

Progression of Skills and Knowledge in Art and Design

	KS1		Lower KS2		Upper KS2	
Drawing	<ul style="list-style-type: none"> Produce marks using different tools and media Understand that different marks can be used can be made using a range of tools Use different materials to make tools and use own tools for mark making Understand that different surfaces may be used to produce an image Analyse and describe an image to others Trace lines in the air Collect shapes through close observation Respond to a story as a starting point Understand element of texture and use different tools and media to show this in their work 	<ul style="list-style-type: none"> Understand that different marks may be used to create different effects Use different marks in response to descriptive language Understand that different marks can represent different moods and movement Apply different marks and in response to music and use appropriate vocabulary Understand how to represent texture by using a variety of marks Work co-operatively with a partner and accept each other's ideas Identify what they might change in their work Apply previously acquired skills to draw objects in different arrangements 	<ul style="list-style-type: none"> Sort, select and compare graphic marks Develop understanding of the visual element of tone (light and dark) Compare ideas and approaches Increase the scale of an image by working in close-up Develop an image using the imagination Discuss work, deciding what to adapt and develop further Explore pattern, using elements of line, colour and shape Experiment with different colour combinations Use ICT as an expressive tool Transpose imagery from one medium to another, enlarging and layering 	<ul style="list-style-type: none"> Listen to a story and devise suitable graphic marks in response to what has been heard Use viewfinders to select and analyse visual elements Select and compose images, developing analytical observational skills Explore graphic media and use their own work as reference to develop an image Respond to John Brunsdon's use of line to describe landscapes Develop work in response to specific linear demands and select colour combinations Develop analytical skills and fine pencil control Produce thick and thin lines and a variety of tonal qualities 	<ul style="list-style-type: none"> Produce observational drawings Select and use a range media Develop layering techniques using acetates and OHP markers Use imagination and experience to construct and draw the unknown Select and enlarge drawings Experiment with the use of rubbers to draw in the negative Work vigorously in line, mark and tone in response to the work of Frank Auerbach 	<ul style="list-style-type: none"> Focus on a single element within a design Discuss and review work and make modifications Make detailed drawings using a magnifying glass Enlarge designs developed in the sketch book Select and use a wide range of media Review and modify work Work as a group Use an overhead projector to produce a figurative image Understand the importance of tone in figurative imagery Use ICT to produce a portrait image Work within a group to develop work using a chosen method Understand and investigate the variety of methods and different media used by artists for portrait work

	KS1		Lower KS2		Upper KS2	
Painting	<ul style="list-style-type: none"> Mix paint to required consistency, using both Ready Mix and powder paint Apply paint by using selected brush strokes Respond to a story stimulus Understand technique of mixing colours through adding small amounts of dark to light Identify ways in which the artist Jasper Johns has used colour and number to create a series of images Explore number as line and apply paint within shape boundaries Develop an understanding of overworking an image 	<ul style="list-style-type: none"> Develop feeling responses to music through line, shape and colour Collect and select lines and patterns for their work Develop brush control and pattern making Create patterns through selected use of colour and shape Understand Anthony Frost's use of shapes and surfaces Create surfaces for painting Produce colour tints using white paint Explore the dynamics of unmixed paint Use skills and media already experienced to produce a multi-media image Use imagination to produce a painted image 	<ul style="list-style-type: none"> Collect visual and other information for the development of ideas Explore ways of making and creating a range of light and dark colours from the primary and secondary range Identify and use specific painting techniques in response to the work of Vincent Van Gogh Experiment with the application of paint to represent specific ideas Compare and contrast images from a range of artists Investigate and mix primary colour to create secondary colours Develop an understanding of abstract art Develop an understanding of tonking and sgraffitto techniques to develop work Adapt work and develop skills of control of tools and techniques 	<ul style="list-style-type: none"> Select and assemble different materials to make a multi-shaped and textured surface Extend understanding of what can be used as a painting surface Use fine brushes to produce careful marks onto painted shapes Use contrasting tones of colour Understand how colour may be applied to images in different ways Select, mix and apply colours in the style of Georgia O'Keefe Develop and modify work as it progresses Understand the wash technique of wet on wet Work in the environment to produce direct observational paintings in the style of Turner 	<ul style="list-style-type: none"> Make a multi-layered piece with a variety of media Respond to the work of a contemporary artist Use different techniques and materials to produce acetate overlay Reflect the style of Chris Ofili Record and collect visual information to inform ideas Understand the use of contrasting and adjacent colours Explore the Fauvist use of colour Know about the use of vibrant and unrealistic application of 'Fauvist' colours Produce extended images by mixing and matching colours and patterns in response to a piece of patterned fabric Mix and match colours and patterns Use a range of tools and techniques to develop, modify and enhance work 	<ul style="list-style-type: none"> Understand Patrick Heron's use of natural forms as a starting point for his images Use brushwork to produce an interesting surface to shape within their paintings Understand the visual elements of colour, shape and space and how these can be combined to produce abstract images in the style of Patrick Heron Concentrate on the outlines of everyday objects to produce simple linear drawings Use a data projector to enlarge an image Understand the linear qualities of the work of Patrick Caulfield Develop direct observational skills from a variety of viewpoints Develop knowledge and understanding of the Cubist movement Select appropriate materials to transpose their drawings into multi-media Cubist images Adapt and improve their work to realise their intentions

