

Burton Road Primary
Art & Design
Knowledge & Skills Progression Document

EYFS

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Foundation 1	Drawing & Sketching	Painting /Printing	Sculpture
	<ul style="list-style-type: none"> • To begin to use and explore using art tools such as pencils, crayons, pencils, paint and brushes • To create simple representations of people and objects • To draw with pencils and crayons 	<ul style="list-style-type: none"> • To name colours, at least primary colours • To begin to experiment mixing colours • To paint using ready mixed paint • To use thick paintbrushes with control 	<ul style="list-style-type: none"> • To use different construction materials (duplo, large blocks, train and track) • To explore different techniques for joining materials (glue sticks and Sellotape) • To manipulate play dough in different ways including rolling, cutting and squashing • To understand how to hold scissors correctly • To understand how to use scissors to make snips in the paper

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	<ul style="list-style-type: none">To talk about what they are drawing	<ul style="list-style-type: none">To form prints with simple objects such as leaf / hand / cotton reels	<ul style="list-style-type: none">To be proud to share their creations
Foundation 2	<p>Drawing</p> <ul style="list-style-type: none">To draw more detailed people and objectsTo understand what an observational drawing is and create their own	<p>Painting/Printing</p> <ul style="list-style-type: none">To paint using ready mixed paint progressing to blocks paints/watercoloursTo understand how to use powder paints to mix secondary coloursTo add white or black paint to alter tint or shade of colours	<p>Sculpture</p> <ul style="list-style-type: none">To plan what they are going to make (construction, junk modelling)To use different construction materials (lego, large blocks, mobile etc)To understand and explore different techniques for joining materials (glue sticks, PVA, Sellotape, masking tape and split pins)To create a simple collage

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	<ul style="list-style-type: none">• To share their creations, talk about the process and evaluate their work	<ul style="list-style-type: none">• To understand a thin paintbrush can be used to add detail to a painting• To understand how to use colours for a particular purpose	<ul style="list-style-type: none">• To understand how to use scissors to make snips in the paper, cut around large objects, to cut around more intricate objects• To use some cooking techniques; spreading, cutting, mixing, grating, e.g. making sandwiches, fruit kebabs/fruit salad, bread, pizza or buns/biscuits• To know how to work safely and hygienically• To manipulate play dough in different ways including rolling, cutting, squashing, pinching<ul style="list-style-type: none">• To share their creations, talk about the process and evaluate their work• To adapt their work where necessary
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The National Curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers and understand the historical and cultural development of their art form

KS1

Pupils should be taught:

- To use range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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

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<p>Year 1/2</p>	<p>Drawing & Sketching (Cycle 1)</p> <ul style="list-style-type: none">• To know how to draw basic shapes to create outlines.• To know how to draw freehand shapes accurately.• To know how to draw an outline that can be used to represent shapes.• To know how to control the size of shapes.• To know how to grip a sketching pencil so I can apply pressure accurately.	<p>Drawing & Painting (Cycle 2)</p> <ul style="list-style-type: none">• To know how to communicate something about themselves in their painting• To know whether to choose thick and thin brushes appropriately in their work• To be able to paint a picture of something they can see• To know the names of the primary and secondary colours and to begin to know what	<p>Sculpture (Cycle 1)</p> <ul style="list-style-type: none">• To know who Andy Goldsworthy is• To know the materials used in his sculptures• To know the patterns and shapes used in AG's sculptures• To know how AG uses colour, pattern and texture. so we can create a mood board for our own ideas.• To know that sculptures can represent people,	<p>Printing (Cycle 2)</p> <ul style="list-style-type: none">• To know how to create patterns and pictures by printing from objects using one or more colours• To know how to create relief prints (<i>cutting out parts of the print</i>)• To know how to use equipment and media correctly to produce a clean image• To experiment with order, symmetry and irregularity• To know how to extend repeating patterns
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	<ul style="list-style-type: none">• To know that different grips will create different pressures.• To know how to create light and dark pencil lines using different grips.• To know what 'shading' is and to know why shading is added to sketches.• To know that shading can add texture and make a shape look 3D.• To know how to use patterns and lines so I can add details to my sketch.• To know how to draw different types of lines: short, long, straight,	<p>primary colours to mix to make secondary colours</p> <ul style="list-style-type: none">• To know how to mix and match colours, and predict outcomes• To know how to make tints by adding white• To know how to make tones by adding black	<p>places, things or feelings</p> <ul style="list-style-type: none">• To know how a sculpture is made from natural materials so we can create our own design• To know how to make a sculpture from a design in the style of Andy Goldsworthy.	<ul style="list-style-type: none">• To experiment overlapping prints using two colours• To know how to use appropriate language to describe the printing tools and process• To know that printing takes place on different forms and be able to identify them e.g. books, pictures, wallpaper, fabrics• To know that natural and manmade objects to create relief prints• To be able to talk about their own
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	<p>wavy, dark, light, thin, wide.</p> <ul style="list-style-type: none">• To know that crosshatching can add detail and depth to a sketch.• To know what still life is so I can observe and draw fruit.• To know that you can observe fruit from different angles to get different sketches.• To know how to begin a sketch of fruit – with an outline.• To know how to add detail and texture through lines and shading.			<p>work and that of other artists</p> <ul style="list-style-type: none">• Y1/2- Key Artis/Stimulus: Orla Kiely
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KS2

Pupils should be taught to:

Pupils will be taught 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.

