

Art – Progression of Knowledge, Understanding and Skills – WIJPS

Art, craft and design embodies some of the highest forms of human creativity. A high-quality art and design education engages, inspires and challenges pupils, equipping them with knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they are encouraged to think critically and develop a more rigorous understanding of art and design. They are taught how art and design both reflect and shape our history and how these contribute to the culture, creativity and wealth of our nation.

Nursery & Reception EYFS	<p>Exploring and using media and materials</p> <p>Early Learning Goal: Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p> <p>Being imaginative</p> <p>Early Learning Goal: Children talk about the ideas and processes which have led them to make designs, or images. , They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.</p> <p>Pupils are given opportunities to;</p> <ul style="list-style-type: none">• Develop ideas and interests• Have specific foci for creative designs/purpose• Combine and change their creation purposefully reflecting and reviewing their work• Talk about the ideas and processes they have used in their own and others work• Recognise the strengths of their own work and others <p>Expected - The children are provided with an environment which is set up in such a way that promotes these opportunities and focus on representing their own ideas</p> <p>Expected - Pupils experiment with design - sometimes adult led but not making 'everyone the same'</p> <p>Exceeding - Pupils develop their ideas, make decisions, combine and change their ideas with a purpose to aligning their decision making processes and judging their own work and the work of others through reflection on ways to improve the work they have created</p> <p>Key skills</p> <p>In nursery and reception children learn to:</p>
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	<p>Hold a paint brush correctly; wash the brush before changing colour; begin to control the paintbrush; experience and use primary colours and know their names; explore, experiment and respond to colour through collecting, sorting and matching; experiment with mixing colours; explore and investigate the possibilities of painting implements; express and represent observations, ideas and feelings through paintings; apply different amounts of pressure to create different marks (thick/thin/long/short); paint simple shapes to represent objects</p>				
<p>KS1 Subject content</p>	<p>The National Curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluated 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 form <p>Pupils should be taught:</p> <p>To use range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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</p>				
<p>Year One</p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • To be able to communicate something about themselves in their drawing • To create moods in their drawing • To draw using pencil and crayons • To draw lines of different shapes and thickness, using 2 different grades of pencil <p><u>3D</u></p> <ul style="list-style-type: none"> • To add texture by using tools • To make different kinds 	<p><u>Painting</u></p> <ul style="list-style-type: none"> • To be able to communicate something about themselves in their painting • To create moods in their painting • To choose thick and thin brushes as appropriate • To paint a picture of something they can see • To name the primary and secondary colours <p><u>Collage</u></p> <ul style="list-style-type: none"> • To cut and tear paper and card for their collages 	<p><u>Printing</u></p> <ul style="list-style-type: none"> • To be able to print with sponges, vegetables and fruit • To print onto paper and textile • To design their own printing block • To create a repeating pattern <p><u>Use of IT</u></p> <ul style="list-style-type: none"> • To use a simple painting program to create a picture 	<p><u>Textiles</u></p> <ul style="list-style-type: none"> • To sort threads and fabrics • To group fabrics and threads by colour and texture • To weave with fabric and thread <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To describe what they can see and like in the work of another artist/ craft maker/ designer <p><u>Topics:</u> <u>Autumn</u> Examining artists and their styles - to help interpret hot</p>	<p>Ways parents can help to support children with the key skills taught in class:</p> <p>Squeezing water out of a paintbrush before using a new colour;</p> <p>Wiping excess paint from tools;</p> <p>Developing practical skills by the range of marks made with different tools and implements;</p> <p>Applying paint in different consistencies on different surfaces;</p> <p>Encouraging children to communicate something about themselves in their paintings;</p>

