



| Early Learning Goals  | National Curriculum Expectations   |  |
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| <ul style="list-style-type: none"> <li>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>To share their creations, explaining the process they have used</li> </ul> | <p><b>In KS1 pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>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.</li> </ul> | <p><b>In KS2 pupils should be taught:</b></p> <ul style="list-style-type: none"> <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> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <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>about great artists, architects and designers in history.</li> </ul> <p>By the end of Year 6, the national curriculum for art and design aims to ensure that pupils:</p> <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> |

| Skills Progression   | EYFS  | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   | Year 6  |
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| <p><b>Drawing</b></p>  | <ul style="list-style-type: none"> <li>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</li> <li>Use and begin to control a range of media.</li> <li>Draw on different surfaces and coloured paper.</li> <li>Produce lines of different thickness and tone using a pencil.</li> <li>Start to produce different patterns and textures from</li> </ul> | <ul style="list-style-type: none"> <li>Use drawing to develop and share their ideas, experiences and imagination.</li> </ul> | <ul style="list-style-type: none"> <li>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>Develop use of colour, pattern, line, shape and space.</li> <li>Learn about the work of an artist / designer describing the similarities and differences</li> </ul> | <ul style="list-style-type: none"> <li>Have opportunities to draw simple observations (outside view &amp; still life view).</li> <li>Highlight Henry Moore's drawing ability as well as sculptures. Try the technique invented, wax crayons and water colour paint. Use a similar starting point, people.</li> </ul> | <ul style="list-style-type: none"> <li>Consider art from history and how this can be recreated in the modern day world.</li> <li>Make informed choices in drawing, on paper.</li> <li>Alter and refine drawings and describe changes using art vocabulary.</li> <li>Experiment with ways in which surface detail can be added to drawings and</li> </ul> | <ul style="list-style-type: none"> <li>Give detailed observations about notable artists', artisans' and designers' work.</li> <li>Offer facts about notable artists', artisans' and designers' lives.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David</li> </ul> | <ul style="list-style-type: none"> <li>Create sketch books to record observations and use them to review and revisit ideas</li> </ul> |



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|  | <p>observations, imagination and illustrations.</p> |  | <p>between different practices and disciplines.</p> |  | <p>consider other ways to recreate artwork, other than paper/pencil.</p> <ul style="list-style-type: none"> <li>● Produce creative work, exploring own and others' ideas and record own experiences</li> <li>● Record and review ideas in a sketchbook.</li> <li>● Provide an understanding of how to be successful, what are we looking for?</li> <li>● Discuss drawing and painting, including other mediums of art.</li> <li>● To improve mastery of art and design techniques, including drawing and painting.</li> <li>● Be able to discuss design and relevance.</li> <li>● Provide opportunities to work with different media developing children's ability to show, shade, tone, line and texture.</li> <li>● Use sketchbook to refer to research and to</li> </ul> | <p>Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean-Michel Basquiat, Mary Cassatt.</p> <ul style="list-style-type: none"> <li>● Using a pencil, sketch a still-life from different views whilst considering the size of things in the foreground and background.</li> <li>● Evaluate and analyse creative works using the language of art, craft and design.</li> <li>● Create sketch books to record their observations and use them to review and revisit ideas.</li> <li>● Improve their mastery of art and design techniques, including drawing.</li> <li>● Design their own portrait for a vase.</li> </ul> |  |
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|   |  |   |   |  | <p>revisit ideas – changing/ improving design.</p> <ul style="list-style-type: none"> <li>• Use variety of material to make marks and lines with a wide range of drawing implements. Use them to create different forms and shapes.</li> </ul>  | <ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas;</li> <li>• To improve their mastery of art and design techniques, including drawing, with a range of materials.</li> <li>• Experiment with showing line, tone and texture with different hardness of pencils.</li> <li>• Show an awareness of space when drawing.</li> </ul>  |  |
| <p><b>Painting</b></p>  | <ul style="list-style-type: none"> <li>• Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</li> <li>• Recognise and name the primary colours being used.</li> <li>• Mix and match colours to different artefacts and objects.</li> <li>• Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• Use painting to develop and share their ideas, experiences and imagination</li> </ul> | <ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products.</li> <li>• Use drawing and painting to develop and share ideas.</li> <li>• Develop use of colour, texture, line, shape, and space.</li> <li>• Learn about the work of an artist / craft maker, making links to their own work.</li> </ul> | <ul style="list-style-type: none"> <li>• Revisit primary and secondary colour knowledge &amp; vocabulary.</li> <li>• Refine drawing, then paint in the style.</li> </ul> | <ul style="list-style-type: none"> <li>• Make and match colours with increasing accuracy.</li> <li>• Use more specific colour language, e.g. tint, tone and shade.</li> <li>• Choose paints and implements appropriately.</li> <li>• Plan and create different effects and textures with paint according to what is needed for the task.</li> <li>• Show increasing independence and creativity with the painting process.</li> </ul> | <p>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];</p> <ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences.</li> <li>• Become proficient in painting techniques</li> <li>• Evaluate and analyse creative works using the language of art.</li> <li>• Know about great artists and understand the historical and cultural development of their art forms.</li> <li>• Control use of materials, with creativity,</li> </ul> |  |



