

Art and Design Progression Document

National Curriculum Expectations

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.

Attainment Targets: By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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, experience 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.

Key Stage 2: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.

Progression of Knowledge - Art and Design

	EYFS		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2		
	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.		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. To learn 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.		To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history.				
	FS 1	FS 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested artists
Generating Ideas									
Substantive Knowledge	What a pencil or paintbrush is	Art can be creating a drawing or painting	An artist creates art.	An artist is famous for their artwork. Sketch books can be used to create ideas.	Facts about an artist. Sketchbooks can be used continuously to record ideas.	Specific facts about an artist that relates to artwork. Sketchbooks can be used continuously to record ideas.	Specific facts about more than one artist that relates to artwork. Can reflect on an artists' work.	Can compare specific facts about more than one artist that relates to artwork. Can compare between artists and reflect on their work.	
Disciplinary Knowledge	Show an enjoyment of art through provision. Experiment with different materials.	Show an enjoyment of art through provision. Safely explore a variety of materials, tools and techniques.	Introduce a sketch book. Enjoy the work of different artists and designers. Experiment with different materials with purpose.	Develop a sketchbook habit as a place to record ideas. List what they enjoy about artwork made by artists and designers.	Continue to develop a sketchbook habit. Enjoy looking at artwork made by artists, architects and designers reasoning why they enjoy it.	Continue to develop a sketchbook habit to record individual responses to their learning. Enjoy looking at artwork made by artists, architects and designers	Continue to develop a sketchbook habit to record and reflect on their learning. Enjoy looking at artwork made by artists, architects and designers. Also	Continue to develop a sketchbook habit to record and reflect on their learning showing clear improvements through planning. Enjoy looking at artwork made by	

	Work on pieces of paper which are recorded.	Work purposefully on pieces of paper which are recorded.	Name some different tools and techniques.	Look at and explore different source materials. Generate ideas through exploration of materials. Name some different tools and techniques that they have used.	Explore how ideas develop through different medias. Generate ideas through research of an artist. Name more techniques and tools that they have used.	reasoning why they enjoy it and give alternative opinions. Explore how ideas develop through different medias and give an opinion. Generate ideas through research of an artist independently. Name more techniques and tools that they have used and express a preference.	giving reasons why they enjoy it and give alternative opinions, looking at how they can inspire making. Explore how ideas develop through different medias, giving an opinion and preference. Develop ideas through experimentation and questioning about artwork. Generate ideas through research of an artist independently, using IT, with a purpose.	artists, architects and designers. Also giving reasons why they enjoy it and give alternative opinions, suggest improvements, looking at how they can inspire making. Explore how ideas develop through different medias, giving an opinion and preference, and discussing the artist's intention. Develop ideas through experimentation and questioning about artwork. Generate ideas through research of an artist independently, using IT, with a purpose.	
Vocabulary	draw, paint, picture, painting, play	draw, paint, picture, painting, play, make, collage	draw, paint, picture, painting, play, make, collage, art, artist, sketchbook	draw, paint, picture, painting, play, make, collage, art, artist, artwork, sketchbook	draw, paint, picture, painting, play, make, collage, art, artist, artwork, sketchbook, fact	draw, paint, picture, painting, play, make, collage, art, artist, artwork, sketchbook, fact	draw, paint, picture, painting, play, make, collage, art, artist, artwork, sketchbook, fact, links	draw, paint, picture, painting, play, make, collage, art, artist, artwork, sketchbook, fact, links	
Drawing									
Substantive Knowledge	Can grasp a pencil.	Show a preference for a dominant hand.	Know that pressing with a pencil makes the line darker. Giuseppe Accimboldo painted portraits out of food.	There are different pencil grades. Giuseppe Accimboldo painted portraits out of food.	Different grades of pencil can create different, contrasting tones (light and dark).	Different grades of pencil can create different, contrasting tones (light and dark) for a more realistic outcome.	Perspective is viewing something in different ways. Shading can add depth to drawings.	Perspective is necessary in 3D drawings . Adding shading to show shadows can add depth.	KS1 Giuseppe Arcimboldo Shin Saimdang LKS2

