



Progression of Knowledge, Skills and Understanding – Art & Design

Notes for teachers.	<u>Artistic language and terms</u> Find out if children have a prior awareness /knowledge of new vocabulary. Explicitly teach and, where possible, teach through first hand experiences. Check understanding of technical language throughout art teaching and address possible misconceptions as they arise. Art terms are highlighted for your reference.	<u>Tools and Equipment *</u> Can children tell teacher how to keep safe using tools/equipment before use? Reinforce knowledge, address any misunderstandings/gaps in safety awareness and directly teach how to be safe with new tools/equipment. Children should be shown how equipment is (used previously or new) used and used safely while taking into account children's initial understanding first.	<u>Introducing and Revisiting Techniques</u> Follow guidance on artistic language and terms, and tools and equipment. Model ALL new and previously taught techniques. Give examples from other artists. Allow children time to explore new techniques for themselves. Give time for reflection, evaluation and further exploration so children can deepen their skills and understanding.
----------------------------	--	--	---

Progression of Knowledge, Skills and Understanding	Year 1	Year 2	End Points KS1 (NC)
Exploring and Developing Ideas	<ul style="list-style-type: none"> Respond to other's ideas as starting points. Practise and share learning and skills with others. Receive and offer feedback. 	<ul style="list-style-type: none"> Explore ideas and collect information. Describe similarities and differences and make links to their own work. Receive feedback and use different materials and techniques to improve. 	<ul style="list-style-type: none"> Can use a range of materials creatively to design and make products. Can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
Drawing	<ul style="list-style-type: none"> Extend the variety of drawings tools* Explore different textures Observe and draw landscapes Observe patterns Observe anatomy (faces, limbs). Create different tones using light and dark. Begin to show different textures and patterns drawings Make observational drawings of interesting objects. Explore a range of techniques in drawings showing line and tone. (different lines and marks) 	<ul style="list-style-type: none"> Experiment with tools* and surfaces draw a way of recording experiences and feelings discuss use of shadows, use of light and dark Sketch to make quick records Explore drawing lines of different shapes and thickness, using 2 different grades of pencil.* Demonstrate a range of techniques in drawings showing line and tone. (different lines and marks including cross hatching, shading to show light and dark). Use charcoal, pencil and pastels in drawings*. 	<ul style="list-style-type: none"> Is able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Knows about the work of a range of artists, craft makers and designers. Is able to describe the differences and similarities between different practices and disciplines, and is able to make links to their own work.

	<p>including cross hatching, shading to show light and dark).</p> <ul style="list-style-type: none"> • Start to use charcoal, pastel and pencil in drawings*. • Begin to demonstrate ideas in a sketch book. 	<ul style="list-style-type: none"> • Show patterns and texture in my drawings. • Use a view finder* to focus on a specific part of an object before drawing it. • Keep notes in a sketch books about how I have changed my work. 	
<p><u>Colour</u></p> <p>Painting</p>	<ul style="list-style-type: none"> • Know the terms primary and secondary colour. • Mix all secondary colours. • Use a paint brush correctly* • Starting to choose a thick or thin brush to suit a given task. • Begin to make tints by adding white to primary colours • Begin to use techniques like dotting. 	<ul style="list-style-type: none"> • Begin to describe colours by objects (sky blue, grassy green). • Make as many tones of one colour as possible (using white) • Darken colours without using black • Use colour on a large scale • Be able to use techniques like dotting. • Start to make backgrounds. • Select brushes from a range (thick, thin, flat or round) to complete a given task. • Apply paint in a range of strokes, dots and lines. 	
<p>Printing</p>	<ul style="list-style-type: none"> • Create patterns • Develop impressions • Make printed marks with a variety of objects. • Make simple printing blocks mono printing for (e.g. 	<ul style="list-style-type: none"> • Print with a growing range of objects Identify the different forms printing takes. • Make simple printing blocks for mono and two-tone printing (e.g. potato printing)* 	

	<p>adapt foam blocks/make marks on a polystyrene tile)*</p> <ul style="list-style-type: none"> • Be able to make a simple wax or pencil rubbing 	<ul style="list-style-type: none"> • Be able to make repeating patterns on a variety of surfaces. 	
Collage	<ul style="list-style-type: none"> • sort according to specific qualities how textiles create things • Explore the properties of various papers, fabrics, thread (e.g. cutting, folding, creasing). • Use scissors accurately to cut out shapes for attaching.* 	<ul style="list-style-type: none"> • overlapping and overlaying to create effects • combine collage and textile materials in different ways. • Attach fabrics or paper in a variety of ways.* • Combine materials into a mixed media image. 	
Textiles	<ul style="list-style-type: none"> • Create a simple weaving pattern with paper or yarn. • Begin to attach fabrics or shapes in a variety of ways e.g. running stitch* 	<ul style="list-style-type: none"> • Use running stitch with increased control and success.* • Simple appliqué work • Start to explore other simple stitches 	
Sculpture	<ul style="list-style-type: none"> • Construct • Use materials to make representations of known objects. • Carve, pinch and roll coils and slabs using a modelling media. • Make simple joints 	<ul style="list-style-type: none"> • Awareness of natural and man-made forms • Expression of personal experiences and ideas to shape and form from direct observation (malleable and rigid materials) • decorative techniques 	

	<ul style="list-style-type: none"> • Make models from boxes and can cut, bend, fold and stick. • Modify the texture of playdough using a range of objects. • Use clay to pinch a pot. • Make an assemblage from found or natural materials on a large/small scale (e.g. clay) 	<ul style="list-style-type: none"> • Replicate patterns and textures in a 3-D form work and that of other sculptor • collect ideas and image and make drawings to inform future work. • Combine and manipulate materials to explore structure and form. • Work collaboratively as part of a project that is either inside or outdoors. • Make experimental assemblages or sculptures on a large or small scale. 	
Artist's Work	<ul style="list-style-type: none"> • Begin to talk about the work of artists; craft makers and designers. • Talk about my own artwork and I am beginning to make references to artists techniques. 	<ul style="list-style-type: none"> • Talk about the work of artists; craft makers and designers and be aware of the differences between different techniques and artwork. • Talk about my own artwork in relation to the work of others. 	