

**SHERRIER C OF E PRIMARY SCHOOL**  
**Art and Design Key Knowledge and Skills Progression**



Foundation Stage	KS1	KS2
<p>Children in Foundation Stage will be learning to:</p> <ul style="list-style-type: none"> <li>• explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>• return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• create collaboratively, sharing ideas, resources and skills</li> </ul> <p><b>Good Level of Development (GLD) at the end of Foundation Stage:</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creation, explaining the process they have use.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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.</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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</li> <li>• about great artists, architects and designers in history.</li> </ul>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Exploring and developing ideas</b>						
	<ul style="list-style-type: none"> <li>• use sketchbooks to record ideas;</li> <li>• respond positively to ideas and starting points;</li> <li>• explore ideas and collect information;</li> <li>• describe differences and similarities and make links to their own work;</li> <li>• try different materials and methods to improve;</li> </ul>	<ul style="list-style-type: none"> <li>• use sketchbooks to record ideas;</li> <li>• respond positively to ideas and starting points;</li> <li>• explore ideas and collect information;</li> <li>• describe differences and similarities and make links to their own work;</li> <li>• try different materials and methods to improve</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul>	<ul style="list-style-type: none"> <li>• use sketchbooks to record ideas;</li> <li>• explore ideas from first-hand observations;</li> <li>• question and make observations about starting points, and respond positively to suggestions;</li> <li>• use key vocabulary: line, pattern, texture, form, record, detail, question, observe, refine.</li> </ul>	<ul style="list-style-type: none"> <li>• use sketchbooks to record ideas;</li> <li>• adapt and refine ideas;</li> </ul>	<ul style="list-style-type: none"> <li>• review and revisit ideas in their sketchbooks;</li> <li>• offer feedback using technical vocabulary;</li> <li>• think critically about their art and design work;</li> <li>• use digital technology as sources for developing ideas;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</li> </ul>	<ul style="list-style-type: none"> <li>• review and revisit ideas in their sketchbooks;</li> <li>• offer feedback using technical vocabulary;</li> <li>• think critically about their art and design work;</li> <li>• use digital technology as sources for developing ideas;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</li> </ul>
<b>Drawing</b>						
<ul style="list-style-type: none"> <li>• Use a range of media to make marks.</li> <li>• Use and begin to control and range of media.</li> </ul>	<ul style="list-style-type: none"> <li>• draw lines of varying thickness;</li> <li>• use dots and lines to demonstrate pattern and</li> </ul>	<ul style="list-style-type: none"> <li>• draw lines of varying thickness;</li> <li>• use dots and lines to demonstrate pattern and</li> </ul>	<ul style="list-style-type: none"> <li>• use different materials to draw, e.g. pastels, chalk, felt tips;</li> <li>• show an awareness of</li> </ul>	<ul style="list-style-type: none"> <li>• use shading to show light and shadow effects;</li> <li>• show an awareness of space when drawing;</li> </ul>	<ul style="list-style-type: none"> <li>• use a variety of techniques to add effects, e.g. shadows, reflection, hatching</li> </ul>	<ul style="list-style-type: none"> <li>• use a variety of techniques to add effects, e.g. shadows, reflection, hatching</li> </ul>