	KS1	Lower KS2	Upper KS2
--	-----	-----------	-----------

<p>Printmaking</p>	<ul style="list-style-type: none"> Use primary colours light to dark to produce direct prints and overprinting with primary colours Mark and use stencils to produce negative prints Use the techniques of dabbing and stroking to produce negative prints in primary colours Use and combine techniques learned in previous sessions Discuss own work and that of others Make a clay slab relief block and use this to print onto a range of prepared surfaces Understand how a block can be created using a variety of textured surfaces Take rubbings and printing with collograph blocks 	<ul style="list-style-type: none"> Use the technique of tearing positive and negative stencils to make prints Demonstrate an understanding of working light to dark Understanding that printmaking involves production of multiple images Produce three colour overprinted images using clay relief blocks Make unique state prints Produce clay slab prints with the inclusion of overlaid tissue Use overlays to produce translucent colour effects in their printmaking Learn techniques associated with making direct prints from natural objects Select suitable objects to suit purpose Discuss and evaluate designs and respond using prior knowledge of materials and processes 	<ul style="list-style-type: none"> Ink up a slab correctly and use a roller in different ways to make a variety of marks Understand how different materials placed under the printing surface can show texture Understand the monoprinting process Develop skills in monoprinting using different colours and working from light to dark Develop design skills Develop work to include previously learned techniques 	<ul style="list-style-type: none"> Investigate designs developed in another culture and use this as a basis for their own work Reflect on work and record ideas and modifications Develop the technique of monoprinting by scratching a drawing into an inked slab and taking a print Transpose monoprint designs into Press Print and understand that this will facilitate repeat printing Use own work as a starting point for further images Learn how to make a collograph block using African prints as a starting point for their designs Explore the technique of surface printing with a collograph block onto paper Understand the idea of repeat printing and the use of relief blocks to rotate and flip images Learn a second method of monoprinting by drawing on paper placed over an inked slab Discuss and compare using different techniques 	<ul style="list-style-type: none"> Produce first colour prints from Press Print reduction block Learn the process of reduction printing using Press Print and primary colours Produce second colour prints from Press Print reduction block Adapt and modify work according to their views Record and reflect on the process of reduction printing Combine processes already learned to produce an overlaid printed image Apply knowledge of printmaking processes in using the work of printmakers as a starting point for development 	<ul style="list-style-type: none"> Select and record analytical responses using a viewfinder. Explore ideas to form a starting point for further work Transfer work and ideas into another medium and combine learned processes to produce unique state prints Compare ideas and approaches to work as it progresses Make modifications in light of developing ideas Refer back to the starting points during the progression of work Adapt and modify work, recording and reflecting Understand the batik process Respond to the work of the artist Chinwe Chukwuogo-Roy
---------------------------	--	---	--	---	--	--

