

Progression of Skills and Knowledge: Art and Design



1. This is the overarching knowledge that underpins our whole curriculum. Substantive (broken into practical and theoretical) and disciplinary.

2. This knowledge is then broken into five skill strands: **Making skills**, **Knowledge of artists**, **Evaluating and analysing**, **Generating ideas**, and **Using Sketchbooks**.

Each of these skills will be incorporated and built upon during each of the units of art explained below.

3. Finally, we arrive at the units of art that are studied. They are split into **Drawing**, **Painting and Mixed Media**, **Sculpture and 3D** and **Craft and Design**.

Each of these units contains the five skill strands, as explained above. This means that every unit of art gives pupils the chance to practise their **Making**, **Knowledge of artists**, **Evaluating and analysing**, **Generating ideas**, and **Sketchbook** skills.

Substantive Knowledge		Disciplinary Knowledge
Practical	Theoretical	Disciplinary
In order to make art with increasing proficiency, pupils need to develop practical knowledge in the following areas: • Methods and techniques • Media and materials • Formal elements: Line, tone, shape, colour, form, pattern, texture. This knowledge largely links to our Making skills strand.	Children gain knowledge of the history of art through our Knowledge of artists strand. They consider the meanings and interpretations behind works of art that they study and explore artists' materials and processes.	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 our big questions: • What is art? • Why do people make art? • How do people talk about art? In our scheme, the strand Evaluating and analysing covers this knowledge.

Generating ideas **Using Sketchbooks**

Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
• 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. • Using sketchbooks to record observations and plans as drawings. • Learning about how artists develop their ideas using drawings.	• 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.	• 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	• 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 • Developing personal, imaginative responses to a design brief

Making Skills

	Year 1/2	Year 1/2	Year 3/4	Year 3/4	Year 5/6	Year 5/6
Methods, techniques, media and materials	Drawing					
	Make your mark - That a continuous line drawing is a drawing with one unbroken line. - Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. How to: - 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 observational drawing. - Complete a continuous line drawing.	Tell a story - How different marks can be used to represent words and sounds. - That a combination of materials can achieve the desired effect. - That charcoal is made from burning wood. How to: - 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. - Make a concertina book. - Use drawing to tell a story. - Use charcoal to avoid snapping and to achieve different types of lines. - Use drawing pens.	Growing artists - Use shapes identified within in objects as a method to draw. - Create tone by shading. - Achieve even tones when shading. - Make texture rubbings. - Create art from textured paper. - 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. - Make careful observations to accurately draw an object. - Create abstract compositions to draw more expressively.	Power prints - 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'. - 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.	I need space - What print effects different materials make. How to: - 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.	Make my voice heard - Gestural and expressive ways to make marks. - Effects different materials make. - The effects created when drawing into different surfaces How to: - Use symbolism as a way to create imagery. - Combine imagery into unique compositions. - Achieve the tonal technique called chiaroscuro. - Make handmade tools to draw with. - Use charcoal to create chiaroscuro effects.
	Painting and mixed media					
	Colour Splash - 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.	Life in colour - 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.	Prehistoric painting - Use simple shapes to scale up a drawing to make it bigger. - Make a cave wall surface. - 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.	Light and dark - 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.	Portraits - 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	Artist study - 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.

● 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.	● Compose a collage, arranging and overlapping pieces for contrast and effect. ● Add painted detail to a collage to enhance/improve it.	● Make natural paints using natural materials. ● Create different textures using different parts of a brush. ● Use colour mixing to make natural colours.	● Plan a painting by drawing first. ● Organise painting equipment independently, making choices about tools and materials.	- 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.	
Sculpture and 3D					
Paper Play ● 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.	Clay houses ● 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.	Abstract shape and space How to: ● 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. ● Add surface detail to a sculpture using colour or texture. ● Display sculpture.	Mega materials ● How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. How to: ● 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 recycled materials to make 3D artwork. ● Try out different ways to display a 3D piece and choose the most effective.	Interactive installation How to: ● 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. ● Plan an installation proposal, making choices about light, sound and display.	Making memories How to: ● 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.
Craft and design					

