

Progression in Art & Design

Substantive Knowledge/Implicit Knowledge

Knowledge	Nursery	Reception	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
<p>Drawing</p>	<p>Makes marks.</p> <p>Draws lines and circles and adds meaning.</p> <p>Draws faces with features and begins to shape that represent objects, people, places.</p> <p>Uses simple drawing tools – pencil, chalk, chunky crayon.</p> <p>Begins to use a range of drawing tools – pastels, colouring pencils.</p> <p>Experiment with different types of lines.</p>	<p>Draws things that they have observed with some degree of accuracy.</p> <p>Draws things that they have observed or imagined with detail.</p> <p>Experiment with different types of lines.</p> <p>Produce lines of different thickness and tone.</p> <p>Choose and use appropriate drawing tools to achieve their goal.</p>	<p>Understand drawing is a physical activity. Spirals</p> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals</p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Simple Printmaking</p>	<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw</p> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore</p>	<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal</p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal</p> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal</p> <p>Option to explore making gestural drawings with charcoal using the</p>	<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing</p> <p>Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Storytelling Through Drawing</p> <p>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Storytelling Through Drawing</p> <p>Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks</p>	<p>Understand that designers create fonts and work with Typography & Maps</p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography & Maps</p> <p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography & Maps</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps</p> <p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore</p>	

Progression in Art & Design

				<p>quality of line, texture and shape. Explore & Draw</p> <p>Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw</p>	<p>whole body (link to dance). Gestural Drawing with Charcoal</p> <p>Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint</p>	<p>in pursuit of creating drawings with energy and feeling. Storytelling Through Drawing</p>	<p>how 2d can become 3d through manipulation of paper. Typography & Maps</p>	
<p>Sketchbook</p>			<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals</p> <p>Make a simple elastic band sketchbook. Personalise it. Spirals</p> <p>Use sketchbooks to:</p> <p>Test out printmaking ideas Simple Printmaking</p> <p>Develop experience of primary and secondary colours Spirals Simple Printmaking</p> <p>Practice observational drawing Spirals Simple Printmaking</p> <p>Explore mark making Spirals Simple Printmaking</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 2</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. Explore & Draw</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly,</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3</p> <p>Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 3</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal. Gestural Drawing with Charcoal</p> <p>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. Gestural Drawing with Charcoal Telling</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. All Pathways for Year 4</p> <p>Use sketchbooks to:</p> <p>Practise drawing skills. Storytelling Through Drawing</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing</p> <p>Test and experiment with materials. Storytelling Through Drawing</p> <p>Reflect. Storytelling Through Drawing</p>	<p>Use sketchbooks to:</p> <p>Explore mark making. Typography & Maps</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps</p> <p>Brainstorm pattern, colour, line and shape. Pattern Exploring Still Life</p>	<p>Use sketchbooks to:</p> <p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Exploring Identity</p> <p>Explore colour: make colours, collect colours, experiment with how colours work together. Brave Colour</p> <p>Explore combinations and layering of media. Exploring Identity</p> <p>Develop Mark Making Exploring Identity</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Exploring Identity Brave Colour</p>

Progression in Art & Design

				<p>developing mark making. Explore & Draw</p> <p>Make visual notes about artists studied. Explore & Draw</p>	<p>Stories Cloth, Thread, Paint</p> <p>Develop mark making skills. Gestural Drawing with Charcoal Telling Stories Cloth, Thread, Paint</p>			
Printmaking	<p>Print with large blocks, sponges, and objects.</p> <p>Use larger blocks to print patterns with support.</p> <p>Print with smaller blocks, sponges, and objects</p>	<p>Use smaller blocks to print patterns with support.</p> <p>Selects own printing tools.</p> <p>Prints with a range of tools to create meaningful pictures</p>	<p>Understand prints are made by transferring an image from one surface to another. Simple Printmaking</p> <p>Understand relief prints are made when we print from raised images (plates). Simple Printmaking</p> <p>Use hands and feet to make simple prints, using primary colours. Simple Printmaking</p> <p>Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Simple Printmaking</p> <p>Explore concepts like “repeat” “pattern” “sequencing”. Simple Printmaking</p>		<p>Understand that we can create imagery using natural pigments and light. Telling Stories</p> <p>Understand that paint acts differently on different surfaces. Cloth, Thread, Paint</p> <p>Understand the concept of still life and landscape painting. Cloth, Thread, Paint</p>			<p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Exploring Identity</p>
Painting	<p>Use pre-made paints and can name colours.</p> <p>Mix paints to an appropriate consistency (powder paints, watercolours)</p>	<p>Explore what happens when two primary colours are mixed.</p> <p>Know what happens when two primary colours are mixed.</p>			<p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”). Telling Stories</p>		<p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life</p> <p>That still life is a genre which artists have</p>	<p>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture</p>