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<ul style="list-style-type: none"> <li>• Draw on different surfaces and in different scales</li> <li>• Produce lines of different thickness and tone using pencil</li> <li>• Experiment with chalk to create pictures</li> <li>• Start to produce different patterns and textures</li> </ul>	<p>texture;</p> <ul style="list-style-type: none"> <li>• use different materials to draw, for example pastels, chalk, felt tips; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</li> </ul>	<p>texture;</p> <ul style="list-style-type: none"> <li>• use different materials to draw, for example pastels, chalk, felt tips;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</li> <li>• Sketch to make records</li> </ul>	<p>space when drawing;</p> <ul style="list-style-type: none"> <li>• Experiment with various pencils</li> <li>• Create initial sketches for painting</li> <li>• Begin to draw with accuracy</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</li> <li>• experiment with showing line, tone and texture with different hardness of pencils;</li> <li>• Draw for a sustained period of time</li> </ul>	<p>and cross-hatching;</p> <ul style="list-style-type: none"> <li>• depict movement and perspective in drawings;</li> <li>• use a variety of tools and select the most appropriate;</li> <li>• Work from a variety of sources including photography and observation in order to develop their own work.</li> </ul>	<p>and cross-hatching;</p> <ul style="list-style-type: none"> <li>• Select appropriate techniques to achieve a specific outcome</li> <li>• Adapt drawings according to evaluations.</li> <li>• depict movement and perspective in drawings; use key vocabulary to demonstrate knowledge and understanding in this strand: <b>line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti</b></li> </ul>
<b>Painting</b>						
<ul style="list-style-type: none"> <li>• Use a variety of tools and techniques to paint including every day and natural objects Can investigate markmaking using thick brushes, sponge brushes for particular effects Recognise and name primary colours being used</li> <li>• Mix colours to try to match those in a picture or on an object Explore working on different</li> </ul>	<ul style="list-style-type: none"> <li>• name the primary and secondary colours;</li> <li>• experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>• add white and black to alter tints and shades;</li> </ul>	<ul style="list-style-type: none"> <li>• experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>• Mix primary colours to create secondary colours</li> <li>• Be able to discuss the colour wheel</li> <li>• Talk about why they have selected certain colours for their art work</li> </ul>	<ul style="list-style-type: none"> <li>• use key vocabulary to demonstrate knowledge and understanding in foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco</li> </ul>	<ul style="list-style-type: none"> <li>• use varied brush techniques to create shapes, textures, effects, patterns and lines;</li> <li>• mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>• Make tints, tones and shades using white and black.</li> </ul>	<ul style="list-style-type: none"> <li>• create a colour palette, demonstrating mixing techniques;</li> <li>• use a range of paint to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists</li> <li>• Select colour to reflect</li> </ul>	<ul style="list-style-type: none"> <li>• Select colour to express feelings</li> <li>• Discuss harmonious and contrasting colours and their placement on the colour wheel.</li> <li>• Work in a sustained and independent way</li> <li>• Purposefully control the types of marks and brushstrokes used to create the desired effect.</li> </ul>

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surfaces and in different ways					mood	
<b>Sculpture</b>						
<ul style="list-style-type: none"> <li>Explore a range of malleable media such as clay, papier mache, salt dough, play dough Impress and apply simple decoration Make 3D models from junk and natural materials</li> </ul>	<ul style="list-style-type: none"> <li>use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li>Cut shapes using scissors and other modelling tools in a safe way</li> <li>Build construction using a variety of objects</li> <li>Apply decoration to a 3D model.</li> </ul>	<ul style="list-style-type: none"> <li>use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>use a variety of shapes, including lines and texture;</li> <li>Create models from imagination and direct observation</li> <li>Join materials and apply decorative techniques</li> </ul>	<ul style="list-style-type: none"> <li>cut, make and combine shapes to create recognisable forms</li> <li>add materials to the sculpture to create detail;</li> <li>Consider and discuss aesthetics</li> <li>Produce more intricate surface patterns</li> </ul>		<ul style="list-style-type: none"> <li>plan and design a sculpture;</li> <li>use tools and materials to carve, add shape, add texture and pattern;</li> <li>use materials other than clay to create a 3D sculpture;</li> </ul>	<ul style="list-style-type: none"> <li>plan and design a sculpture;</li> <li>use tools and materials to carve, add shape, add texture and pattern;</li> <li>develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join.</li> </ul>
<b>Collage</b>						
<ul style="list-style-type: none"> <li>Create simple collages using fabrics and materials, looking at colour and texture</li> </ul>	<ul style="list-style-type: none"> <li>use a combination of materials that have been cut, torn and glued;</li> <li>sort and arrange materials;</li> <li>add texture by mixing materials;</li> <li>begin to use scissors and tearing to create a range of shapes</li> <li>create an image from a variety of cut or torn media</li> </ul>	<ul style="list-style-type: none"> <li>Develop a range of cutting, tearing and fixing techniques</li> <li>Use scissors in a more controlled way</li> <li>Fold. Crumple, tear and overlap papers to create an image</li> </ul>	<ul style="list-style-type: none"> <li>select colours and materials to create effect, giving reasons for their choices;</li> <li>use collage as a means of collecting ideas and information</li> <li>collect and select a range of papers</li> </ul>	<ul style="list-style-type: none"> <li>select colours and materials to create effect, giving reasons for their choices;</li> <li>refine work as they go to ensure precision;</li> <li>learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic</li> </ul>	<ul style="list-style-type: none"> <li>add collage to a painted or printed background;</li> <li>create and arrange accurate patterns;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</li> </ul>	
<b>Textiles</b>						
<ul style="list-style-type: none"> <li>Decorate a piece of fabric Explore joining fabrics to make a simple picture or product</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify different forms of textiles, discussing textures</li> <li>Explore different</li> </ul>			<ul style="list-style-type: none"> <li>Record textile exploration and experimentation and try out ideas.</li> <li>Change and modify fabrics.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with a range of media by</li> <li>overlapping and layering in</li> </ul>	