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|   |   |   |  |  | <ul style="list-style-type: none"> <li>● Improve mastery of art and design techniques, including painting with a range of materials.</li> <li>● Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>● Create different textures and effects with paint</li> </ul> |   | <p>experimentation and an increasing awareness of different kinds of art.</p> <ul style="list-style-type: none"> <li>● Improve their mastery of art techniques</li> <li>● Broaden understanding of great artists in history.</li> </ul> |
| <p><b>Sculpture</b></p>  | <ul style="list-style-type: none"> <li>● Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration.</li> <li>● Cut shapes using scissors and other modelling tools.</li> <li>● Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</li> </ul> | <ul style="list-style-type: none"> <li>● Use sculpture to develop and share their ideas, experiences and imagination</li> </ul> |  | <ul style="list-style-type: none"> <li>● Research Henry Moore and look at most famous pieces.</li> <li>● Interpret the different shapes. Draw favourite sculpture, providing reasons for it. What do you think it looks like?</li> <li>● Consider where the artwork is placed. How does that effect how we view it? Could you have it in your garden?</li> <li>● Build to final piece, either clay or combination of found materials.</li> <li>● Skills based on Sokari Douglas sculptures – bending,</li> </ul> | <ul style="list-style-type: none"> <li>● Plan, design and make model.</li> <li>● Talk about work, understanding that it has been sculpted, modelled or constructed.</li> </ul>  | <ul style="list-style-type: none"> <li>● Study Anglo-Saxon artefacts: brooches and buckles and then design their own brooch.</li> <li>● Make their own out of air dry clay.</li> <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>● Use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay</li> </ul> |   |



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|  |   |   |  | crumpling, moulding tin foil.   |   | <p>modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <ul style="list-style-type: none"> <li>● Become proficient in sculpting techniques.</li> <li>● Improve mastery of art and design techniques, including sculpting with a range of materials.</li> <li>● Plan and design a sculpture.</li> <li>● Use tools and materials to carve, add shape, add texture and pattern.</li> <li>● Develop cutting and joining skills.</li> </ul> |  |
| <p><b>3D</b></p>  | <ul style="list-style-type: none"> <li>● Enjoy playing with and using a variety of textiles and fabric.</li> <li>● Decorate a piece of fabric. Show experience in simple stitch work. · Show experience in simple weaving: paper, twigs.</li> </ul> | <ul style="list-style-type: none"> <li>● Use a range of materials creatively to design and make products.</li> <li>● Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul> |  | <ul style="list-style-type: none"> <li>● Research prehistoric art/cave paintings and discuss thoughts, taking into account how old they are. Create drawings using pencil/ charcoal/ paint, recreating images.</li> <li>● Include clay to make jewellery – this would be simple shapes (in</li> </ul> | <ul style="list-style-type: none"> <li>● Research death masks/portraits.</li> <li>● Recreate images of them, showing year group appropriate maturity, e.g. altering and refining, showing an awareness of 3D. Include information- what are we looking at?</li> </ul> | <ul style="list-style-type: none"> <li>● Produce creative work, exploring their ideas.</li> <li>● Evaluate and analyse creative works using the language of art, craft and design.</li> <li>● Know about great artists and craft makers, and understand the cultural development of their art forms.</li> </ul>   |  |