	<p>of shapes</p> <ul style="list-style-type: none"> To cut, roll and coil materials such as clay, dough or plasticine 	<ul style="list-style-type: none"> To gather and sort the materials they need 	<ul style="list-style-type: none"> To use tools like fill and brushes in a painting package To go back and change their picture 	<p>and cold colours - e.g. patterns and still life drawings - e.g. William Morris and links to history topic of toys</p> <p><u>Spring</u> Moving pictures - using multi-media to understand sculpture</p> <p><u>Summer</u> Looking at 'pop art - Andy Warhol</p>	<p>Making selections of thick and thin brushes; Creating moods with their pictures; Painting a picture of something they can see (observational) ; Naming the primary and secondary colours and mixing the secondary colours; Exploring mixing colours to create light and dark; Encouraging expression of opinions and talking about similarities and differences in approaches to paintings; Describe what they think/feel about their own work and to be able to suggest ways to improve it.</p>
<p>Year Two</p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> To be able to use three different grades of pencil in their drawing (4B, 8B, HB) To use charcoal, pencil and pastels To create different tones using light and dark To show patterns and texture in their drawings To use a viewfinder to 	<p><u>Painting</u></p> <ul style="list-style-type: none"> To be able to mix paint to create all the secondary colours To mix and match colours, and predict outcomes To mix their own brown To make tints by adding white To make tones by adding black 	<p><u>Printing</u></p> <ul style="list-style-type: none"> To be able to create a print using pressing, rolling, rubbing and stamping To create a print like a designer 	<p><u>Sketch books</u></p> <ul style="list-style-type: none"> To begin to demonstrate their ideas through photographs and in their sketch books To be able to set out their ideas using 'annotation' in their sketch books To be able to keep notes in their sketch books as to how they have changed their work 	<p>Ways parents can help to support children with the key skills taught in class: Squeezing and drying the brush before using a new colour; Confidently wiping excess paint from tools; Begin to use larger vocabulary to describe colours; e.g. raspberry pink, sunshine yellow; Confidently mixing paint to</p>

	<p>focus on a specific part of an artefact before drawing it</p> <p><u>3D/ Textiles</u></p> <ul style="list-style-type: none"> • To be able to make a clay pot • To join two finger pots together • To add line and shape to their work • To join fabrics using glue • To create part of a class patchwork 	<p><u>Collage</u></p> <ul style="list-style-type: none"> • To create individual and group collages • To use different kinds of materials on their collage and explain why they have chosen them • To use repeated patterns in their collage 	<p><u>Use of IT</u></p> <ul style="list-style-type: none"> • To be able to create a picture independently • To use simple IT mark-making tools, e.g. brush and pen tools • To be able to edit their own work • To take different photographs of themselves displaying different moods • To be able to change their photographic images on a computer 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To be able to link colours to natural and man-made objects • To be able to say how other artist/ craft maker/ designers have used colour, pattern and shape • To be able to create a piece of work in response to another artist's work <p><u>Topics:</u></p> <p><u>Autumn</u> Designing a game that may have been played 100 years ago</p> <p><u>Spring</u> Links to history - what would clothing have looked like - Victorians and how has football kit changed over the years - designing your own</p> <p><u>Summer</u> Creating digital postcards - linked to sea-side visit - and recreating art from another culture - Geography</p>	<p>create all the secondary colours; Mixing their own brown; Making tints by adding white; Making tones by adding black; Mixing and matching colours and predicting outcomes Darkening colours without adding black Experiencing using colour on a large scale - e.g. A3/ A2; Beginning to use and understand the colour wheel; Exploring using different sized brushes; Starting to use different types of paint.</p>
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<p>KS2 Subject content</p>	<p>Pupils will 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.</p> <p>Pupils should be taught to:</p> <p>Create sketchbooks to record their observations and them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p> <p>About great artists, architects and designers in history</p>				
<p>Year Three</p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> To be able to show facial expressions in their drawings To use their sketches to produce a final piece of work To write an explanation of their sketch in notes To use different grades of pencil shade to show different tones and texture <p><u>3D</u></p> <ul style="list-style-type: none"> To add onto their work to create texture and shape To work with life size materials To create pop-ups To use more than one type of stitch To join fabric together to form a quilt using patchwork To use sewing to add 	<p><u>Painting</u></p> <ul style="list-style-type: none"> To be able to predict with accuracy the colour that they mix To know where each of the primary and secondary colours sits on the colour wheel To create a background using a wash To use a range of brushes to create different effects <p><u>Collage</u></p> <ul style="list-style-type: none"> To cut very accurately To overlap materials To experiment using different colours To use mosaic To use montage 	<p><u>Printing</u></p> <ul style="list-style-type: none"> To be able to make a printing block To make a 2 colour print <p><u>Use of IT</u></p> <ul style="list-style-type: none"> To use the printed images they take with a digital camera and combine them with other media to produce art work To use IT programs to create a piece of work that includes their own work and that of others (using web) 	<p><u>Sketch books</u></p> <ul style="list-style-type: none"> To use their sketch books to express feelings about a subject and to describe likes and dislikes To make notes in their sketch books about techniques used by artists To suggest improvements to their work by keeping notes in their sketchbooks <p><u>Knowledge</u></p> <ul style="list-style-type: none"> To compare the work of different artists To explore work from other cultures To explore work from other periods of time To begin to understand the viewpoints of others by looking at images of people and understanding how they 	<p>Ways parents can help to support children with the key skills taught in class:</p> <p>Further developing skills of mixing and matching colours using the double primary system;</p> <p>Predicting with accuracy the colours that they mix</p> <p>Creating a colour wheel and discussing where the primary and secondary colours sit on the colour wheel;</p> <p>Creating a background using a wash;</p> <p>Using a range of brushes to create different effects;</p> <p>Experimenting and exploring adding other substances to paint e.g. water, glue, sand, sawdust to create paintings;</p> <p>Control over tools so tone and shading are evident</p> <p>Exploring complementary or opposite colours;</p> <p>Exploring gradient.</p>

