

**Lillington Nursery and Primary School**

**Art and Design Knowledge and Skill Progression**

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| **Exploring and Developing Ideas** | | **Drawing** | **Painting** | **Sculpture** | **Collage and Textiles** | **Printing** | **Responding to Art** |
| **EYFS** | • Look and talk about what they have produced, describing simple techniques and media used. | • 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. | • 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 artefacts and objects.  • Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. | • 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. | • Enjoy playing with and using a variety of textiles and fabric.  • Decorate a piece of fabric. Show experience in simple stitch work.  • Show experience in simple weaving: paper, twigs.  • Show experience in fabric collage: layering fabric. | • 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. |
| **Year 1** | • Start to record simple media explorations in a sketch book. | • 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.  • Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. | • Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.  • Explore techniques such as lightening and darkening paint without the use of black or white.  • Begin to show control over the types of marks made.  • Paint on different surfaces with a range of media.  • Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.  • Begin to understand how colours can link to moods and feelings in art. | • Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.  • Shape and model materials for a purpose (e.g. a 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, including painting.  • Use tools and equipment safely and in the correct way. | Investigate textures by describing, naming, rubbing, copying.  • Produce an expanding range of patterns and textures. | • Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.  • Experience impressed printing: e.g. printing from objects.  • Use equipment and media correctly and be able to produce a clean printed image.  • Explore printing in relief: e.g. String and card.  • Begin to identify forms of printing: Books, posters pictures, fabrics.  • Use printmaking to create a repeating pattern. | • Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.  • 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. |
| Year 2 | • Use a sketchbook to plan and develop simple ideas.  • Use a sketchbook to plan and develop simple ideas  • Build information on colour mixing, the colour wheel and colour spectrums.  • Collect textures and patterns to inform other work. | • Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.  • Draw lines/marks from observations.  • Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.  • Understand tone through the use of different grades of pencils (HB, 2B, 4B) | • Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.  • Understand how to make tints using white and tones by adding black to make darker and lighter shades.  • Build confidence in mixing colour shades and tones.  • Understand the colour wheel and colour spectrums.  • Be able to mix all the secondary colours using primary colours confidently. • Continue to control the types of marks made with the range of media.  • Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. | • Use equipment and media with increasing confidence. • Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc  • Explore carving as a form of 3D art. | • Demonstrate experience in surface patterns/ textures and use them when appropriate.  • Investigate textures and produce an expanding range of patterns.  • Use line and tone in different media to consider shape, shade, pattern and texture.  • Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)  • Express links between | • 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.  • Experiment with overprinting motifs and colour. | • Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.  • Express thoughts and feelings about a piece of art.  • Reflect and explain the successes and challenges in a piece of art created.  • Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further. |
| Year 3 | • Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.  • Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.  • Identify interesting aspects of objects as a starting point for work.  • Use a sketch book to express feelings about a subject  • Make notes in a sketch book about techniques used by artists  • Annotate ideas for improving their work through keeping notes in a sketch book | • Develop intricate patterns/ marks with a variety of media. • Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.  • Begin to indicate facial expressions in drawings  • Begin to show consideration in the choice of pencil grade they use | • Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.  • Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.  • Become increasingly confident in creating different effects and textures with paint according to what they need for the task.  • Understand how to create a background using a wash | • Use equipment and media with confidence.  • Begin to show an awareness of objects having a third dimension and perspective.  • Learn to secure work to continue at a later date.  • Join two parts successfully.  • Construct a simple base for extending and modelling other shapes.  • Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.  • Produce more intricate surface patterns/ textures and use them when appropriate.  • Produce larger ware using pinch/ slab/ coil techniques. • Continue to explore carving as a form of 3D art. • Use language appropriate to skill and technique. | • Create textures and patterns with a wide range of drawing implements.  • Create textures and patterns with a wide range of drawing implements.  • Create art works from natural materials to show an awareness of different viewpoints of the same object. | • Print simple pictures using different printing techniques. • Continue to explore both monoprinting and relief printing.  • Demonstrate experience in 3 colour printing.  • Demonstrate experience in combining prints taken from different objects t | • Continue to 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 and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.  • Respond to art from other cultures and other periods of time. |