					Rene Mackintosh is famous for 'The Mackintosh Rose'	Rene Mackintosh is famous for 'The Mackintosh Rose'	Julian Opie uses a black outline in most of his artwork.	Julian Opie uses a black outline in most of his artwork.	Rene Mackintosh Louis Comfort Tiffany
Disciplinary Knowledge	<p>Explore mark making.</p> <p>Use a variety of pencils and pens including both thick and thin.</p> <p>Mark making can sometimes represent meaning to the child (person, thing, feeling).</p>	<p>Make marks intentionally.</p> <p>Draw a circle to represent a face.</p> <p>Select a specific pencil/ pen to draw with for a purpose.</p> <p>Create simple representations of people and things.</p> <p>Work purposefully when responding to artwork.</p>	<p>Draw a recognisable face.</p> <p>Introduced to the vocabulary surrounding different grades of pencils.</p> <p>Draw lines of different shapes and thicknesses.</p> <p>Explore mark making further.</p> <p>Observe and draw landscapes.</p>	<p>Draw a recognisable face with shading.</p> <p>Experiment with different grades of pencils</p> <p>Experiment drawing with different medias.</p> <p>Draw in a way of recording experiences and feelings.</p> <p>Create texture and pattern in my drawing.</p>	<p>Draw a recognisable self-portrait using different grades of pencils.</p> <p>Use different grades of pencils on a shading ladder.</p> <p>Create recognisable landscape drawings.</p> <p>Initial sketches as a preparation for painting.</p> <p>Confidently draw with different medias.</p>	<p>Draw a recognisable self-portrait using different grades of pencils and experiment with shading.</p> <p>Confidently use different grades of pencils on a shading ladder.</p> <p>Identify and draw the effect of light.</p> <p>Scale and proportion</p> <p>Confidently drawing using multiple medias</p>	<p>Draw a recognisable self-portrait from a side profile, experimenting with different shading techniques.</p> <p>Use the knowledge of different grades of pencils to experiment with different shading techniques.</p> <p>Effect of light on objects and people from different direction</p> <p>Produce increasingly accurate drawings of people.</p> <p>Build on ideas through drawing.</p>	<p>Draw a recognisable self-portrait from a side profile and use different shading techniques.</p> <p>Use the knowledge of different grades of pencils to confidently use different shading techniques.</p> <p>Effect of light on objects and people from different directions</p> <p>Produce increasingly accurate drawings of people in motion.</p> <p>Build on ideas through drawing.</p>	<p>UKS2</p> <p>Frida Kahlo</p> <p>Julian Opie</p>
	paper, pencil, crayons, colour, marks	paper, pencil, crayons, colour, marks, mark making, formation	paper, pencil, crayons, colour, marks, mark making, darker, press	paper, pencil, crayons, colour, marks, mark making, darker, press, grades	paper, pencil, crayons, colour, marks, mark making, darker, press, grades, tones, light	paper, pencil, crayons, colour, marks, mark making, darker, press, grades, tones, light, realistic	paper, pencil, crayons, colour, marks, mark making, darker, press, grades, tones, light, realistic, perspective, shading, depth	paper, pencil, crayons, colour, marks, mark making, darker, press, grades, tones, light, realistic, perspective, shading, depth, shadow	
Painting									
Substantive Knowledge	<p>Can grasp a paintbrush.</p> <p>Can identify some colours.</p>	<p>Knows how to hold a paintbrush.</p> <p>Can recognise different colours.</p>	<p>Paint Brushes have different thicknesses.</p> <p>Primary colours are red, blue and yellow.</p>		There are different types of paints (acrylic, ready mixed and watercolour).		<p>How to create specific tones, tints and shades of a colour.</p> <p>Splatter painting is when paint is flung onto the painting surface.</p>		<p>KS1</p> <p>Alma Thomas</p> <p>Queenie McKenzie</p> <p>Mark Rothko</p>

