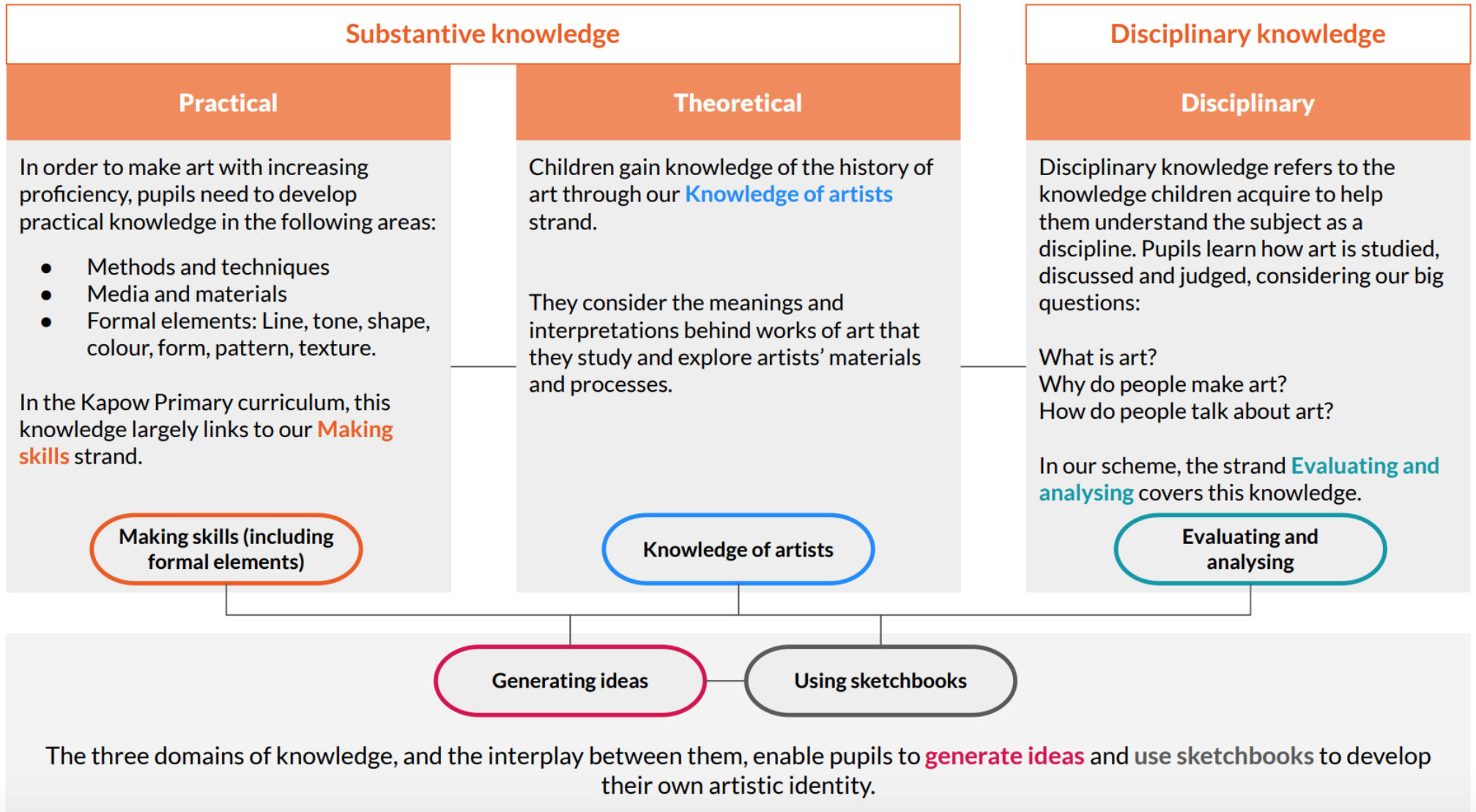


Types of knowledge in Art and design



Progression of skills and knowledge

to be delivered over a two- year rolling programme

Making skills (including formal elements)

Pupils know:			
	EYFS	YEAR 1 of 2	YEAR 2 of 2
Drawing METHODS, TECHNIQUES, MEDIA AND MATERIALS (pencil, charcoal, inks, chalk, pastels, ICT software)	How to: -Experiment with mark-making -Encourage mark-making as worthwhile and enjoyable -Begin to use a variety of drawing tools -Investigate marks and patterns when drawing -Identify similarities and difference between drawing tools, -Investigate how to make large and small movements with control when drawing -Practise looking carefully when drawing -Combine materials when drawing <u>Continuous Provision</u> ; easel, Writing corner	-That a continuous line drawing is a drawing with one unbroken line. -Properties of drawing materials e.g. which ones smudge, which ones can be erased, which ones blend. How to: -Hold and use drawing tools in different ways to create different lines and marks. -Create marks by responding to different stimulus such as music -Overlap shapes to create new ones -Use mark making to replicate texture. -Look carefully to make an observational drawing. -Complete a continuous line drawing.	
So they can:	Use a range of drawing materials, art application techniques, mixed media scraps and modelling materials to create child-led art with no set outcome.	Develop some control when using a wide range of tools to draw, paint, and create crafts and sculptures Make choices about which materials to use to create an effect.	

