St George's C of E Primary School- Progression of Knowledge and Skills in Art and Design

Strand	Reception	Year 1	Year 2
Drawing	➢ Explore and experiment with a range of drawing tools (pencils, crayons, chalks, pens) ➢ Make marks to represent ideas, experiences and emotions ➢ Begin to observe and draw from first-hand experiences (people, objects, simple landscapes) ➢ Talk about what they have drawn and what it represents ➢ Develop increasing control and intention in mark making	➢ Extend the variety of drawings tools ➢ Explore different textures ➢ Observe and draw landscapes ➢ Observe patterns ➢ Observe anatomy (faces, limbs)	➢ 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 ➢ Use line and tone to create shape, pattern and texture
Colour	➢ Explore and experiment with **colour through play** ➢ Begin to **name and recognise colours** ➢ Mix colours informally and notice changes ➢ Use colour to **express feelings and ideas** ➢ Apply colour using a **range of tools** (brushes, sponges, fingers)	➢ Name all the colours including primary colours ➢ Collate colours into groups of similar shades ➢ Mixing of colours ➢ Find collections of colour ➢ Applying colour with a range of tools	➢ Begin to describe colours by objects ➢ Make as many tones of one colour as possible (using white) — Darken colours without using black — using colour on a large scale ➢ Select and match colours when painting from observation Explain how different colours make them feel
Texture	➢ Explore different **textures through hands-on materials** ➢ Use collage materials (paper, fabric, natural objects) ➢ Cut, tear, stick and layer materials ➢ Talk about how materials **feel and look** ➢ Begin to notice differences and similarities in materials	➢ Weaving ➢ Collage – cut and tear paper and glue it to a surface ➢ Sort according to specific qualities — how textiles create things	➢ Overlapping and overlaying to create effects ➢ Use large eyed needles – running stitches ➢ Simple appliqué work ➢ Start to explore other simple stitches ➢ Collage – cut and tear fabrics and paper attaching and using different joining techniques
Form	➢ Explore **malleable materials** (playdough, clay, salt dough) ➢ Roll, pinch, squeeze and join materials ➢ Build and construct using **junk modelling and construction kits** ➢ Create models that represent **real or imaginary objects** ➢ Talk about what they have made and why	➢ Construct ➢ Use materials to make known objects for a purpose – realistic or imagined form ➢ Carve ➢ Pinch and roll coils and slabs using a modelling media. ➢ Make simple joins	➢ 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 ➢ Replicate patterns and textures in a 3-D form ➢ Discuss own work and that of other sculptors ➢ Use clay to create thumb pots

Printing	➢ Explore printing using **everyday objects** (sponges, blocks, hands, natural materials) ➢ Make simple patterns and marks ➢ Press, roll and stamp to create effects ➢ Notice repeated shapes and marks ➢ Enjoy cause-and-effect of printing processes	➢ Create patterns and simple monoprints using a range of printing utensils ➢ Develop impressed images ➢ Relief printing	➢ Print with a growing range of objects ➢ Identify the different forms printing takes ➢ Create simple and multi coloured prints using a range of printing techniques
Pattern	➢ Notice and talk about **patterns in the environment** ➢ Create simple repeating patterns using colours and shapes ➢ Explore pattern through **play, art, movement and music** ➢ Copy and continue simple patterns ➢ Use language such as *same*, *different*, *repeat*	➢ Awareness and discussion of patterns ➢ Create a simple pattern using colours and shapes ➢ Repeating patterns ➢ Symmetry	➢ Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning ➢ Natural and manmade patterns, e.g. pebbles, shells, sticks, petals ➢ Discuss regular and irregular patterns