	KS1		Lower KS2		Upper KS2	
<p>Collage</p>	<ul style="list-style-type: none"> Experiment with and use found materials to create a range of linear visual effects Work in the style of Andy Goldsworthy and develop an understanding of his linear work Respond to the work of Richard Long Develop overlapping and sticking skills Work collaboratively or individually on different scales Understand the concept of hot and cold colours Select and sort according to texture Develop use of imagination Sort, identify and select contrasting materials Enlarge letterforms, selecting, cutting and sticking Discuss own work and that of others Develop images in response to the comments 	<ul style="list-style-type: none"> Mix primary colours to make secondary colours and begin to recognise and use complementary colours Develop knowledge and understanding of the work of Matisse Work collaboratively on a large scale image Cut and tear Arrange primary and complementary colours in adjacent fashions Create spiral forms Collect, sort, select and stick materials Understand and explore line as contour Develop knowledge of the work of Bridget Riley and 'Op art' Develop ideas using scissors as a 'drawing tool' Cut wide and linear strips Develop an understanding of the use of 'non-art' materials Adapt work as it progresses 	<ul style="list-style-type: none"> Mix primary colours to make complementary colours Transpose ideas from painting to collage in response to the work of Paul Klee, understanding his use of primary and complementary colours Develop cutting and sticking skills Develop an understanding of the work by Victor Vasarely Arrange and assemble horizontal and vertical, thick and thin paper strips Adapt and modify ideas Develop an understanding of positive and negative imagery Collaborate with others on a large-scale project Compare ideas and approaches to the work of Henri Matisse 	<ul style="list-style-type: none"> Describe the body positions of figures in motion using torn paper Understand and explore the translucent nature of tissue papers Develop ideas and apply knowledge of processes Use photographic images as a starting point for artwork Develop and apply knowledge of the portrait work of Francis Bacon Use own images as a starting point for further work Transpose imagery using different media and techniques Understand that artists use different starting points for their work Use objects from everyday life as a starting point for their own work Overwork identical designs to produce unique state imagery Work collaboratively to form a class image 	<ul style="list-style-type: none"> Develop an understanding through exploratory and experimental approaches to collage techniques and processes Layer and overwork Use the viewfinder to select and record from direct observation Select and develop ideas for own work Overwork images Select materials by colour and texture according to their intentions Adapt and modify own work and comment on the work of others Work in response to the images of Dale Devereux-Barker Develop understanding of symbols to represent meaning Adapt work as it progresses 	<ul style="list-style-type: none"> Develop the use of simple geometric shapes and patterning in response to the work of Gustav Klimt Use a sketchbook to select, record and develop aspects of Klimt's images Apply experience of materials and processes and develop control of tools and techniques Select and match materials and processes to suit their intentions Develop questioning and thinking skills through the practical development of their work Describe 3D form on a 2D surface Apply knowledge of the Cubists Apply experience of materials and processes Work in the style of Pablo Picasso Enhance work as it progresses and make modifications according to their views
	KS1		Lower KS2		Upper KS2	

Textiles	<ul style="list-style-type: none"> Develop simple over/under weaving, wrapping and knotting skills Experiment with different ways of attaching fabric to a frame Develop understanding of tools and materials to embellish strips of fabric using a variety of media Understand fabric resist using oil pastel and Brusho Review and identify developments for future work Apply knowledge of the resist process Use textured surfaces to produce effective rubbings Develop wrapping and knotting skills Work collaboratively in developing ideas for group pieces Develop understanding of fabric pegging techniques Understand the elements of line and texture 	<ul style="list-style-type: none"> Understand that folding and dipping the fabric in different ways produces different dyed effects Review and comment on their own and others' work Understand that rubbings taken from a range of different surface textures produce a variety of lines, shapes and marks Understand the nature of a relief surface in producing rubbings and relief prints Develop ideas from first hand observation and experience Apply knowledge of the relief printing process to produce individual printing blocks Understand the process of relief block printing Respond to an artist's chosen palette through making a textile wrap Identify what they would like to change and develop in future work 	<ul style="list-style-type: none"> Collect and select visual resources Select and record from direct observation Develop skills with dipping and dyeing techniques Compare and comment upon starting points for work Develop understanding of collographs, cutting and assembling a relief surface Develop block printing techniques onto pre dyed fabric Develop understanding of rotation and reflection Explore ways of making and creating their own patterns through ICT Develop understanding of symmetry and resizing images through ICT Apply understanding of the relief-printing process 	<ul style="list-style-type: none"> Develop an understanding of the monoprinting process using thick and thin marks and lines on fabric Develop control of tools and techniques Develop dip dye and resist techniques Identify and record linear markings in natural forms Adapt and modify their work according to their views Understand the advantages of combining media and processes Develop knowledge and understanding of the work of Michael Brennand-Wood Develop personal responses to works of art Make decisions about how to develop responses to work of Brennand-Wood Develop knotting, threading and binding Select materials and processes and organise and combine these in their work Compare responses to artists' work 	<ul style="list-style-type: none"> Develop understanding through direct experience and manipulation of materials and processes Develop individual responses to problem solving Develop an understanding of the nature of materials and match this to their intentions Develop an understanding of wax resist and control of tools Apply knowledge and demonstrate understanding through individual responses to the work of textile artist Jean Davywinter Adapt and modify work in light of knowledge and experience gained 	<ul style="list-style-type: none"> Select and record Develop linear designs Transpose linear designs into relief print blocks Adapt and modify work Develop and transfer linear designs onto dyed backgrounds using graphic mark makers Select and record Develop and transpose designs Apply batik skills Design and develop intricate weaving skills Respond to the artefacts from a different time and culture Develop and apply weaving skills using natural and made materials
-----------------	---	---	--	---	--	--

