, line, shape, thick, thin 	<ul style="list-style-type: none"> Fingers, chalk, pencil, line, shape, thick, thin, tone, texture, media, sketch 	<ul style="list-style-type: none"> Fingers, chalk, pencil, line, shape, thick, thin, tone, texture, media, sketch, charcoal, hatching, scribbling, stippling, and blending
<p>Colour/ Painting painting, ink, dye, textiles, pencils, crayon, pastels</p> 	<ul style="list-style-type: none"> 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. Mix and match colours to different artifacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Look and talk about what they have produced, describing simple techniques and media used. 	<ul style="list-style-type: none"> Experiment with a variety of media; different brush sizes and tools. Explore lightening and darkening paint without the use of black or white. Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. Start to record simple media explorations in a sketch book. Start to mix a range of secondary colours, moving towards predicting resulting colours. Explore 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. Look at and talk about own work and that of other artists and the techniques they had used 	<ul style="list-style-type: none"> Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones. Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. Explore 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.




Art and Design – Progression of Skills

			<ul style="list-style-type: none"> • Discuss own work and others work, expressing thoughts and feelings.
Golden Words	<ul style="list-style-type: none"> • Colour, paintbrush, mix, primary colours, explore 	<ul style="list-style-type: none"> • Colour, paintbrush, mix, primary colours, explore, tints, shades, warm and cold colours, secondary colours, colour wheel 	<ul style="list-style-type: none"> • Colour, paintbrush, mix, primary colours, explore, tints, shades, warm and cold colours, secondary colours, tertiary colours, complimentary colours, colour spectrum
<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p> 	<ul style="list-style-type: none"> • Enjoy taking rubbings: leaf, brick, coin. • Simple pictures by printing from objects. • Develop simple patterns by using objects. • Enjoy using stencils to create a picture. • Look and talk about what they have produced, describing simple techniques and media used. 	<ul style="list-style-type: none"> • Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. • Demonstrate experience at impressed printing: drawing into ink, printing from objects. • Use equipment and media correctly and be able to produce a clean printed image. • Explore printing in relief: Sting and card. • Begin to identify forms of printing: Books, posters, pictures, fabrics. • Explore 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. • Look at and talk about their own work and that of other artists and the techniques they had used. 	<ul style="list-style-type: none"> • Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. • Demonstrate experience at impressed printing: drawing into ink, printing from objects. • Use equipment and media correctly and be able to produce a clean printed image • Make simple marks on rollers and printing palettes • Take simple prints i.e. mono-printing. • Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work. • Experiment with overprinting motifs and colour. • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and




Art and Design – Progression of Skills

			<p>disciplines, and making links to their own work.</p> <ul style="list-style-type: none"> • Discuss own work and others work, expressing thoughts and feelings.
Golden Words	<ul style="list-style-type: none"> • Press, pattern, rubbing, colour, print, nature 	<ul style="list-style-type: none"> • Press, pattern, rubbing, colour, print, Styrofoam, design, rolling 	<ul style="list-style-type: none"> • Press, pattern, rubbing, colour, print, Styrofoam, design, rolling, printing ink
<p>Collage and Textiles textiles, clay, sand, plaster, stone</p> 	<ul style="list-style-type: none"> • Enjoy playing with and using a variety of textiles and fabric. • Decorate a piece of fabric. • Show experience in fabric collage: layering fabric. • Use appropriate language to describe colours, media, equipment and textures. • Look and talk about what they have produced, describing simple techniques and media used. 	<ul style="list-style-type: none"> • Begin to identify different forms of textiles. • Have experience in colouring textiles: printing, fabric crayons. . • Exploring and experimenting with fabric to create texture. • Use appropriate language to describe colours, media, equipment and textures. • Look and talk about what they have produced, describing simple techniques and media used. 	<ul style="list-style-type: none"> • Begin to identify different forms of textiles. • Match and sort fabrics and threads for colour, texture, length, size and shape. • Gain confidence in experience of weaving and understand the process and some techniques eg gradd, carrier bags. • Explain how to thread a needle and have a go. • Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. • Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. • Gain experience in applying colour with printing, dipping, fabric crayons • Create and use dyes i.e. onion skins, tea, coffee



Art and Design – Progression of Skills

			<ul style="list-style-type: none"> Discuss own work and others work, expressing thoughts and feelings. Identify changes they might make or how their work could be developed further
Golden Words	<ul style="list-style-type: none"> Stick, glue, fabric, layering, texture 	<ul style="list-style-type: none"> Stick, glue, fabric, layering, texture, design, purposeful, twist 	<ul style="list-style-type: none"> Stick, glue, fabric, layering, texture, design, purposeful, weaving, patchwork, twist,
<p>Sculpture and 3D work 3D work, clay, dough, boxes, wire, paper sculpture, mod roc</p> 	<ul style="list-style-type: none"> Enjoy using a variety of malleable media such as clay, papier Mache, Salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. Look and talk about what they have produced, describing simple techniques and media used. 	<ul style="list-style-type: none"> Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted and applied. Use tools and equipment safely and in the correct way. Explore 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. Look at and talk about own work and that of other artists and the techniques they had used. 	<ul style="list-style-type: none"> Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Demonstrate experience in surface patterns/ textures and use them when appropriate. Explore carving as a form of 3D art. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work. Discuss own work and others work, expressing thoughts and feelings. Identify changes they might make or how their work could be developed further.



Art and Design – Progression of Skills

<p>Golden Words</p>	<ul style="list-style-type: none"> • 3D, Clay, mould, mark, push, press, model 	<ul style="list-style-type: none"> • 3D, Twisting, rolling, bending, folding, joining, tabs, fringe, cone, cube, concertina 	<ul style="list-style-type: none"> • 3D, mobile, media, joins, structure, stable
<p>The study of artists, craft makers, designers and architects</p>	<ul style="list-style-type: none"> • Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. • Evaluate and analyse creative works using the language of art, craft and design. 		

*Highlighted sections are the 'Sticky Knowledge' showing the skills that are needed to be at expected standard.