Strand	Year 3	Year 4	Year 5	Year 6
Drawing	➢ Experiment with the potential of various pencils ➢ Close observation ➢ Draw both the positive and negative shapes (Positive shapes – the shape of actual objects – negative shapes – the space in between.) ➢ Initial sketches as a preparation for painting ➢ Accurate drawings of people particularly faces	➢ Identify and draw the effect of light ➢ Scale and proportion ➢ Accurate drawings of whole people including proportion and placement ➢ Work on a variety of scales ➢ Computer generated drawings ➢ Draw from close observation to capture fine details	➢ Effect of light on objects and people from different directions ➢ Interpret the texture of a surface ➢ Produce increasingly accurate drawings of people ➢ Concept of perspective – use simple rules in drawings of figures and buildings	➢ Effect of light on objects and people from different directions ➢ Interpret the texture of a surface ➢ Produce increasingly accurate drawings of people ➢ Concept of perspective ➢ Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work
Colour	➢ Colour mixing ➢ Make colour wheels ➢ Introduce different types of brushes — techniques ➢ Apply colour using dotting, scratching, splashing	➢ Colour mixing and matching; tint, tone, shade. ➢ Use complementary and contrasting colours for effect ➢ Observe colours/ suitable equipment for the task Colour to reflect mood	➢ Hue, tint, tone, shades and mood ➢ Explore the use of texture in colour — colour for purposes ➢ Add black and white to paint to create subtle tints and tones, light and shade	➢ Hue, tint, tone, shades and mood Explore the use of texture in colour — colour for purposes — colour to express feelings, mood and atmosphere

Texture	➢ Use smaller eyed needles and finer threads ➢ Weaving ➢ Tie dying, batik ➢ Use a variety of materials to create a collage on a theme	➢ Use a wider variety of stitches ➢ Observation and design of textural art ➢ Experimenting with creating mood, feeling, movement ➢ Compare different fabrics ➢ Create a photo montage of digital images to achieve a particular purpose	➢ Use stories, music, poems as stimuli ➢ Select and use materials ➢ Embellish work ➢ Fabric making ➢ Artists using textiles ➢ Create a monochromatic collage incorporating text	➢ Develops experience in embellishing – drawing on prior knowledge of 3D form and collage techniques ➢ Applies knowledge of different techniques to express feelings ➢ Work collaboratively on a larger scale
Form	➢ Shape, form, model and construct (malleable and rigid materials) ➢ Plan and develop ➢ Understanding of different adhesives and methods of construction ➢ Aesthetics	➢ Plan and develop ➢ Experience surface patterns / textures ➢ Discuss own work and work of other sculptors ➢ Analyse and interpret natural and manmade forms of construction	➢ Plan and develop ideas ➢ Shape, form, model and join ➢ Observation or imagination ➢ Properties of media ➢ Discuss and evaluate own work and that of other sculptors	➢ Plan and develop ideas ➢ Shape, form, model and join ➢ Observation or imagination ➢ Properties of media ➢ Discuss and evaluate own work and that of other sculptors
Printing	➢ Relief and impressed printing ➢ Recording textures/patterns ➢ Monoprinting ➢ Colour mixing through overlapping colour prints ➢ Create repeated patters relying on natural materials	➢ Use sketchbook for recording textures/patterns ➢ Interpret environmental and manmade patterns ➢ Modify and adapt print ➢ Use a stencil to create a mono or repeated print	➢ Combining prints ➢ Design prints ➢ Make connections ➢ Create a detailed block for printing using string, card, foam or lino. ➢ Discuss and evaluate own work and that of others	➢ Builds up drawings and images of whole or parts of items using various techniques ➢ Screen printing ➢ Explore printing techniques used by various artists ➢ Use digital software to create abstract prints which involve experimentation with colour, size, shape and repetition
Pattern	➢ Pattern in the environment ➢ Design – using ICT ➢ Make patterns on a range of surfaces ➢ Symmetry Imprint a range of patterns into modelling materials	➢ Explore environmental and manmade patterns ➢ Tessellation Use bold colour and geometric shapes to create a graphic style print	➢ Create own abstract pattern to reflect personal experiences and expression ➢ Create pattern for purposes ➢ Use rubbing techniques -frottage art – rub over a range of surfaces – to create patterns and textures	➢ Create own abstract pattern to reflect personal experiences and expression ➢ Create pattern for purposes