

# Skills Progression: Art and Design

At Stanburn Primary School we follow the Art and Design scheme of work from 'Kapow', for our weekly Art and Design or Design and Technology lessons. Below is an outline of the progression of skills for Art and Design across the school:



## EYFS - Reception

At Stanburn Primary School, art education in the Early Years Foundation Stage (EYFS) is integrated into the 'Expressive Arts and Design' area of learning, as outlined in the EYFS framework. This framework emphasizes the importance of enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas, and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

### ELG: Expressive Arts and design: Creating with materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

### ELG: Physical development: Fine motor skills:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

### ELG: Speaking:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

### **Making Skills (including formal elements)**

- Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.
- Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).

### **Generating ideas**

- Talk about their ideas and explore different ways to record them using a range of media.

### **Sketch Books**

- Experiment in an exploratory way.

### **Knowledge of Artists**

- Enjoy looking at and talking about art.

	<ul style="list-style-type: none"> <li>- Recognise that artists create varying types of art and use lots of different types of materials.</li> <li>- Recognise that artists can be inspired by many things.</li> </ul> <b>Evaluating and Analysing</b> <ul style="list-style-type: none"> <li>- Talk about their artwork, stating what they feel they did well.</li> <li>- Say if they like an artwork or not and begin to form opinions by explaining why.</li> </ul>					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge:</b> <i>(National Curriculum Coverage)</i>	<u>KS1</u> <ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>		<u>KS2</u> <ul style="list-style-type: none"> <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>- 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.</li> </ul>			
<b>Making Skills (including formal elements)</b> <ul style="list-style-type: none"> <li>✓ Drawing</li> <li>✓ Painting and Mixed Media</li> <li>✓ Sculpture and 3D</li> <li>✓ Craft and Design</li> </ul>	<ul style="list-style-type: none"> <li>- Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> <li>- Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place.</li> <li>- Develop observational skills to look closely and reflect</li> </ul>	<ul style="list-style-type: none"> <li>- Further demonstrate increased control with a greater range of media.</li> <li>- Make choices about which materials and techniques to use to create an effect.</li> <li>- Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> <li>- Develop</li> </ul>	<ul style="list-style-type: none"> <li>- Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>- Use hands and tools confidently to cut, shape and join materials for a purpose.</li> <li>- Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li> <li>- Use growing knowledge of different materials, combining media for effect.</li> <li>- Use more complex techniques to shape and join</li> </ul>	<ul style="list-style-type: none"> <li>- Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>- Combine a wider range of media, eg photography and digital art effects.</li> <li>- Create in a more sustained way, revisiting artwork over time and applying their understanding of</li> </ul>	<ul style="list-style-type: none"> <li>- Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</li> <li>- Combine materials and techniques appropriately to fit with ideas.</li> <li>- Work in a sustained way over several sessions to complete a piece, including working</li> </ul>

	surface texture.	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.	communicate form and proportion.	materials, such as carving and modelling wire. - Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	tone, texture, line, colour and form.	collaboratively on a larger scale and incorporating the formal elements of art.
<b>Making Skills (including formal elements)</b>  ✓ <i>Colour</i>	<i>Pupils will know:</i> - That the primary colours are red, yellow and blue. - Primary colours can be mixed to make secondary colours.	<i>Pupils will know:</i> - Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Tone'). - Colours can be mixed to 'match' real life objects or to create things from your imagination.	<i>Pupils will know:</i> - Using light and dark colours next to each other creates contrast.	<i>Pupils will know:</i> - Adding black to a colour creates a shade. - Adding white to a colour creates a tint.	<i>Pupils will know:</i> - Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	<i>Pupils will know:</i> - A monochromatic artwork uses tints and shades of just one colour. - Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
<b>Making Skills (including formal elements)</b>  ✓ <i>Form</i>	<i>Pupils will know:</i> - Paper can change from 2D to 3D by folding, rolling and scrunching it. - That three dimensional art is called sculpture	<i>Pupils will know:</i> - That 'composition' means how things are arranged on the page. - Pieces of clay can be joined using the 'scratch and slip' technique.	<i>Pupils will know:</i> - Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). - Organic forms can	<i>Pupils will know:</i> - Using lighter and darker tints and shades of a colour can create a 3D effect.	<i>Pupils will know:</i> - An art installation is often a room or environment in which the viewer 'experiences' the art all around them. - The size and scale	<i>Pupils will know:</i> - The surface textures created by different materials can help suggest form in two-dimensional art work.