- Create sketchbooks to record their observations and them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting, printing and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- About great artists, architects and designers in history

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Year 3/4	<p>Drawing & Sketching (Cycle 1)</p> <ul style="list-style-type: none">• To know how to vary lines to give different effects for different flowers.• To know a range of line and pattern skills that will be used within flower drawing.• To know what still life is so I can observe and draw flowers.• To know that you can observe flowers from different angles to get different sketches.	<p>Drawing & Painting (Cycle 2)</p> <ul style="list-style-type: none">• To know about colour mixing and be able to predict with accuracy the colour that they mix• To know where each of the primary and secondary colours sits on the colour wheel• To know how to mix their own shades of brown• To know how to create a background using a wash• To know how to use a range of brushes to create different effects	<p>Sculpture (Cycle 1)</p> <ul style="list-style-type: none">• To know about the artist Barbara Hepworth• To know that Barbara Hepworth uses abstract shapes in her art to remind us of people.• To know how to use mouldable materials to recreate a famous piece of art.• To know how to design my own sculpture inspired by Barbara Hepworth's	<p>Printing Y3/4 (Cycle 2)</p> <ul style="list-style-type: none">• To know about the impressed printing process (<i>Carving out shapes</i>)• To begin to explore variety of textures through deliberate selection of materials• To know about colour mixing by overlapping prints deliberately using two or more colours• To know about complimentary and contrasting colours and experiment with these• To know how to create own impressed printing design
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	<ul style="list-style-type: none">• To know that you can arrange flowers in different ways to create different types of sketches.• To know how to begin a sketch of flowers – with an outline of the main shapes.• To know how to add detail and texture through lines and shading to draw stems and leaves.• To know how to add finer details including pollen or stamen.	<ul style="list-style-type: none">• To know how to create all the primary and secondary colours they need independently• To know how to create a specific mood/feeling in their paintings	<p>'Family of Man' using clay</p>	<ul style="list-style-type: none">• To ensure art workbooks are used to record textures/patterns• To know how to discuss their own work and that of other artists using detailed language and vocabulary linked to the medium of printmaking <p>Y3/4 Key Artis/Stimulus: Escher</p>
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| | <ul style="list-style-type: none">• To know how to observe flowers and sketch only what can be seen.• To know how to combine the skills I have learnt so I can produce a sketch of flowers.• To create sketch books to record their observations and use them to review and revisit ideas• To improve their mastery of art and design techniques including drawing | | | |
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Year 5/6	<p>Drawing & Sketching (Cycle 1)</p> <p>Key Knowledge:</p> <ul style="list-style-type: none">• To know how to vary lines to give different effects for different close ups e.g. eye, hand, ear.• To know a range of line and pattern skills that will be used within human figure drawing.• To know a range of different techniques to make a variety of marks whilst creating tonal shading• To know how to use basic shapes as an outline and different	<p>Drawing & Painting (Cycle 2)</p> <ul style="list-style-type: none">• To know how to create a range of specific moods/atmosphere in their paintings• To know how to express their emotions accurately through their painting and sketches• To know about complimentary and contrasting colours• To know how to use a wide range of techniques in their work previously learned	<p>Sculpture (Cycle 1)</p> <ul style="list-style-type: none">• To know what sculpture is• To understand where it can be displayed• To give a personal response to it (realistic or abstract)• To know the work of Antony Gormley and begin to identify themes in his art (subject, material, location).• To know themes in Antony	<p>Printing (Cycle 2)</p> <ul style="list-style-type: none">• To know about different cultures linked to printmaking- African Art• To know about relief and impression printmaking• To know about complimentary and contrasting colours and experiment using a wide selection of colours• To know how to create their own printing block(s) for a particular purpose• To build up drawings and
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	<p>lines and shading techniques.</p> <ul style="list-style-type: none">• To know what still life is so I can observe and draw the human figure.• To know that still life is drawing objects that you can see – in this case, parts of the human body.• To know that you can observe figures from different angles to get different sketches.• To know how to sketch parts of the human body such as hands, eyes and ears from observation.• To know that sketches will be different	<ul style="list-style-type: none">• To know why they have chosen specific painting techniques linked to their own style or that of another artist and be able to explain using artistic vocabulary	<p>Gormley's work including: subject, location, size, material, style, methods</p> <ul style="list-style-type: none">• To know the similarities and differences between AG's pieces.• To know how to create a clay figure in the style of 'Field'.• To know how to form and support a clay sculpture made from multiple pieces• To know how to form an armature to support a	<p>images of whole or parts of items to produce an end piece using previously taught techniques e.g. relief, impressed printing</p> <ul style="list-style-type: none">• To know why they have chosen a particular material, texture• To know how to evaluate their own work, their peers work and that of other artists using key vocabulary <p>Key Artist/Stimulus: African Art</p>
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	<p>depending on observation.</p> <ul style="list-style-type: none">• To know how to combine the skills I have learnt so I can produce a sketch of a close up of a part of the human body.• To know how to begin a sketch of human body parts – with an outline of the main shapes.• To know how to add detail and texture through lines and shading to draw skin, wrinkles, eyelashes etc.• To know how to add finer details including		<p>'body form' sculpture</p> <ul style="list-style-type: none">• To know how to use an armature so I can create a realistic 'body form' sculpture	
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	<p>freckles, knuckles, jewellery.</p> <ul style="list-style-type: none">• To know how to observe humans and sketch only what can be seen.• To know how to combine the skills I have learnt so I can produce a sketch of a close up of a human hand/eye.• To create sketch books to record their observations and use them to review and revisit ideas• To improve their mastery of art and design techniques including drawing			
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