Progression in Art & Design

	<p>Explore what happens when two primary colours are mixed.</p> <p>Can hold a paintbrush in the palm of their hand.</p> <p>Can use thick brushes.</p> <p>Begins to use a range of painting tools – cotton buds, thin brushes, sponges, nature brushes, etc.</p>	<p>Can independently mix colours to achieve their own goal.</p> <p>Begins to use a range of painting tools – cotton buds, thin brushes, sponges, nature brushes, etc.</p> <p>Can hold a paintbrush using tripod grip.</p> <p>Can independently select a range of tools for a purpose.</p>			<p>Continue to develop colour mixing skills. Cloth, Thread, Paint</p> <p>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. Cloth, Thread, Paint</p>		<p>enjoyed for hundreds of years,, and which contemporary artists still explore today. Exploring Still Life</p> <p>Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function. Exploring Identity</p> <p>To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. Exploring Still Life</p> <p>To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). Exploring Still Life</p> <p>Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. Exploring Still Life</p>	<p>and personality. Exploring Identity</p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity</p>
<p>Collage</p>	<p>Artwork is all one texture.</p> <p>Begins to explore and use a wider range of</p>	<p>Talks about materials, describing their textures and colours.</p>	<p>Collage with painted papers exploring colour, shape and composition. Simple Printmaking</p>	<p>Use the observational drawings made (see column 1 “drawing”), cutting the separate drawings out and using them to create a</p>				

Progression in Art & Design

	<p>natural and man-made textures.</p> <p>Talks about materials, describing their textures and colours.</p> <p>Tears paper</p> <p>Makes simple snips with looped scissors.</p> <p>Can cut straight line with support.</p>	<p>Beginning to cut and use different materials to create artwork.</p> <p>Can use a wide range of objects to create accurate representations.</p> <p>Can cut straight lines independently.</p> <p>Can cut simple shapes without support.</p> <p>Can cut simple shapes with accuracy</p>		<p>new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet.</p> <p>Explore & Draw</p> <p>Collage with drawings to create invented forms. Combine with making if appropriate.</p> <p>Explore & Draw</p>				
<p>Making</p>	<p>Explore malleable materials.</p> <p>Begin to make marks and cut malleable materials.</p> <p>Mould and create simple shapes with malleable materials and gives meaning.</p> <p>Can use a glue stick with support.</p> <p>Can use a glue spatula with support.</p> <p>Can join items with PVA glue, glue stick and Sellotape</p>	<p>Use simple tools to cut, shape and impress patterns and textures into a range of materials.</p> <p>Builds structures by manipulating malleable materials using hands and tools.</p> <p>Makes something that they can give meaning to</p> <p>Makes something with clear intentions.</p> <p>Can join items with pva glue, glue stick and Sellotape.</p> <p>Begins to use a variety of ways to join items – glue, masking tape, Sellotape, string ribbon.</p>		<p>Understand when we make sculpture by adding materials it is called Construction.</p> <p>Stick Transformation Project</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief.</p> <p>Stick Transformation Project</p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure.</p> <p>Stick Transformation Project</p>	<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music.</p> <p>Telling Stories</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).</p> <p>Telling Stories</p> <p>That clay and Modroc are soft materials which finally dry/set hard.</p> <p>Telling Stories</p> <p>An armature is an interior framework which support a sculpture.</p> <p>Telling Stories</p> <p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure.</p> <p>Telling Stories</p>			<p>Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork.</p> <p>Brave Colour</p> <p>Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear.</p> <p>Exploring Identity</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life.</p> <p>Brave Colour</p> <p>Exploring Identity</p> <p>Use the device of scaled model to imagine what your installation might be,</p>

Progression in Art & Design

		<p>Chooses and uses the most appropriate joining method</p>			<p>Make an armature to support the sculpture. Telling Stories</p>			<p>working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.” Brave Colour</p> <p>Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. Brave Colour</p>
<p>Purpose, Visual Literacy, Articulation</p>			<p>Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>All Pathways for Year 1</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>Present your own artwork (journey and any final outcome),</p>	<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all</p>	<p>To understand that visual artists look to other artforms for inspiration.</p> <p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture</p>	<p>Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different</p>	<p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 5</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it</p>	<p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 6</p> <p>Reflect upon the artists’ work, and</p>

Progression in Art & Design

			<p>reflect and share verbally ("I enjoyed... This went well").</p> <p>Some children may feel able to share their response about classmates work.</p> <p>All Pathways for Year 1</p>	<p>responses are valid. All Pathways for Year 2</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2</p>	<p>pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 3</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of</p>	<p>responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 4</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may</p>	<p>reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5</p>	<p>share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 6</p>
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Progression in Art & Design

					<p>the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 3</p>	<p>make films thinking about viewpoint, lighting & perspective. All Pathways for Year 4</p>		
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