



# Subject Area: Art & Design



Knowledge / skills progression	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curriculum expectations	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>Use a range of materials</p> <p>Use drawing, painting and sculpture</p> <p>Develop techniques of colour, pattern, texture, line, shape, form and space</p> <p>Learn about range of artists, craftsmen and designers</p>	<p>Use a range of materials</p> <p>Use drawing, painting and sculpture</p> <p>Develop techniques of colour, pattern, texture, line, shape, form and space</p> <p>Learn about range of artists, craftsmen and designers</p>	<p>Use sketchbooks to collect, record and evaluate ideas</p> <p>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</p> <p>Learn about great artists, architects &amp; designers</p>	<p>Use sketchbooks to collect, record and evaluate ideas</p> <p>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</p> <p>Learn about great artists, architects &amp; designers</p>	<p>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas</p> <p>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</p> <p>Learn about great artists, architects &amp; designers</p>	<p>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas</p> <p>Improve mastery of techniques such as tone, painting and sculpture with varied materials</p> <p>Learn about great artists and architects.</p>

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<p><i>Interleaving and spacing: Swap between concepts and studies. This rebooting or retrieval on return strengthens the memory trace and allows for more sophisticated thinking.</i></p> <p><i>(Links to prior learning)</i></p>		<p>Free exploration during child-initiated sessions using a range of materials and techniques (EY)</p> <p>↪</p>	<p>Explored and created for purposes and intentions (Y1)</p> <p>↪</p>	<p>Used artists sources and natural world to develop and inspire (Y2)</p> <p>↪</p>	<p>Used artists work as inspiration (Y3)</p> <p>↪</p>	<p>Used other sources of inspiration.</p> <p>Representation from multiple perspectives (Y4)</p> <p>↪</p>	<p>Expression of thoughts and feelings for products. Create and invent for purposes (Y5)</p> <p>↪</p>
<p>Exploring and developing ideas</p>	<p><b>Nursery</b> Choose the right resources to carry out their plan.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p><b>Reception</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Explore and create ideas for purposes and intentions.</p>	<p>Use artist sources to develop their own original artwork.</p> <p>Gaining inspiration for artwork from the natural world.</p>	<p>Create personal artwork using the artwork of others to stimulate them.</p>	<p>Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art.</p> <p>Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.</p>	<p>Express thoughts and feelings about familiar products.</p> <p>Design new architectural forms, design and invent new products, link artwork to literary sources.</p> <p>Create and invent for purposes.</p>	<p>Develop personal, imaginative responses to a theme.</p> <p>Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning.</p> <p>Express ideas about art through messages, graphics, text and images.</p>

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<p><i>Interleaving and spacing: Swap between concepts and studies. This rebooting or retrieval on return strengthens the memory trace and allows for more sophisticated thinking.</i></p> <p><i>(Links to prior learning)</i></p>	<p>Free exploration during child-initiated sessions using a range of materials and techniques (EY)</p> <p>↪</p>	<p>Exploration of mark making for purpose and use of tone (Y1)</p> <p>↪</p>	<p>Exploration of drawing techniques and experimentation and use of tone to create form (Y2)</p> <p>↪</p>	<p>Develop drawing skills from observation, develop control when using tone, simple. Form and shape in 3D (Y3)</p> <p>↪</p>	<p>Drawing of still life for observation, including mathematical proportion and symmetry. Start to analyse use of shape and tone in artists work (Y4)</p> <p>↪</p>	<p>Drawing perspective, develop understanding of expression using line. Analyses and evaluate artists use of shape and tone (Y5)</p> <p>↪</p>	<p>Drawing perspective, develop understanding of expression using line. Analyses and evaluate artists use of shape and tone (Y6)</p> <p>↪</p>