		Colours can be mixed together to make a new colour.	Secondary colours are purple, green and orange. Mark Rothko paints his feelings.	Colours can be mixed with white or black to make them lighter or darker, which can help with tone, tint and shade. Jean Mertzinger painted using square brush strokes (like a mosaic).	Hokusai painted Mount Fuji.	Kandinsky <u>LKS2</u> Jean Mertzinger
Disciplinary Knowledge	Experiment with paint using fingers and brushes. Explore colour using paint. Sometimes paint something with meaning.	Experiment with paint using fingers and brushes with some care. Recognise colour in paints. Experiment with mixing of colours. Can give meaning to the painting they have created.	Choose and control different thicknesses of brushes for a chosen purpose. Mix primary colours to make secondary ones. Creating a colour wheel. Making different tones of colour using white. Darken colours without using black.	Confidently use different types of brushes to suit different paints and techniques. Colour mixing and matching; tint, tone, shade. Create a background wash with confident use of colour mixing. Colour to reflect texture and shading. Apply colour using different techniques. Paint on different surfaces.	Confidently use stippling techniques using the appropriate type of brush. Colour mixing for a specific purpose and matching tint, tone and shade. Apply colour using different techniques such as splatter painting. Identify specific paints for texture. Paint on different surfaces. Colour for purposes and explain it.	<u>UKS2</u> Nick Rowland Hokusai
Vocabulary	brush, paint, colour, water	brush, paint, colour, water, mix	brush, thick, thin, paint, colour, water, mix, primary, secondary, red, blue, yellow, green, purple, orange	brush, thick, thin, paint, acrylic, ready mixed, watercolour, colour, water, mix, primary, secondary, red, blue, yellow, green, purple, orange, black, white, shades, dark, light, tone, tint	brush, thick, thin, paint, acrylic, ready mixed, watercolour, colour, water, mix, primary, secondary, red, blue, yellow, green, purple, orange, black, white, shades, dark, light, tone, tint, stippling, light, shadow, splatter	
Collage						
Substantive Knowledge	Can rip or tear different materials. Glue can be used to stick things down.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Glue and sellotape can be used to bind things together.	Can use scissors to cut specific shapes. Layers are adding one material on top of another. Vincent Van Gogh's favourite colour was yellow (he used it in his starry night).	Abstract art doesn't match reality. Texture is how something feels. Picasso was famous for cubism (using shapes in artwork).	Different layers of shapes can create new shapes. Can layer different materials such as paint, paper and card, effectively. Beatriz Milhazes (a Brazilian artist) creates her art from recycled materials.	<u>KS1</u> Vincent Van Gogh <u>LKS2</u> Laurel Burch Picasso <u>UKS2</u>
Disciplinary Knowledge	Handling, manipulating and enjoying using materials. Explore different materials including natural materials.	Enjoy using different materials and selecting different materials to create artwork. Experiment with different materials	Create a simple collage, with a recognisable shape, using two different medias. Use natural materials to create a pattern with a clear purpose.	Create an abstract collage using different textures with recognisable features. Use natural materials to represent recognisable features of a face or scene in a piece of artwork.	Create an abstract collage using different shapes, colour, texture and media. Use natural materials to represent recognisable features of a face or scene in a piece of artwork with accuracy and reasoning.	Kazimir Malevich - Abstract patterns Beatrice Milhazes