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|  | <ul style="list-style-type: none"> <li>• Show experience in fabric collage: layering fabric.</li> <li>• Use appropriate language to describe colours, media, equipment and textures.</li> </ul> |  |  | <p>preparation for next unit).</p> <ul style="list-style-type: none"> <li>• Evaluate work, comparing to originals.</li> </ul> | <ul style="list-style-type: none"> <li>• Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> <li>• Make informed choices about the 3D technique chosen.</li> <li>• Show an understanding of shape, space and form. Plan, design, make and adapt models.</li> <li>• Begin to show an awareness of objects having a third dimension.</li> <li>• Research artist and look at famous works.</li> <li>• Research architecture (linked with History). Recreate images incorporating variety of designs. Show maturity of drawing techniques, including shade, tone, line and texture.</li> <li>• Depending on chosen media, practise on small</li> </ul> |  | <ul style="list-style-type: none"> <li>• 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> |
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|   |   |   |   |   | <p>scale to create models (joins).</p> <ul style="list-style-type: none"> <li>Plan, design and make model. Use sketchbook to refer to research and to revisit ideas – changing/improving design/colour awareness.</li> </ul> |  |   |
| <p><b>Collage</b></p>          | <ul style="list-style-type: none"> <li>Enjoy taking rubbings: leaf, brick, coin.</li> <li>Create simple pictures by printing from objects.</li> <li>Develop simple patterns by using objects.</li> <li>Enjoy using stencils to create a picture.</li> </ul> | <ul style="list-style-type: none"> <li>Use a range of materials creatively to design and make products</li> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>Learn 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.</li> </ul> | <ul style="list-style-type: none"> <li>Engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.</li> <li>Use a range of materials creatively to design and make products.</li> </ul> |   |  | <ul style="list-style-type: none"> <li>Study Ancient Greek vases and look out how artists depicted the Olympic events.</li> <li>Investigate and use a range of materials, techniques and processes to create surface patterns.</li> <li>Add collage to a painted or printed background.</li> <li>Create and arrange accurate patterns.</li> <li>Use a range of mixed media.</li> <li>Plan and design a collage.</li> </ul> |   |
| <p><b>Digital Media</b></p>  | <ul style="list-style-type: none"> <li>Use cameras to record images of their artwork</li> <li>Use digital programs to create pictures and paintings</li> </ul>  | <ul style="list-style-type: none"> <li>Know about the work of a range of artists, craft makers and designers, describing the differences and similarities</li> </ul>  |   | <ul style="list-style-type: none"> <li>Research artist and look at famous piece, 'The Great Wave'.</li> <li>Show PowerPoint, discuss his importance and relevance. Include</li> </ul> | <ul style="list-style-type: none"> <li>Make informed choices in drawing, with digital media.</li> <li>Use sketchbooks to collect and record visual</li> </ul>  |  | <ul style="list-style-type: none"> <li>Produce creative work, exploring ideas and recording their experiences</li> <li>Evaluate and analyse creative</li> </ul> |



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|  |  | <p>between different practices and disciplines, and making links to their own work.</p> |  | <p>the point, this iconic image can be viewed in many different places, in a wide variety of settings.</p> | <p>information from different sources.</p> |  | <p>works using the language of art, craft and design</p> <ul style="list-style-type: none"> <li>● Know about great artists and craft makers, and understand the cultural development of their art forms</li> <li>● 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> <li>● 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>● Know about great artists, architects and designers in history.</li> </ul> |
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