<p>Drawing</p>	<p><b>Nursery</b> Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</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><b>Reception</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop the foundations of a handwriting style which is fast accurate and efficient.</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 and skills.</p> <p><i>Beginning to link to artists (Wassily Kandinsky, Vincent Van Gogh)</i></p>	<p>Explore mark making, experiment with drawing lines and use 2D shapes to draw.</p> <p>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</p> <p>Identify, describe and use shape for purpose.</p> <p>Understand what tone is and how to apply this to their own work.</p> <p><u>Substantive knowledge:</u></p> <p><b>Composition is the way in which different elements of an artwork are combined or arranged.</b></p>	<p>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</p> <p>Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</p> <p>Compose geometric designs by adapting the work of other artists to suit their own ideas.</p> <p>Experiment with pencils to create tone.</p> <p>Use tone to create form when drawing.</p> <p><u>Substantive knowledge:</u></p> <p><b>Composition is the way in which different elements of an artwork are combined or arranged.</b></p>	<p>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</p> <p>Express and describe organic and geometric forms through different types of line.</p> <p>Identify, draw and label shapes within images and objects.</p> <p>Create and form shapes from 3D materials.</p> <p>Develop skill and control when using tone. Learn and use simple shading rules.</p> <p><u>Substantive knowledge:</u></p> <p><b>Composition is the way in which different elements of an artwork are combined or arranged.</b></p>	<p>Draw still life from observation and for mark making.</p> <p>Further develop understanding of geometry and mathematical proportion when drawing.</p> <p>Learn and apply symmetry to draw accurate shapes.</p> <p>Analyse and describe how artists use line in their work.</p> <p>Create geometric compositions using mathematical shapes.</p> <p>Analyse and describe the use of shape in artist's work.</p> <p>Use a variety of tones to create different effects.</p> <p>Understand tone in more depth to create 3D effects.</p> <p>Analyse and describe use of tone in artists' work.</p> <p><u>Substantive knowledge:</u></p> <p><b>Autumn Term</b></p> <p><b>Composition is the way in which</b></p>	<p>Further develop drawing from observation.</p> <p>Draw using perspective, mathematical processes, design, detail and line.</p> <p>Extend and develop a greater understanding of applying expression when using line.</p> <p>Composing original designs by adapting and synthesising the work of others.</p> <p>Analyse and evaluate artists' use of shape.</p> <p>Develop an increasing sophistication when using tone to describe objects when drawing.</p> <p>Analyse artists' use of tone.</p> <p><u>Substantive knowledge:</u></p> <p><b>Autumn term: Artists use the combined elements of line, pattern, tone, texture, form, space, colour,</b></p>	<p>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</p> <p>Deepen knowledge and understanding of using line when drawing portraits.</p> <p>Develop greater skill and control. Study and apply the techniques of other artists.</p> <p>Fluently sketch key shapes of objects when drawing.</p> <p>Create abstract compositions using knowledge of other artists' work.</p> <p>Increase awareness of using tone to describe light and shade, contrast, highlight and shadow.</p> <p>Manipulate tone for halo and chiaroscuro techniques.</p> <p><u>Substantive knowledge:</u></p> <p><b>Autumn term: Artists use the combined elements of line,</b></p>
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					different elements of an artwork are combined or arranged.	shape, perspective or proportion.	pattern, tone, texture, form, space, colour, shape, perspective or proportion.
<p><i>Interleaving and spacing: Swap between concepts and studies. This rebooting or retrieval on return strengthens the memory trace and allows for more sophisticated thinking.</i></p> <p><i>(Links to prior learning)</i></p>	<p>Paint to show movement, noise and emotions. Know primary colours (EY)</p> <p>↪</p>	<p>Develop skill, control and expression. Mix secondary colours and shades (Y1)</p> <p>↪</p>	<p>Improve control and expression. Improve creativity. Refine colour mixing for purpose (Y2)</p> <p>↪</p>	<p>Increase skill, control, creativity and expression. Increase awareness of mixing colours including tints and shades (Y3)</p> <p>↪</p>	<p>Analyse artists works – colour and painting techniques (Y4)</p> <p>↪</p>	<p>Paint with greater skill and expression mixing and using more complex colours to depict thoughts and feelings (Y5)</p> <p>↪</p>	