	Map it out How to: ● Draw a map to illustrate a journey. ● Separate wool fibres ready to make felt. ● Lay wool fibres in opposite directions to make felt. ● Roll and squeeze the felt to make the fibres stick together. ● Add details to felt by twisting small amounts of wool. ● Choose which parts of their drawn map to represent in their 'stained glass'. ● Overlap cellophane/tissue to create new colours. ● Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. ● Apply paint or ink using a printing roller. ● Smooth a printing tile evenly to transfer an image. ● Try out a variety of ideas for adapting prints into 2D or 3D artworks.	Woven wonders ● What materials can be cut, knotted, threaded or plaited. How to: ● Wrap objects/shapes with wool. ● Measure a length. ● Tie a knot, thread and plait. ● Make a box loom. ● Join using knots. ● Weave with paper on a paper loom. ● Weave using a combination of materials.	Ancient Egyptian scrolls ● That layering materials in opposite directions make the handmade paper stronger. How to: ● Use a sketchbook to research a subject using different techniques and materials to present ideas. ● Construct a new paper material using paper, water and glue ● Use symbols to reflect both literal and figurative ideas. ● Produce and select an effective final design. ● Make a scroll. ● Make a zine. ● Use a zine to present information.	Fabric of nature ● That a mood board is a visual collection which aims to convey a general feeling or idea. ● That batik is a traditional fabric decoration technique that uses hot wax. How to: ● Select imagery and use as inspiration for a design project. ● To know how to make a mood board. ● Recognise a theme and develop colour palettes using selected imagery and drawings. ● Draw small sections of one image to docs on colours and texture. ● Develop observational drawings into shapes and pattern for design. ● Transfer a design using a tracing method. ● Make a repeating pattern tile using cut and torn paper shapes. ● Use glue as an alternative batik technique to create patterns on fabric. ● Use materials, like glue, in different ways depending on the desired effect. ● Paint on fabric. ● Wash fabric to remove glue to finish a decorative fabric piece.	Architecture ● The steps to make a monoprint. ● When a roller is sufficiently inked. How to: ● Make an observational drawing of a house. ● Use shapes and measuring as methods to draw accurate proportions. ● Select a small section of a drawing to use as a print design. ● Develop drawings further to use as a design for print. ● Design a building that fits a specific brief. ● Draw an idea in the style of an architect that is annotated to explain key features. ● Draw from different views, such as a front or side elevation. ● Use sketchbooks to research and present information about an artist. ● Interpret an idea in into a design for a structure.	Photo opportunity ● How different materials can be used to produce photorealistic artwork. ● That macro photography is showing a subject as larger than it is in real life. How to: ● Create a photomontage. ● Create artwork for a design brief. ● Use a camera or tablet for photography. ● Identify the parts of a camera. ● Take a macro photo, choosing an interesting composition. ● Manipulate a photograph using photo editing tools. ● Use drama and props to recreate imagery. ● Take a portrait photograph. ● Use a grid method to copy a photograph into a drawing.
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Making Skills (formal elements)

	Year 1/2	Year 3/4	Year 5/6
Colour	-That the primary colours are red, yellow and blue. -Primary colours can be mixed to make secondary colours. -Different amounts of paint and water can be used to mix hues of secondary colours (<i>statement also included under 'Tone'</i>). -Colours can be mixed to 'match' real life objects or to create things from your imagination.	-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	-Paper can change from 2D to 3D by folding, rolling and scrunching it. -That three dimensional art is called sculpture. -That 'composition' means how things are arranged on the page. -Pieces of clay can be joined using the 'scratch and slip' technique. -A clay surface can be decorated by pressing into it or by joining pieces on.	-Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). -Organic forms can be abstract. -Using lighter and darker tints and shades of a colour can create a 3D effect. -Simple 3D forms can be made by creating layers, by folding and rolling materials.	-An art installation is often a room or environment in which the viewer 'experiences' the art all around them. -The size and scale of three-dimensional artwork changes the effect of the piece. -The surface textures created by different materials can help suggest form in two-dimensional art work.
Shape	-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. -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.	-Shapes can be used to place the key elements in a composition. -How an understanding of shape and space can support creating effective composition.
Line	-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.	-Using different tools or using the same tool in different ways 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	-That a pattern is a design in which shapes, colours or lines are repeated. -Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. -Patterns can be used to add detail to an artwork.	-Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). -Surface rubbings can be used to add or make patterns. -Patterns can be irregular, and change in ways you wouldn't expect. -The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	-Artists create pattern to add expressive detail to art works (for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.) -Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
Texture	-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. -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	-That there are many different shades (or 'hues') of the same colour. -Changing the amount of the primary colours mixed affects the shade of the secondary colour produced. -Different amounts of paint and water can be used to mix hues of secondary colours (<i>statement also included under 'Colour'</i>).	-That 'tone' in art means 'light and dark'. -Shading helps make drawn objects look realistic. -Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. -Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	-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.

		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.	
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Knowledge of artists