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Weave natural and manmade products	<p>approaches to weaving – paper, twigs</p> <ul style="list-style-type: none"> <li>Match and sort fabrics (colour, texture, length, shape)</li> </ul>				<p>order to create texture, effect and colour;</p> <ul style="list-style-type: none"> <li>add decoration to create effect;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern</li> </ul>	
<b>Printing</b>						
<ul style="list-style-type: none"> <li>Make rubbings of the natural environment</li> <li>Print with a variety of natural and manmade objects</li> <li>Develop simple patterns by printing with objects</li> <li>Print with block colours</li> </ul>	<ul style="list-style-type: none"> <li>copy an original print;</li> <li>use a variety of materials, e.g. sponges, fruit, blocks;</li> <li>demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</li> </ul>	<ul style="list-style-type: none"> <li>copy an original print;</li> <li>demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</li> </ul>		<ul style="list-style-type: none"> <li>design and create a repeated print, considering background</li> <li>Use sketchbooks to explore and develop prints</li> </ul>	<ul style="list-style-type: none"> <li>design and create printing blocks/tiles;</li> <li>develop techniques in mono, block and relief printing;</li> <li>create and arrange accurate patterns;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, shape, tile, colour, arrange, collograph;</li> </ul>	
<b>Work of other artists</b>						
	<ul style="list-style-type: none"> <li>describe the work of famous, notable artists and designers;</li> <li>express an opinion on the work of famous, notable artists;</li> <li>use inspiration from famous, notable artists to create their own work and compare;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: Names of artists</li> </ul>	<ul style="list-style-type: none"> <li>describe the work of famous, notable artists and designers;</li> <li>express an opinion on the work of famous, notable artists;</li> <li>use inspiration from famous, notable artists to create their own work and compare;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: Names of artists</li> </ul>	<ul style="list-style-type: none"> <li>reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> </ul>	<ul style="list-style-type: none"> <li>use inspiration from famous artists to replicate a piece of work;</li> <li>reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> <li>express an opinion on the work of famous, notable artists and refer to techniques and effect;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: Names of artists</li> </ul>	<ul style="list-style-type: none"> <li>give detailed observations about notable artists’ work;</li> <li>artisans’ and designers’ work;</li> <li>offer facts about notable artists’, artisans’ and designers’ lives;</li> </ul>	<ul style="list-style-type: none"> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand Names of artists studied</li> </ul>

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	studied	understanding in this strand: Names of artists studied		strand: Names of artists studied		
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