	KS1		Lower KS2		Upper KS2	
3D	<ul style="list-style-type: none"> Develop understanding of line, shape, colour and pattern Develop awareness of pattern, colour and shape in the natural environment Learn the techniques of pulling, pinching and smoothing clay to produce forms in response to a story stimulus Decorate clay forms with different coloured clays Listen and respond to a story Develop and understanding of a relief surface Understand that clay will harden and retain the pattern that has been produced Understand the process involved when making a plaster cast and how indentations into the clay produces raised areas in the plaster 	<ul style="list-style-type: none"> Develop understanding and use of symbols Recognise why the palette is restricted to 'earth' colours Select colours and produce designs Apply understanding and experience to produce a decorated 3D form Apply surface design onto a 3D object Review and modify designs as they progress Learn the process of rolling and inlaying clay of different colours into a slab Listen and respond to a story as a starting point for 3D work Form clay slabs and 'vegetable' in response to the story by rolling, pinching and pulling coloured clays Use techniques already learned and apply these to imaginative work in 3D 	<ul style="list-style-type: none"> Develop the use of brown, gummed tape to produce a form Record and collect visual and other information to inform their ideas Make decisions and develop ideas Respond to the work of a famous artist and make connections with their own work Transpose 2D designs onto a 3D form Review own work and that of others Record developing work in sketchbooks Understand the process of inlaid clay designs Form with clay slabs Develop simple linear designs based on natural forms Develop the process of inlaid clay designs Make a 3D relief paper form Develop linear patterns 	<ul style="list-style-type: none"> Cast 3D forms Understand the idea of design related to purpose Use research and sketchbook work to explore designs Modify designs according to purpose Use sketchbook work to inform designs Apply experience of materials and processes to develop work Adapt, modify and refine work in progress Understand the process and techniques involved in developing coiled clay forms Develop fabric forming techniques Work collaboratively to produce artwork Adapt and modify work through class and group discussion 	<ul style="list-style-type: none"> Develop observational skills to record figurative form Develop and apply understanding of the work of Alberto Giacometti in the production of individual figurative sculptural forms Develop understanding of Modroc (plaster bandage) as a sculptural material Develop ways of recording ideas and processes used in the development of their sculptures Review own work and that of others Develop an understanding of the translucent nature of tissue paper Use PVA glue and tissue to produce a paper form Apply previously learned techniques and processes Develop construction techniques using clay slabs 	<ul style="list-style-type: none"> Develop understanding of recording first hand observations directly into clay Understand Henry Moore's use of the maquette Develop forming skills Understand the concept of 'drawing' in 3D Compare and comment upon the ideas, methods and approaches of others Develop research and design skills Adapt and modify ideas Develop a small-scale series of work Develop a series of work that requires modifying and refining as it progresses Develop casting techniques and select moulds using brown, gummed tape Research and produce designs for individual work Select and assemble cast forms Select appropriate materials and embellishing surfaces