<p>Painting</p>	<p><b>Nursery</b>          Use large-muscle movements to wave flags and streamers, paint and make marks.          Use a comfortable grip with good control when holding paintbrushes.          Create closed shapes with continuous lines and begin to use these shapes to represent objects.          Use painting to represent ideas like movement or loud noises.          Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.          Explore colour and colour mixing.          Show different emotions in their drawings – happiness, sadness, fear, etc.</p> <p><u>Substantive knowledge:</u> Autumn Term          There are primary and secondary colours. Primary colours are red, blue and yellow.</p> <p>Mixing primary colours result in secondary colours.</p> <p><u>Substantive knowledge:</u> Spring Term          The artist Christy Sverre captures the essence and vitality of her subjects, the ocean and florals.</p> <p><b>Reception</b>          Explore, use and refine a variety of artistic effects to express their ideas and feelings.          Return to and build on their previous learning, refining ideas and</p>	<p>Develop skill and control when painting.          Paint with expression.          Remember the primary colours and how to mix them to create secondary colours.          Create shades of a colour and choose and justify colours for purpose.</p> <p><u>Substantive knowledge:</u>          Autumn Term          The artist Alice Pike Barney used vibrant colours and loose, gestural handling of the brush.          The artist José Ferraz de Almeida Júnior used colour to create realistic images.</p> <p>The name of the primary and secondary colours.</p>	<p>Further improve skill and control when painting.          Paint with creativity and expression.          Mix, apply and refine colour mixing for purpose using wet and dry media.          Describe their colour selections.</p> <p><u>Substantive knowledge:</u>          Autumn term;          The artist Paul Klee (pronounced Clay) used complementary colours in relation to movements that interact with one another.</p> <p>The name of the primary and secondary colours.</p>	<p>Increase skill and control when painting.          Apply greater expression and creativity to own paintings.          Increase awareness and understanding of mixing and applying colour, including use of natural pigments.          Use aspects of colour such as tints and shades, for different purposes.</p> <p><u>Substantive knowledge:</u>          Autumn Term          The artist Van Gogh used bold, dramatic brush strokes which expressed emotion and added a feeling of movement to his works.</p>	<p>Develop skill and control when painting.          Paint with expression.          Analyse painting by artists.          Analyse and describe colour and painting techniques in artists' work.          Manipulate colour for print.</p> <p><u>Substantive knowledge:</u>          Autumn Term          The artist Edvard Munch used colour to express emotions rather than to mimic real life. Munch's use of bright reds, yellows, and blues add volume to his subjects.</p>	<p>Control brush strokes and apply tints and shades when painting.          Paint with greater skill and expression.          Select and mix more complex colours to depict thoughts and feelings.</p> <p><u>Substantive knowledge:</u>          Autumn Term          The artist Grayson Perry (a modern day artist) employs a range of techniques, such as embossing and photographic transfers, to create intricate, animated surfaces.</p>	<p>Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.          Mix and apply colours to represent still life objects from observation.          Express feelings and emotions through colour.          Study colours used by Impressionist painters.</p> <p><u>Substantive knowledge:</u>          Autumn Term          The artist LS Lowry painted in a naive, straightforward style, often using block colours and a simplified perspective.</p> <p><u>Substantive knowledge:</u>          Aztecs created masks to wear in religious ceremonies and in death. Masks were placed over a mummified head</p>
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	<p>developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p><i>Beginning to link to artists (Henri Rousseau, Henry Fraser)</i></p>						<p>to protect the deceased from dangers in the afterlife.</p> <p>Spring Term Aztec masks are colourful, have symmetry, patterns using mosaics and are realistic.</p>