	Begin to develop observational skills (for example, by using mirrors to include the main features of faces)	Develop observational skills to look closely and reflect surface texture.	
Painting and mixed media METHODS, TECHNIQUES, MEDIA AND MATERIALS	<p>How to:</p> <ul style="list-style-type: none"> -Explore paint, using hands as a tool. -Describe colours and textures as they paint. -Explore what happens when paint colours mix. -Make natural painting tools. -Investigate natural materials e.g. paint, water for painting. -Explore paint textures, for example mixing in other materials or adding water. -Respond to a range of stimuli when painting. -Use paint to express ideas and feelings. -Explore colours, patterns and compositions when combining materials in collage. 	<ul style="list-style-type: none"> -Combine primary-coloured materials to make secondary colours. -Mix secondary colours in paint. -Choose suitable sized paint brushes. Clean a paintbrush to change colours. Print with objects, applying a suitable layer of paint to the printing surface. -Overlap paint to mix new colours. -Use blowing to create a paint effect. -Make a paint colour darker or lighter (creating shades) in different ways eg adding water, adding a lighter colour. 	<ul style="list-style-type: none"> - Mix a variety of shades of a secondary colour. -Make choices about amounts of paint use when mixing a particular colour. -Match colours seen around them. -Create texture using different painting tools. -Make textured paper to use in a collage. -Choose and shape collage materials e.g. cutting, tearing. -Compose a collage, arranging and overlapping pieces for contrast and effect. -Add painted detail to a collage to enhance/improve it.
So they can:	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to create an effect.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands to tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal</p>

			elements of art (colour, patterns, texture, line, shape, form, and space) in their work.
Sculpture and 3D METHODS, TECHNIQUES, MEDIA AND MATERIALS	<p>How to:</p> <ul style="list-style-type: none"> -Explore the properties of clay. -Use modelling tools to cut and shape soft materials e.g. playdough, clay. -Select and arrange natural materials to make 3D artworks. -Talk about colour, shape and texture and explain their choices. -Plan ideas for what they would like to make. -Problem solve and try out solutions when using modelling materials. -Develop 3D models by adding colour. 	<p>How to:</p> <ul style="list-style-type: none"> -Roll and fold paper. -Cut shapes from paper and card. -Cut and glue paper to make 3D structures. -Decide the best way to glue something. -Create a variety of shapes in paper, eg spiral, zigzag. -Make larger structures using newspaper rolls. 	<ul style="list-style-type: none"> -Smooth and flatten clay. -Roll clay into a cylinder or ball. -Make different surface marks in clay. -Make a clay pinch pot. -Mix clay slips using clay or water. -Join two clay pieces using slip. -Make a relief clay sculpture. -Use hands in different ways as a tool to manipulate clay. -Use clay tools to score clay.
So they can:	<p>Use a range of drawing materials, art application techniques, mixed media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which material and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect- some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>
Craft and Design METHODS, TECHNIQUES,			<p>How to:</p> <ul style="list-style-type: none"> -Draw a map to illustrate a journey. -Separate wool fibres ready to make felt.

<p>MEDIA AND MATERIALS</p>			<ul style="list-style-type: none"> -Lay wool fibres in opposite directions to make felt. -Roll and squeeze the felt to make the fibres stick together. -Add details to felt by twisting small amounts of wool. -Choose which parts of their drawn map to represent in their 'stained glass.' -Overlap cellophane/tissues to create new colours. -Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. -Apply paint or ink using a printing roller. -Smooth a printing tile evenly to transfer an image. -Try out a variety of ideas for adapting prints into 2D or 3D artworks.
<p>So they can:</p>			<ul style="list-style-type: none"> -Further demonstrate increased control with a greater range of media. -Make choices about which materials and techniques to use to create an effect. -Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. -Confidently use a range of materials and tools, selecting and using these appropriately with more independence. -Use hands and tools confidently to cut, shape and join materials for a purpose.
<p>Making skills (including formal elements)</p>			

Colour	<p>The names of a wide range of colours.</p> <p>Colours can be mixed to make new colours.</p>	<p>That the primary colours are red, yellow and blue.</p> <p>Primary colours can be mixed to make secondary colours.</p>	<p>Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'tone')</p> <p>Colours can be mixed to 'match' real life objects or to create things from your imagination.</p>
Form	<p>Modelling materials can be shaped using hands or tools.</p>	<p>Paper can change from 2D to 3D by folding, rolling and scrunching it.</p> <p>That three-dimensional art is called sculpture.</p>	<p>That 'composition' means how things are arranged on the page.</p> <p>Pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>A clay surface can be decorated by pressing into it or by joining pieces on.</p>
Shape	<p>The names of simple shapes in art.</p>	<p>A range of 2D shapes and confidently draw these.</p> <p>Paper can be shaped by cutting and folding it.</p>	<p>Collage materials can be shaped to represent shapes in an image.</p> <p>Shapes can be organic (natural) and irregular.</p> <p>Patterns can be made using shapes.</p>
Line	<p>Lines can be curved or straight and described in simple terms such as: 'wiggly,' 'straight,' or 'round.'</p>	<p>Drawing tools can be used in a variety of ways to create different lines.</p> <p>Lines can represent movement in drawings.</p>	<p>N/A (in the combined progression of skills)</p>
Pattern	<p>When they have made a pattern with objects/ colours/ drawn marks and be able to describe it.</p>	<p>That a pattern is a design in which shapes, colours or lines are repeated.</p>	<p>Patterns can be used to add detail to an artwork.</p>
Texture	<p>Simple terms to describe what something feels like (e.g. bumpy)</p>	<p>That texture means 'what something feels like.'</p>	<p>Collage materials can be chosen to represent real-life textures.</p>

