



Art and Design Knowledge and Skill Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and Developing Ideas						
Exploring and Developing Ideas	<ul style="list-style-type: none"> Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. 		<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 		<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	
Drawing						
Media/Techniques	<ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. 	<ul style="list-style-type: none"> Control the types of marks made with the range of media. 	<ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. 	<ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. 	<ul style="list-style-type: none"> Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Use a sketchbook to collect and develop ideas. 	<ul style="list-style-type: none"> Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas Identify artists who have worked in a similar way to their own work.
Lines and Marks	<ul style="list-style-type: none"> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. 		<ul style="list-style-type: none"> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. 		<ul style="list-style-type: none"> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. 	
Form and Shape	<ul style="list-style-type: none"> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. 		<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. 		<ul style="list-style-type: none"> Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal 	



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					contrast and mixed media.	
Tone		<ul style="list-style-type: none"> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. 		<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. 		<ul style="list-style-type: none"> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their drawings e.g. foreground, middle ground and background. Show an awareness of how drawings are created i.e. Composition.
Texture		<ul style="list-style-type: none"> Investigate textures by describing, naming, rubbing, copying. 		<ul style="list-style-type: none"> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. 		
Painting						
Techniques	<ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. 	<ul style="list-style-type: none"> Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties. 	<ul style="list-style-type: none"> Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. 	<ul style="list-style-type: none"> Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. 	<ul style="list-style-type: none"> Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. 	<ul style="list-style-type: none"> Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.
Colour	<ul style="list-style-type: none"> Identify primary and secondary colours by name. 	<ul style="list-style-type: none"> Mix primary shades and tones. 	<ul style="list-style-type: none"> Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades. 		<ul style="list-style-type: none"> Work with complementary colours (colours opposite on colour wheel, red-green, yellow-purple, blue-orange) Be able to identify primary, secondary, complementary and contrasting colours. 	<ul style="list-style-type: none"> Mix and match colours to create atmosphere and light effects.
Texture		<ul style="list-style-type: none"> Create textured paint by adding sand, plaster, glitter. 		<ul style="list-style-type: none"> Create different effects and textures with paint according to what they need for the task. 		
Evaluating and developing work						



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Evaluating and developing work	<ul style="list-style-type: none">Review what they and others have done and say what they think and feel about it.Identify what they might change in their current work or develop in future work.	<ul style="list-style-type: none">Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.Adapt their work according to their views and describe how they might develop it further. Annotate work in journal.	<ul style="list-style-type: none">Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.Adapt their work according to their views and describe how they might develop it further. Annotate work in a sketchbook
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		Drawing					Painting			
	Exploring and Developing Ideas	Media/Techniques	Lines and Marks	Form and Shape	Tone	Texture	Techniques	Colour	Texture	Evaluating and developing work
Y1	<ul style="list-style-type: none"> Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. 	<ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. 	<ul style="list-style-type: none"> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. 	<ul style="list-style-type: none"> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. 			<ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. 	<ul style="list-style-type: none"> Identify primary and secondary colours by name. 		<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work.
Y2	<ul style="list-style-type: none"> Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. 	<ul style="list-style-type: none"> Control the types of marks made with the range of media. 			<ul style="list-style-type: none"> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. 	<ul style="list-style-type: none"> Investigate textures by describing, naming, rubbing, copying. 	<ul style="list-style-type: none"> Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties. 	<ul style="list-style-type: none"> Mix primary shades and tones 	<ul style="list-style-type: none"> Create textured paint by adding sand, plaster, glitter. 	
Y3	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 	<ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information 	<ul style="list-style-type: none"> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. 	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to draw different 			<ul style="list-style-type: none"> Experiment with different effects and textures including blocking in colour, washes, thickened 	<ul style="list-style-type: none"> Mix colours and know which primary colours make secondary colours. Use more specific colour language. 		<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they