	Year 1/2	Year 3/4	Year 5/6
Meanings	- Some artists are influenced by things happening around them. - Some artists create art to make people aware of good and bad things happening in the world around them.	- Art from the past can give us clues about what it was like to live at that time. - Art can communicate powerful statements about right and wrong.	- Artists are influenced by what is going on around them; for example culture, politics and technology. - Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. - How an artwork is interpreted will depend on the life experiences of the person looking at it. - Artists can use symbols in their artwork to convey meaning. - Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.
Interpretations	- Sometimes artists concentrate on how they are making something rather than what they make. - Artists living in different places at different times can be inspired by similar ideas or stories. - Art can be figurative or abstract.	- The meanings we take from art made in the past are influenced by our own ideas. - Designers can make beautiful things to try and improve people's everyday lives. - How and where art is displayed has an effect on how people interpret it.	- Artists use self-portraits to represent important things about themselves. - Artists create works that make us question our beliefs. - Visual designs can represent big ideas like harmony with nature or peace. - Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new. - Art can be a form of protest. - Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. - Art sometimes creates difficult feelings when we look at it.
Materials and processes	- Artists can use everyday materials that have been thrown away to make art. - Artists choose materials that suit what they want to make. - Illustrators use drawn lines to show how characters feel. - Artists try out different combinations of collage materials to create the effect they want. - Artists can use the same material (felt) to make 2D or 3D artworks. - Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.	- Artists have different materials available to them depending on when they live in history. - Artists can make their own tools. - Artists experiment with different tools and materials to create texture. - Artists can work in more than one medium. - Artists make decisions about how their work will be displayed. - Artists can choose particular materials to communicate a message. - Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. - Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. - Artists and designers sometimes choose techniques based on the time and money available to them. - Artists use drawing to plan ideas for work in different media.	- Artists can choose their medium to create a particular effect on the viewer. - Artists can combine materials; for example digital imagery with paint or print. - Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses. - Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. - Artists can use materials to respond to a feeling or idea in an abstract way. - Artists take risks to try out ideas; this can lead to new techniques being developed. - Artists can make work by collecting and combining ready-made objects to create 'assemblage'. - Artforms are always evolving as materials and techniques change over time.

Evaluating and analysing

	Year 1/2	Year 3/4	Year 5/6
What is art?	• Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates. • Craft is making something creative and useful.	• Artists make art in more than one way. • There are no rules about what art must be. • Art can be purely decorative or it can have a purpose. • Artists make choices about what, how and where they create art. • Art can be all different sizes. • Art can be displayed inside or outside. • Art is interpreted differently depending on how it is displayed. • Artworks can fit more than one genre..	• Sometimes people disagree about whether something can be called 'art'. • Art doesn't always last for a long time; it can be temporary. • Art, craft and design can be functional and affect human environments and experiences. • Art doesn't have to a literal representation of something, it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. • Art can be a digital art form, like photography.
Why do people make art?	• People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to explore an idea in different ways. • People make art for fun. • People make art to decorate a space. • People make art to help others understand something.	• People use art to tell stories and communicate. • People can make art to express their views or beliefs. • People make art for fun, and to make the world a nicer place to be. • People use art to help explain or teach things. • People make art to explore big ideas, like death or nature. • Art can be created to make money; being an artist is a job for some people. • Art, craft and design affects the lives of people who see or use something that has been created. • Artists make work to explore right and wrong and to communicate their own beliefs.	• People make art to express emotion. • People make art to encourage others to question their ideas or beliefs. • People make art to portray ideas about identity. • People make art to fit in with popular ideas or fashions. • Sometimes people make art to express their views and opinions, which can be political or topical. • Sometime people make art to create reactions. • People use art as a means to reflect on their unique characteristics.

Generating ideas

Year 1/2	Year 3/4	Year 5/6
-Explore their own ideas using a range of media. -Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	-Generate ideas from a range of stimuli, using research and evaluation of techniques 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. -Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

Using sketchbooks

Year 1/2	Year 3/4	Year 5/6
-Use sketchbooks to explore ideas. -Experiment in sketchbooks, using drawing to record ideas. -Use sketchbooks to help make decisions about what to try out next.	-Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	-Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

Vocabulary Development

Year 1/2	Year 3/4	Year 5/6
-Use simple artistic vocabulary to describe materials, techniques and artwork. -Begin to use subject-specific language when discussing artists and their work. -Use key vocabulary correctly during practical activities and discussions.	-Use increasingly precise artistic vocabulary to compare artwork, explain choices and discuss artistic processes. -Apply subject-specific language when evaluating their own and others' work. -Use technical vocabulary confidently across different media and techniques.	-Confidently apply subject-specific vocabulary to critique, evaluate and justify artistic decisions and interpretations. -Explain artistic intent using precise and ambitious language. -Discuss artistic concepts, symbolism and meaning with increasing sophistication.

Oracy Development

Year 1/2	Year 3/4	Year 5/6
-Talk about artwork and artistic choices using appropriate vocabulary. -Share opinions respectfully. -Describe what they have created and how they created it.	-Explain ideas, compare artists and discuss success criteria using subject-specific language. -Ask and answer questions about artistic choices. -Provide constructive oral feedback to peers.	-Justify viewpoints, critique artwork respectfully and present artistic intentions confidently. -Use discussion to refine ideas and evaluate outcomes. -Articulate personal responses to art using evidence and reasoning.

Character Development

Year 1/2	Year 3/4	Year 5/6
-Show respect for the work of others. -Demonstrate determination when developing artistic skills. -Begin to take responsibility for resources and equipment.	-Work collaboratively demonstrating teamwork. -Reflect honestly on artistic outcomes showing honesty. -Demonstrate responsibility for materials and shared learning environments.	-Demonstrate independence, resilience and leadership. -Value the contributions and perspectives of others showing respect and community. -Show determination when refining and improving outcomes. -Use honest self-reflection to improve future work.