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<p>Craft, design, materials and Techniques</p> <p>Sculpture, collage</p>	<p><b>Nursery</b> Choose the right resources to carry out their plan.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p><b>Reception</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop overall body strength, balance, coordination and agility.</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 and skills.</p> <p><i>Beginning to link to artists (Andy Warhol, Wassily Kandinsky)</i></p>	<p>Learn a range of materials and techniques such as clay-etching, printing and collage.</p> <p>Learn about form and space through making sculptures and developing language.</p> <p>Use materials to create textures.</p> <p><b>Substantive knowledge: Spring Term Sculptures can be made in a range of different ways, different inspirations and different materials.</b></p>	<p>Use a range of materials to design and make products including craft, weaving, printmaking, sculpture, collage, and clay.</p> <p>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</p> <p>Identify and describe different textures.</p> <p>Select and use appropriate materials to create textures.</p> <p><b>Substantive knowledge: Spring Term Robin Brooks, creates collage artwork that can inspire and give hope using techniques involving paper painted with acrylic paints.</b></p>	<p>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</p> <p>Further develop their ability to describe 3D form in a range of materials, including drawing.</p> <p>Analyse and describe texture within artists' work.</p> <p><b>Substantive knowledge: Spring Term Anna Blatman creates batik inspired by her garden using wax (or glue with children) to create patterns that resist the dye when the fabric is painted or emerged in dye.</b></p>	<p>Make art from recycled materials, create sculptures, print and create using a range of materials.</p> <p>Learn how to display and present work.</p> <p>Develop ability to describe and model form in 3D using a range of materials.</p> <p>Analyse and describe how artists use and apply form in their work.</p> <p>Use a range of materials to express complex textures.</p>	<p>Create mixed media art using found and reclaimed materials.</p> <p>Select materials for a purpose.</p> <p>Further extend their ability to describe and model form in 3D using a range of materials.</p> <p>Develop understanding of texture through practical making activities.</p> <p><b>Substantive knowledge: Autumn Term Clay can be shaped and formed using rolling, carving, holes and hollows, gouging and score and slip. Tools can be used to carve and add shapes, texture and pattern.</b></p>	<p>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</p> <p>Express and articulate a personal message through sculpture.</p> <p>Analyse and study artists' use of form.</p> <p>Understand how artists manipulate materials to create texture.</p> <p><b>Substantive knowledge: Spring Term Clay can be shaped and formed using rolling, carving, holes and hollows, layering, gouging and score and slip. Tools can be used to carve and add shapes, texture and pattern.</b></p>
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<p>Printing</p>	<p><b>Nursery</b>  Choose the right resources to carry out their plan.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p><b>Substantive knowledge: Autumn Term</b>  The artist Yayoi Kusama uses all-over marks and dots to create her paintings.</p> <p><b>Reception</b>  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop overall body strength, balance, coordination and agility.</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 and skills.</p> <p><i>Beginning to link to artists (Andy Warhol, Wassily Kandinsky)</i></p> <p><b>Substantive knowledge: Autumn Term</b>  Natural materials will make different shapes and textures.</p>	<p>Understand patterns in nature, design and make patterns in a range of materials.</p>	<p>Learn a range of techniques to make repeating and nonrepeating patterns.</p> <p>Identify natural and man-made patterns.</p> <p>Create patterns of their own.</p>	<p>Construct a variety of patterns through craft methods.</p> <p>Further develop knowledge and understanding of pattern.</p>	<p>Create original designs for patterns using geometric repeating shapes.</p> <p>Analyse and describe how other artists use pattern.</p>	<p>Construct patterns through various methods to develop their understanding.</p> <p><b>Substantive knowledge: Autumn Term</b>  The artist Grayson Perry uses repetition in patterns and images used in his pottery designs linking to Greek pottery.</p>	<p>Represent feelings and emotions through patterns.</p> <p>Create sophisticated artwork using their knowledge of pattern.</p>
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<p><i>Interleaving and spacing: Swap between concepts and studies. This rebooting or retrieval on return strengthens the memory trace and allows for more sophisticated thinking.</i></p> <p><i>(Links to prior learning)</i></p>		<p>Begin to look at artwork from a arrange of artists (EY)</p> <p>↪</p>	<p>Recognise and describe key features and what they feel about their own and other's work. (Y1)</p> <p>↪</p>	<p>Compare other's work and describe choices and preference using art language (Y2)</p> <p>↪</p>	<p>Discuss own and other's work using developing art language. Begin to reflect on own work (Y3)</p> <p>↪</p>	<p>Develop use of more complex art vocabulary. Use own and other's opinions to identify areas to improve in own art (Y4)</p> <p>↪</p>	<p>Develop greater understanding of vocabulary when discussing their own and others' work and regularly analyse and reflect on their intentions and choices. (Y5)</p> <p>↪</p>
<p>Work of other artists</p>	<p><b>Nursery</b> Van Gogh + other artists depending on children's interests.</p> <p><b>Reception</b> Andy Warhol, Wassily Kandinsky, Henry Fraser, Wassily Kandinsky, Henri Rousseau.</p>	<p>Study the work of artists:</p> <p>Recognise and describe key features of their own and other's work.</p> <p>Describe what they feel about their work and the art of others.</p>	<p>Study the work of artists:</p> <p>Compare other's work, identifying similarities and differences.</p> <p>Describe choices and preferences using the language of art.</p>	<p>Study the work of artists and architects:</p> <p>Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).</p> <p>Reflecting on their own work in order to make improvements.</p>	<p>Study the work of artists and architects:</p> <p>Build a more complex vocabulary when discussing your own and others' art.</p> <p>Use their own and other's opinion of work to identify areas of improvement.</p>	<p>Study the work of artists and architects:</p> <p>Develop a greater understanding of vocabulary when discussing their own and others' work.</p> <p>Regularly analysing and reflecting on their intentions and choices.</p>	<p>Study the work of artists and architects:</p> <p>Use the language of art with greater sophistication when discussing own and others art.</p> <p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p>