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	<ul style="list-style-type: none"> Question and make thoughtful observations about starting points and select ideas to use in their work. 	<p>from different sources.</p>	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to create lines and marks. 	<p>forms and shapes.</p> <ul style="list-style-type: none"> Begin to show an awareness of objects having a third dimension. 			<p>paint creating textural effects.</p>	<ul style="list-style-type: none"> Mix and use tints and shades. 		<p>think and feel about them.</p> <ul style="list-style-type: none"> Adapt their work according to their views and describe how they might develop it further.
Y4	<ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. 			<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. 	<ul style="list-style-type: none"> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. 	<ul style="list-style-type: none"> Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. 		<ul style="list-style-type: none"> Create different effects and textures with paint according to what they need for the task. 	<ul style="list-style-type: none"> Annotate work in journal.
Y5	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of 	<ul style="list-style-type: none"> Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Use a sketchbook to collect and develop ideas. 	<ul style="list-style-type: none"> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. 				<ul style="list-style-type: none"> Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. 	<ul style="list-style-type: none"> Work with complementary colours (colours opposite on colour wheel, red-green, yellow-purple, blue-orange) Be able to identify primary, secondary, complementary and contrasting colours. 	<ul style="list-style-type: none"> Mix and match colours to create atmosphere and light effects. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they



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Y6	artists, craftspeople and designers working in different times and cultures.			<ul style="list-style-type: none"> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their drawings e.g. foreground, middle ground and background. Show an awareness of how drawings are created i.e. Composition. 	<ul style="list-style-type: none"> Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. 			<p>might develop it further.</p> <ul style="list-style-type: none"> Annotate work in a sketchbook
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	PRINTING	TEXTILES	3-D/SCULPTURE	COLLAGE
Key Stage 1			<p>Year 1</p> <ul style="list-style-type: none"> *Manipulate malleable materials in a variety of ways including rolling and kneading. *Explore sculpture with a range of malleable materials. *Manipulate malleable materials for a purpose, e.g pot, tiles *Understand the safety and basic care of materials and tools. <p><u>Form</u></p> <ul style="list-style-type: none"> *Experiment with constructing and joining recycled, natural and manmade materials. *Use simple 2-D shapes to create a 3-D form. <p><u>Texture</u></p> <ul style="list-style-type: none"> *Change the surface of a malleable material e.g. build a textured tile 	<p>Year 2</p> <ul style="list-style-type: none"> *Create images from a variety of media e.g photocopies, fabric, crepe paper, magazines etc. *Arrange and glue materials to different backgrounds *Sort and group materials for different purposes e.g. colour, texture. *Fold, crumple, tear and overlap papers *Work on different scales <p><u>Colour</u></p> <p>Collect, sort, name, match colours appropriate for an image</p> <p><u>Shape</u></p> <p>Create and arrange shapes appropriately</p> <p><u>Texture</u></p> <p>Create, select and use textured paper for an image.</p>
Lower Key Stage 2	<p>Year 4</p> <ul style="list-style-type: none"> *Create simple printing blocks with press print. 		<ul style="list-style-type: none"> *Plan, design and make models from observation or imagination. 	<p>Year 3</p> <ul style="list-style-type: none"> *Experiment with a range of collage techniques such as tearing,



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	<p>Design more repetitive</p> <ul style="list-style-type: none"> *Create printing blocks using a relief or impressed method. *Create repeating patterns *Print with monochrome overlays 		<ul style="list-style-type: none"> *Join lay adequately and construct a simple base for extending and modelling other shapes. *Create surface patterns and textures in a malleable material. *Use papier mache to create a simple 3D object. 	<p>overlapping, and layering to create images and represent textures.</p>
<p>Lower Key Stage 2</p>	<p style="text-align: center;">Year 6</p> <ul style="list-style-type: none"> *Create printing blocks by simplifying an initial sketch book idea. *Use relief or impressed method. *Create prints with two/three overlays. *Work into prints with a range of media e.g. pens, colour pens and paints. 	<p style="text-align: center;">Year 6</p> <ul style="list-style-type: none"> *Use fabrics to create 3D structures. *Use different grades of threads and needles. *Experiment with batik techniques. Experiment with a range of media to overlap and layer, creating interesting colours, textures and effects. 	<ul style="list-style-type: none"> *Shape, form, mode and construct from observation or imagination. *Use recycled, natural and manmade materials to create sculptures. *Plan a sculpture through drawing and other preparatory work. *Develop skills in using clay including slabs, coils, slips etc 	<p style="text-align: center;">Year 5</p> <ul style="list-style-type: none"> *Use collage as a means of collecting ideas and information and building a visual vocabulary. *Add collage to a painted, printed or drawn background. *Use a range of media to create collages. *Use different techniques, colours and textures etc when designing and making pieces of work *Use collage as a means of extending work from initial ideas.