	<p>detail to a piece of work</p> <ul style="list-style-type: none"> To add texture to a piece of work 		<ul style="list-style-type: none"> To use the web to research an artist or style of art 	<p>are feeling and what the artist is trying to express in their work</p> <p><u>Topics:</u> <u>Autumn</u> British artists - abstract and Thomas Gainsborough</p> <p><u>Spring</u> Fruit and vegetables - still life with various medium - De Heem, Heda, Chardin, Morandi, Cezanne</p> <p><u>Summer</u> European art - Paul Rego and Lucian Freud - Portraits</p>	
Year Four	<p><u>Drawing</u></p> <ul style="list-style-type: none"> To be able to show facial expressions and body language in their sketches To identify and draw simple objects and use marks and lines to produce texture To organise line, tone, shape and colour to represent figures and forms in movement To show reflections To explain why they have chosen specific materials to draw with 	<p><u>Painting</u></p> <ul style="list-style-type: none"> To be able to create all the colours they need To create mood in their paintings Do successfully use shading to create mood and feelings <p><u>Collage</u></p> <ul style="list-style-type: none"> To use ceramics for mosaics To combine visual and tactile qualities 	<p><u>Printing</u></p> <ul style="list-style-type: none"> To be able to print using at least four colours To create an accurate print design To print onto different materials <p><u>Use of IT</u></p> <ul style="list-style-type: none"> To present a collection of their work on a slide show To create a piece of art work which includes the 	<p><u>Sketch books</u></p> <ul style="list-style-type: none"> To use their sketch books to express their feelings about various subjects and outline likes and dislikes To produce a montage all about themselves To use their sketch books to adapt and improve their original ideas To keep notes about the purpose of their work in their sketch books <p><u>Knowledge</u></p> <ul style="list-style-type: none"> To experiment with 	<p>Ways parents can help to support children with the key skills taught in class:</p> <p>Creating all the colours they need; Creating mood in their paintings; Mixing and matching colours to those in a work of art; Successfully using shading to create mood and feeling; Working with one colour against a variety of backgrounds; Advising and questioning suitable equipment for the task e.g. size of paintbrush</p>

	<p><u>3D</u></p> <ul style="list-style-type: none"> To experiment with and combine materials and processes to design and make 3D form To begin to sculpt clay and other mouldable materials To use early textile and sewing skills as part of a project 		<p>integration of digital images they have taken</p> <ul style="list-style-type: none"> To combine graphics and text based on their research 	<p>different styles which artists have used</p> <ul style="list-style-type: none"> To explain art from other periods of history <p><u>Topics:</u> <u>Autumn</u> Ancient Greek pottery</p> <p><u>Spring</u> Building up layers - Rothko and Picasso/ London water colours</p> <p><u>Summer</u> Caribbean art</p>	<p>(number), or paper needed; Exploring ideas about colours and composition in painting, developing an appropriate vocabulary to express ideas; Experimenting with paint and investigating working at different scales for different purposes; Introducing building up layers in painting, e.g. water colours, powder paint; Adapting and improving original ideas; Experimenting with different styles of painting.</p>
Year Five	<p><u>Drawing</u></p> <ul style="list-style-type: none"> To be able to identify and draw simple objects, and use marks and lines to produce texture To successfully use shading to create mood and feeling To organise line, tone, shape and colour to represent figures and forms in movement To show reflections To explain why they have chosen specific materials to draw with 	<p><u>Painting</u></p> <ul style="list-style-type: none"> To be able to create a range of moods in their paintings To express their emotions accurately through their painting and sketches <p><u>Collage</u></p> <ul style="list-style-type: none"> To use ceramic mosaic to produce a piece of art To combine visual and tactile qualities to express mood and emotion 	<p><u>Printing</u></p> <ul style="list-style-type: none"> To be able to print using a number of colours To create an accurate print design that meets a given criteria To print onto different materials <p><u>Use of IT</u></p> <ul style="list-style-type: none"> To create a piece of art work which includes the integration of digital images they have taken To combine graphics and text based on their 	<p><u>Sketch books</u></p> <ul style="list-style-type: none"> To keep notes in sketch books as to how they might develop their work further To use their sketch books to compare and discuss ideas with others <p><u>Knowledge</u></p> <ul style="list-style-type: none"> To experiment with different styles which artists have used To learn about the work of others by looking at their work in books, the 	<p>Ways parents can help to support children with the key skills taught in class: Independently planning, to select appropriate paint and tools; Choosing different types of paint independently; Controlling and experiments with particular qualities of tone, shade, hue and mood; Confidently creating all the colours needed; Creating mood in paintings; Creating imaginative and explorative work, trying out different approaches and</p>