| Year 4 | • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.  • Express likes and dislikes through annotations  • Use a sketch book to adapt and improve original ideas  • Keep notes to indicate their intentions/purpose of a piece of work | • Develop intricate patterns using different grades of pencil and other implements to create lines and marks.  • Draw for a sustained period of time at an appropriate level.  • Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.  • Have opportunities to develop further drawings featuring the third dimension and perspective.  • Further develop drawing a range of tones, lines using a pencil.  • Include in their drawing a range of technique and begin to understand why they best suit.  • Begin to show awareness of representing texture through the choice of marks and lines made  • Attempt to show reflections in a drawing  • Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms. | • Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.  • Start to develop a painting from a drawing.  • Begin to choose appropriate media to work with.  • Use light and dark within painting and show understanding of complimentary colours.  • Mix colour, shades and tones with increasing confidence.  • Work in the style of a selected artist (not copying). | Work in a safe, organised way, caring for equipment. • Secure work to continue at a later date.  • Make a slip to join to pieces of clay.  • Decorate, coil, and produce marquettes confidently when necessarily.  • Model over an armature: newspaper frame for modroc.  • Use recycled, natural and man‐ made materials to create sculptures.  • Adapt work as and when necessary and explain why. • Gain more confidence in carving as a form of 3D art. • Use language appropriate to skill and technique.  • Demonstrate awareness in environmental sculpture and found object art.  • Show awareness of the effect of time upon sculptures. | • Experiment with different grades of pencil and other implements to achieve variations in tone.  • Use complimentary and contrasting colours for effect | • Increase awareness of mono and relief printing.  • Demonstrate experience in fabric printing.  • Expand experience in 3 colour printing.  • Continue to experience in combining prints taken from different objects to produce an end piece.  • Create repeating patterns. | • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.  • Begin to explore a range of great artists, architects and designers in history |
| Year 5 | • Use sketchbooks Plan a sculpture through drawing and other preparatory work. • Use the sketch book to plan how to join parts of the sculpture. • Keep notes which consider how a piece of work may be developed further • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Adapt work as and when necessary and explain why. | • Work in a sustained and independent way to create a detailed drawing. • Develop a key element of their work: line, tone, pattern, texture. • 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. • Have opportunities to develop further simple perspective in their work using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their paintings. • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. • Develop close observation skills using a variety of view finders. | • Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Mix and match colours to create atmosphere and light effects. • Mix colour, shades and tones with confidence building on previous knowledge. • Start to develop their own style using tonal contrast and mixed media. | • Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Show experience in combining pinch, slabbing and coiling to produce end pieces. • Develop understanding of different ways of finishing work: glaze, paint, polish • Gain experience in model ling over an armature: newspaper frame for modroc. • Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. • Show increasing confidence to carve a simple form. • Use language appropriate to skill and technique. | Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops. | • Use tools in a safe way. Continue to gain experience in overlaying colours. • Start to overlay prints with other media. • Use print as a starting point to embroidery. Show experience in a range of mono print techniques. | • Recognise the art of key artists and begin to place them in key movements or historical events. • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. • Explore a range of great artists, architects and designers in history. • Compare the style of different styles and approaches. |
| Year 6 | • Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. Annotate work in sketchbook.  • Use the sketch book to plan how to join parts of the sculpture.  • Annotate work in sketchbook. | • Work in a sustained and independent way to develop their own style of drawing. • This style may be through the development of: line, tone, pattern, texture.  • Draw for a sustained period of time over a number of sessions working on one piece.  • Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.  • Develop their own style using tonal contrast and mixed media.  • Have opportunities to develop further simple perspective in their work using a single focal point and horizon.  • Develop an awareness of composition, scale and proportion in their paintings. | • Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.  • Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  • Mix colour, shades and tones with confidence building on previous knowledge.  • Understanding which works well in their work and why. | • Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.  • Model and develop work through a combination of pinch, slab, and coil.  • Work around armatures or over constructed foundations.  • Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. • Demonstrate experience in relief and freestanding work using a range of media.  • Recognise sculptural forms in the environment: Furniture, buildings.  • Confidently carve a simple form. • Solve problems as they occur.  • Use language appropriate to skill and technique. | Consider the use of colour for mood and atmosphere | • Demonstrate experience in a range of printmaking techniques. • Describe techniques and processes.  • Adapt their work according to their views and describe how they might develop it further. • Develop their own style using tonal contrast and mixed media. | • Discuss and review own and others work, expressing thoughts and feelings explaining their views.  • Identify artists who have worked in a similar way to their own work. • Explore a range of great Artists, architects and designers in history. |