		including natural materials.				
Vocabulary	rip, tear, glue, build, make, paper	rip, tear, glue, build, make, paper, sellotape, scissors	rip, tear, glue, build, make, paper, card, sellotape, scissors, material, layers, collage, shape	rip, tear, glue, build, make, paper, card, sellotape, scissors, material, layers, collage, shape, abstract, texture, feel	rip, tear, glue, build, make, paper, sellotape, scissors, material, layers, collage, shape, abstract, texture, feel, paint, features	
Form						
Substantive Knowledge	Can pinch, grab and mould different materials. Develop manipulation and control.	Can mould a material with a desired outcome.	Clay can be soft and hard. Tools can be used to make patterns in clay. Andy Goldsworthy makes sculptures with natural materials.	Clay can be moulded when wet and dries quickly. Specific tools make specific patterns in clay. Joan Miro is a painter and sculptor who uses surrealism in his artwork.	Clay and Modroc can be used for different sculpting purposes. How to balance a sculpture successfully. Antony Gormley created The Angel of the North sculpture.	<u>KS1</u> Andy Goldsworthy Anish Kapoor Augusta Savage
Disciplinary Knowledge	Handling, feeling, enjoying and manipulating materials Constructing without a purpose. Building and destroying model (playdough, plasticine). Fine motor skills include pinching, grabbing and rolling materials.	Enjoy selecting different materials to create a 3D form. Constructing with a purpose. Make simple models to express their ideas. Fine motor skills include pinching and rolling materials.	Explore different modelling materials and recognise similarities and differences. Shape and form from direct observation decorative techniques Replicate patterns and textures in a 3-D form work and that of other sculptors	Shape, form and construct multiple models using clay techniques. Explore modelling with Modroc. Have a clear understanding of different adhesives and methods of construction . Confidently use specific tools to create different impressions in clay. Experience surface patterns / textures	Use different modelling materials to create a sculpture and explain where they would exhibit their artwork and why. Confidently use Modroc. Shape, form, model and join from observation or imagination. Explore sculpture and balance.	<u>LKS2</u> Joan Miro Michelle Reader <u>UKS2</u> Antony Gormley Eva Rothschild
Vocabulary	paper, build, make, glue,	paper, build, make, glue, sellotape,	clay, soft, hard, build, make, pattern, tools	clay, soft, hard, build, make, pattern, tools, mould, wet, dry	modroc, sculpting, sculpture, clay, soft, hard, build, make, pattern, tools, mould, wet, dry	
Printing						
Substantive Knowledge	Different objects can transfer paint onto paper.	Patterns and pictures can be made through printing.	Pattern is repeating shapes, colour, lines or forms. Different objects create specific prints. Paul Klee was an abstract artist.	Pointillism is using small dots to create an image. George Seurat invented pointillism.	Different prints can be layered to create a new image. Andy Warhol was a pop-artist who repeated images to create a print. Stippling technique is where areas of light and shadow are created using nothing but dots.	<u>KS1</u> Paul Klee Emily Kame Kngwarreye <u>LKS2</u> George Seurat

Disciplinary Knowledge	Print with a variety of objects. Create irregular patterns in artwork.	Print with a variety of objects to create something with meaning. Create somewhat irregular patterns in artwork. Identify patterns.	Creating repeated patterns through printing. Create a recognisable image using printing. Print with a growing range of objects. Create natural and manmade patterns.		Print using a refined pointillism technique to create a piece of artwork. Using skills from other areas to make patterns such as line and colour. Recognise and create patterns in the environment.	Create a relief print to form a repeated pattern of a recognisable object. Combining prints. Design prints. Overprint using different colours. Create their own abstract pattern to reflect their own interests in relation to the artist.	UKS2 William Morris Romero Britto Andy Warhol		
Vocabulary	paint, paper, shape, colour	paint, paper, shape, colour, pattern, picture	paint, paper, shape, colour, line, form, print		paint, paper, shape, colour, line, form, print, pointillism	paint, paper, shape, colour, line, form, print, layers, texture, design			
Technology									
Substantive Knowledge	A photograph is a picture of something. A camera takes photographs.	An iPad can be used to take photographs.	Cropping a picture, deletes part of an image. Holding the iPad in different ways creates new angles. Claude Monet painted his garden.		Landscape photos show natural features of land, sky and waters, at a distance. Exposure is how light or dark a photograph is. David Hockney (a Yorkshire artist) painted landscapes.	Body language and facial expression are important in photography for showing mood. Banksy is a street artist.	KS1 Georgia O'Keeffe Claude Monet LKS2 David Hockney		
Disciplinary Knowledge	Fine motor skills of holding and pressing a button. Identify some objects within a photograph.	Can hold an iPad. Can press a button on the iPad to take a picture with adult assistance. Can identify and recognise colour and objects in a photograph.	Take photos on an iPad considering particular angles. Crop a picture using an iPad. Create a picture on a computer independently Make simple changes to a picture.		Take photos on an iPad considering angles, perspective and light. Combine my work into a digital format by creating a slideshow. Use IT programs to create a piece of artwork reflecting on their own work. Take photographs and explain their creative vision.	Take a photo on an iPad to show various actions and movements, and to inspire further works of art. Direct a person in a photograph for a purpose and explain their thoughts in relation to the artist. Recreate a final piece of artwork, digitally explaining their inspiration. Using technology to research an artist independently.	UKS2 Banksy Keith Haring Jean-Michel Basquiat		
Vocabulary	picture, photo	picture, iPad, photo	picture, photograph, iPad, angle, crop		picture, photograph, iPad, angle, distance, perspective, light, landscape, portrait	picture, photograph, iPad, angle, distance, perspective, light, landscape, portrait, mood, action, body language, facial expression			
Responding in Art									
Substantive Knowledge	Comment what they like and dislike about their own	Comment what they like and dislike about other people's artwork	Comment what they like and dislike about their own artwork	Comment what they like and dislike about their own artwork	Explain with reasons what they like and dislike about their own artwork and how	Explain with reasons what they like and dislike about their own artwork and	Explain with reasons they like and dislike about their own artwork	Independently explain with reasons they like and dislike about	