	<u>3D</u> <ul style="list-style-type: none"> To experiment with and combine materials and processes to design and make 3D form To sculpt clay and other mouldable materials To use textile and sewing skills as part of a project e.g., hanging, textile book etc. This could include running stitch, cross stitch, backstitch, applique and/ or embroidery 		research <ul style="list-style-type: none"> To scan images and take digital photos, and use software to alter them, adapt them, and create work with meaning To create a digital image with animation, video and sound to communicate ideas 	Internet, visits to galleries and other sources of information <u>Topics:</u> <u>Autumn</u> Anglo-Saxon artefacts - linked to History - jewellery/tessellations <u>Spring</u> America - Andy Warhol <u>Summer</u> Brazil - Geography link - rainforests/Amazon	developing an extended repertoire of idea; Expressing emotions accurately through painting; Evaluating and improving work; Using appropriate vocabulary when talking about work.
Year Six	<u>Drawing</u> <ul style="list-style-type: none"> To be able to use sketches to communicate emotions and a sense of self with accuracy and imagination To explain why they have combined different tools to create their drawings To explain why they have chosen specific drawing techniques <u>3D</u> <ul style="list-style-type: none"> To create models in a range of scales To create work which is open to interpretation 	<u>Painting</u> <ul style="list-style-type: none"> To be able to explain what their own style is To use a wide range of techniques in their work. To explain why they have chosen specific painting techniques <u>Collage</u> <ul style="list-style-type: none"> To be able to justify the materials they have chosen To be able to combine pattern, tone and shape 	<u>Printing</u> <ul style="list-style-type: none"> To be able to overprint using different colours To be able to look very carefully at the methods they use and make decisions about the effectiveness of their printing methods <u>Use of IT</u> <ul style="list-style-type: none"> To use software packages to create pieces of digital art to design To create a piece of art which can be used as part of a wider presentation 	<u>Sketch books</u> <ul style="list-style-type: none"> To use sketch books to contain detailed notes and quotes to explain items To be able to compare their methods to those of others and keep notes in their sketch books To combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books To be able to adapt and refine their work to reflect its meaning and 	Ways parents can help to support children with the key skills taught in class: Confidently and independently using all painting tools and holding/controlling a paintbrush; Confidently changing and mixing colours; Recognising the need to experiment with paint and take risks on the way to achieving intended outcomes; Creating a balanced composition using colour and tone; Planning and selecting appropriate tools, painting

	<p>by the audience</p> <ul style="list-style-type: none"> To include both visual and tactile elements in their work 			<p>purpose keeping notes and annotations in their sketch books</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> To be able to make a record about the styles and qualities of their work To say what their work is influenced by To include technical aspects in their work e.g. architectural design <p><u>Topics:</u></p> <p><u>Autumn</u> European artists - the horror of war - John Boyne's The Boy in the striped pyjamas - Rothko - emotional effects</p> <p><u>Spring</u> Creating a collage of historical weaponry across the ages linked to topic using surrealistic approach</p> <p><u>Summer</u> To create backdrop and artefacts for Siyum using a range of medium with consideration of audience</p>	<p>and techniques to develop work on a theme in-depth over a sustained period of time;</p> <p>Using an increased awareness and understanding of painting methods and styles to refine their own ideas;</p> <p>Explaining what their own style is;</p> <p>Using a wider range of techniques in their work and explaining why specific painting techniques have been chosen;</p> <p>Expressing an opinion on which paint is appropriate for the intended outcome;</p> <p>Creating different types of painting.</p>
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