		<ul style="list-style-type: none"> <li>- A clay surface can be decorated by pressing into it or by joining pieces on.</li> </ul>	be abstract.		of three-dimensional artwork changes the effect of the piece.	
<b>Making Skills (including formal elements)</b>  ✓ <i>Shape</i>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.</li> </ul>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- Collage materials can be shaped to represent shapes in an image.</li> <li>- Shapes can be organic (natural) and irregular.</li> <li>- Patterns can be made using shapes.</li> </ul>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- Negative shapes show the space around and between objects.</li> <li>- Artists can focus on shapes when making abstract art.</li> </ul>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- How to use basic shapes to form more complex shapes and patterns.</li> </ul>	<i>Pupils will know:</i> (no new learning in Year 5)	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- How an understanding of shape and space can support creating effective composition.</li> </ul>
<b>Making Skills (including formal elements)</b>  ✓ <i>Line</i>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- Drawing tools can be used in a variety of ways to create different lines.</li> <li>- Lines can represent movement in drawings.</li> </ul>	<i>Pupils will know:</i> (no new learning in Year 2)	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- Using different tools or using the same tool in different ways can create different types of lines.</li> </ul>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</li> </ul>	<i>Pupils will know:</i> (no new learning in Year 5)	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- How line is used beyond drawing and can be applied to other art forms.</li> </ul>
<b>Making Skills (including formal elements)</b>  ✓ <i>Pattern</i>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- That a pattern is a design in which shapes, colours or lines are repeated.</li> </ul>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- Patterns can be used to add detail to an artwork.</li> </ul>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Surface rubbings can be used to add or make patterns.</li> </ul>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- Patterns can be irregular, and change in ways you wouldn't expect.</li> <li>- The starting point for a repeating pattern is called a motif, and a motif</li> </ul>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add</li> </ul>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a</li> </ul>

				can be arranged in different ways to make varied patterns.	detail to sculptures.	composition.
<b>Making Skills (including formal elements)</b>  ✓ <i>Texture</i>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- That texture means 'what something feels like'.</li> <li>- Different marks can be used to represent the textures of objects.</li> <li>- Different drawing tools make different marks.</li> </ul>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- Collage materials can be chosen to represent real-life textures.</li> <li>- Collage materials can be overlapped and overlaid to add texture.</li> <li>- Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</li> <li>- Painting tools can create varied textures in paint.</li> </ul>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</li> </ul>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</li> </ul>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- How to create texture on different materials.</li> </ul>	<i>Pupils will know:</i> (no new learning in Year 6)
<b>Making Skills (including formal elements)</b>  ✓ <i>Tone</i>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- That there are many different shades (or 'hues') of the same colour.</li> <li>- Changing the amount of the primary colours mixed affects the shade of the secondary colour</li> </ul>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour').</li> </ul>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- That 'tone' in art means 'light and dark'.</li> <li>- Shading helps make drawn objects look realistic.</li> <li>- Some basic rules for shading when drawing, eg shade in one direction,</li> </ul>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- That using lighter and darker tints and shades of a colour can create a 3D effect.</li> <li>- Tone can be used to create contrast in an artwork.</li> </ul>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- Tone can help show the foreground and background in an artwork.</li> </ul>	<i>Pupils will know:</i> <ul style="list-style-type: none"> <li>- That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</li> </ul>

	produced.		blending tones smoothly and with no gaps. - Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.			
<b>Knowledge:</b> (National Curriculum Coverage)	<u>KS1</u> - 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.		<u>KS2</u> - To create sketch books to record their observations and use them to review and revisit ideas.			
<b>Generating ideas</b>	- Explore their own ideas using a range of media.	- Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	- Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	- Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	- Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	- Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
<b>Sketch Books</b>	- Use sketchbooks to explore ideas.	- Experiment in sketchbooks, using drawing to record ideas. - Use sketchbooks to help make decisions about	- Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations,	- Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	- Confidently use sketchbooks for purposes including recording observations and research, testing materials and	- Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

		what to try out next.	planning and taking next steps in a making process.		working towards an outcome more independently.	
<b>Knowledge:</b> (National Curriculum Coverage)	<u>KS1</u> - To be taught 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.		<u>KS2</u> - To be taught about great artists, architects and designers in history.			
<b>Knowledge of Artists</b>	<ul style="list-style-type: none"> <li>- Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</li> <li>- Understand how artists choose materials based on their properties in order to achieve certain effects.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about art they have seen using some appropriate subject vocabulary.</li> <li>- Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used.</li> <li>- Apply their own understanding of art materials learnt from artist work to begin</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</li> <li>- Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</li> <li>- Consider how to display art work, understanding how artists</li> </ul>	<ul style="list-style-type: none"> <li>- Use subject vocabulary confidently to describe and compare creative works.</li> <li>- Understand how artists use art to convey messages through the choices they make.</li> <li>- Work as a professional designer does, by collating ideas to generate a theme.</li> </ul>	<ul style="list-style-type: none"> <li>- Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</li> <li>- Discuss how artists create work with the intent to create an impact on the viewer.</li> <li>- Consider what choices can be made in their own work to impact their viewer.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</li> <li>- Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces .</li> <li>- Understand how</li> </ul>

		purposefully choosing materials for a specific effect.	consider their viewer and the impact on them.			art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.
<b>Knowledge:</b> (National Curriculum Coverage)	<u>KS1</u> - To be taught 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.		<u>KS2</u> - 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. - To be taught about great artists, architects and designers in history.			
<b>Evaluating and Analysing</b>	- Describe and compare features of their own and others' artwork. - Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	- 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. - Begin to talk about how they could improve their own work. - Talk about how art is made.	- Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. - Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to	- Use more complex vocabulary when discussing their own and others' art. - Discuss art considering how it can affect the lives of the viewers or users of the piece. - Evaluate their work more regularly and independently during the planning and making process.	- Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. - Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. - Use their knowledge of tools, materials and processes to try alternative	- Give reasoned evaluations of their own and others' work which takes account of context and intention. - Discuss how art is sometimes used to communicate social, political, or environmental views. - Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art



			<div>communicate.</div> <div>- Begin to carry out a problem-solving process and make changes to improve their work.</div>		<div>solutions and make improvements to their work.</div>	<div>in this way.</div> <div>- Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</div>
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