	artwork with support.		and how they would improve it.	and how they would improve it. Relating their ideas to what they have learnt.	they would improve it. Relating their ideas to what they have learnt.	how they would improve it. Relating their ideas to what they have learnt about a specific artist.	and how they would improve it. Comparing their artwork to another artist's and relating their ideas to what they have learnt.	their own artwork and how they would improve it. Independently compare their artwork to another artist's and relate their ideas to what they have learnt.	
Disciplinary Knowledge	Share their creations. Give meaning to some pieces of their own artwork,	Share their creations, explaining the processes they have used. Give meaning to pieces of their own artwork. Recognise features of others' artwork. Give an opinion on a piece of artwork.	Learn about the lives of a range of artists. Respond to an artist's work with my own final piece. Evaluate my work with what I like about my work and what I would change. Describing the differences and similarities between different techniques. Give an opinion on a piece of artwork. Understand that art is subjective. Work and discuss in groups.	Learn about the lives of a range of artists. Respond to an artist's work with my own final piece and link to the artist. Evaluate my work with what I like, dislike and what I would change about my work. Describing the differences and similarities between different practices and techniques. Give an opinion on a piece of artwork. Understand that art is subjective. Work independently and in groups. Express preference.	Start to research the lives of different artists. Respond to an artist's work with my own final piece and identify clear links to the artist. Evaluate my work, explaining what I like and why, what I would change about my work and why, and what I have learnt. Enjoy discussing my own and others' work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Describing the differences and similarities between different practices and techniques. Work independently and in groups.	Research the lives of different artists. Respond to an artist's work with my own final piece and identify clear links to the artist. Evaluate my work, explaining what I like and why, what I would change about my work and why, and what I have learnt in relation to the artist. Discuss and review my own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Describing the differences and similarities between different practices and techniques. Work independently and in groups.	Research the lives of different artists and style of art, independently. Start to compare artists' work independently. Respond to an artist's work with my own final piece and identify clear links to the artist. Evaluate my work, explaining what I have learnt, what I like and why, what I would change about my work and why, and compare my own work to the artist's work. 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	Research the lives of different artists and style of art, independently. Compare artists' work independently, reflecting on previous knowledge. Respond to an artist's work with my own final piece and identify clear links to the artist. Evaluate my work, in detail, independently. Explaining the processes of work, what I have learnt, what I like and why, what I would change about my work and why, and compare my own work to the artist's work. Recognise the art of key artists and begin to place them in key movements or historical events.	

					Express preference in style of artwork.	Express preference in style of artwork and artists.	modifications/ changes and see how they can be developed further Explore a range of great artists, architects and designers in history Compare the style of different styles and approaches. Discuss why artwork was created	Discuss and review my own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Explore a range of great artists, architects and designers in history Ask questions about technique, idea and outcome.	
Vocabulary	like, don't like	like, don't like, they	like, dislike, improve	like, dislike, improve, learnt	like, dislike, improve, learnt, because	like, dislike, improve, learnt, because, artist	like, dislike, improve, learnt, because, artist, similar, different	like, dislike, improve, learnt, because, artist, similar, different, influenced	