		<p>Different marks can be used to represent the textures of objects.</p> <p>Different drawing tools make different marks.</p>	<p>Collage materials can be overlapped and overlaid to add texture.</p> <p>Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Painting tools can create varied textures in paint.</p>
Tone	There are different shades of the same colour and identify colours as 'light' or 'dark.'	<p>That there are many different shades (or hues) of the same colour.</p> <p>Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p>	Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'colour')

Knowledge of artists

Meanings	<i>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</i>	Some artists are influenced by things happening around them.	Some artists create art to make people aware of good and bad things happening in the world around them.
Interpretations	<i>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</i>	<p>Sometimes artists concentrate on how they are making something rather than what they make.</p> <p>Artists living in different places at different times can be inspired by similar ideas or stories.</p>	Art can be figurative or abstract.
Materials and processes	<p>Artists use modelling materials like clay to recreate things from real life.</p> <p>Artists choose colours to draw or paint with.</p>	Artists choose materials that suit what they want to make.	<p>Artists try out different combinations of collage materials to create the effect they want.</p> <p>Artists can use the same material (felt) to make 2D or 3D artworks.</p>

	<p>Artists draw many different things and use different tools to draw with.</p> <p>Sometimes artists are inspired by the seasons.</p> <p>Some art doesn't last long- it is temporary.</p> <p>Sometimes artists cut and stick photos to make new images.</p>		<p>Artists and designers can create work to match a set of requirements; a 'brief' or 'commission.'</p>
So they can:	<p>Enjoy looking at and talking about art.</p> <p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p>	<p>Understand how artists choose materials based on their properties in order to achieve certain effects.</p>	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>

Themes in Art

Knowledge of artists

Nature	<p>Painting and mixed media: Paint my world</p> <p>Seasonal crafts: Autumn wreaths, suncatchers</p>		<p>Painting and mixed media: Life in colour</p>
Celebration	<p>Seasonal crafts: salt dough decorations, egg threading</p>		
Sustainability			

Identity	Drawing: Marvellous marks	Sculpture and 3D: Paper play	Painting and mixed media: Life in Colour
Stories			
Right and Wrong			
Symbols			Craft and Design: Map it out

Evaluating and analysing

What is art?	<p>Pupils know:</p> <p>Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</p>	<p>Art is made in different ways. Art is made by all kinds of different people. An artist is someone who creates.</p>	
Why do people make art?			<p>People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways. People make art for fun. People make art to decorate a space. People make art to help others understand something.</p>
How do people talk about art?	<p>So that they can: Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions b explaining why.</p>	<p>So that they can: Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within it and showing an understanding of why they may have made it.</p>

			Begin to talk about how they could improve their own work.
			Talk about how art is made.

Overview: Progression of skills Art and Design					
	EYFS	EYFS framework Children at the expected level of development will:	Year 1 of 2	Year 2 of 2	National Curriculum Pupils should be taught:
Generating ideas	Talk about their ideas and explore different ways to record them using a range of media.	ELG: Speaking Participate in small group, class and 1:1 discussions, offering their own ideas, using recently introduced vocabulary	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	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.
Sketch books	Experiment in an exploratory way.	ELG: Expressive Arts and design: Creating with materials Safely use and explore a variety of materials,	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas.	

		tools and techniques, experimenting with colour, design, texture, form and function.		Use sketchbooks to help make decisions about what to try out next.	
Making skills (including Formal elements)	<p>Use a range of drawing materials, art application techniques, mixed media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Begin to develop observational skills (for example by using mirrors to include the main features of faces.)</p>	<p>ELG: Expressive Arts and design: Creating with materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG: Physical development: Fine motor skills:</p> <p>-Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>Develop observational skills to look closely</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>

		-Begin to show accuracy and care when drawing. -	and reflect surface texture.	and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	
Knowledge of artists	<p>Enjoy looking at and talking about art.</p> <p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p>	<p>ELG: Speaking</p> <p>Participate in small group, class, and 1:1 discussions, offering their own ideas, using recently introduced vocabulary.</p>	Understand how artists choose materials based on their properties in order to achieve certain effects.	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</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>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>	
<p>Evaluating and analysing</p>	<p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p>	<p>ELG: Expressive Arts and design: Creating with materials.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>	