

Progression of Knowledge in Art & Design to Support Sequential and Progressive Planning and Scaffolding and Challenge in Lesson Planning

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. **National Curriculum Purpose of Study 2014**

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.

Development Matters	National Curriculum Programmes of Study Design & Technology pupils should be taught to:	
<p>3 & 4 Year Olds</p> <p>Physical Development</p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. <p>Expressive Arts & Design</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. <p>Reception</p> <p>Physical Development</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. <p>Expressive Arts & Design</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. <p>ELG</p> <p>Physical- Fine Motor Skills</p> <ul style="list-style-type: none"> • 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. <p>Expressive Arts & Design- Creating with Materials</p> <ul style="list-style-type: none"> • 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. 	<p>KS 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • 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 	<p>KS 2</p> <p>Pupils should 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.

Progression of Disciplinary Knowledge

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils know how to:							
Generating Ideas	Talk about their ideas.	Talk about their ideas and explore different ways to record them.	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.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Sketchbooks	Mark make freely.	Experiment with mark making in an exploratory way.	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	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 working towards an outcome more independently.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
Knowledge of artists	Look at the work of artists, say what they see.	Enjoy looking and talking about art.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	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.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.
Evaluating and analysing	Talk about their artwork say what they like.	Talk about their artwork, stating what they did well.	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art. 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. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.

Progression of Procedural & Disciplinary Knowledge including Formal Elements

Shaded areas indicate the year groups where a specific unit on this discipline isn't being taught so the knowledge will be applied through other disciplines.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils know how to:								
Drawing	<p>Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.</p> <p>Work on a range of materials of different textures (eg. playground, bark).</p> <p>Begin to draw what they see.</p>	<p>Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.</p> <p>Work on a range of materials of different textures (eg. playground, bark).</p> <p>Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.</p>	<p>Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</p>	<p>Further develop mark-making within a greater range of media, demonstrating increased control.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</p>	<p>Confidently use of a range of materials, selecting and using these appropriately with more independence.</p> <p>Draw with expression and begin to experiment with gestural and quick sketching.</p> <p>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Use growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.</p>	<p>To use a broader range of stimulus to draw from, such as architecture, culture and photography.</p> <p>Begin to develop drawn ideas as part of an exploratory journey.</p> <p>Apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</p> <p>Apply new drawing techniques to improve their mastery of materials and techniques.</p> <p>Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p>
Painting & Mixed Media		<p>Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)</p> <p>Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative.</p>	<p>Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces.</p> <p>Begin to explore colour mixing. Play with combinations of materials to create simple collage effects.</p> <p>Select materials based on their properties, eg shiny, soft.</p>	<p>Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint, using different tools to create texture.</p> <p>Create a range of secondary colours by using different amounts of each starting colour or adding water.</p>	<p>Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks.</p> <p>Mix colours with greater accuracy and begin to consider how colours can be used expressively.</p>	<p>Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.</p> <p>Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects.</p>	<p>Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials.</p> <p>Develop a painting from a drawing or other initial stimulus.</p>	<p>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.</p> <p>Work in a sustained way over several sessions to complete a piece.</p> <p>Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition.</p>

		Use mixed-media scraps to create child-led artwork with no specific outcome.		Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects.	Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.	Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.	Explore how collage can extend original ideas. Combine a wider range of media, eg photography and digital art effects.	Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus. Work collaboratively on a larger scale.
Sculpture & 3D	Explore a range of modelling materials, clay, playdough, wet sand, recycled materials etc Create child-led 3D forms from natural materials. Explore joining in different ways.	Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.	Use their hands to manipulate a range of modelling materials, including paper and card. Explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen.	Develop understanding of sculpture to construct and model simple forms. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture.	Able to plan and think through the making process to create 3D forms. Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). Explore how shapes can be used to create abstract artworks in 3D.	Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.	Investigate how scale, display location and interactive elements impact 3D art. Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. Persevere when constructions are challenging and work to problem solve more independently.	Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results.
Craft & Design	Know what they want to make ahead of making. Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.	Design something and stick to the plan when making. Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.	Able to select materials, colours and textures to suit ideas and purposes. Begin to develop skills such as measuring materials, cutting, knotting, plaiting, weaving and adding decoration. Apply knowledge of a new craft technique.	Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.	Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used.	Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries. Follow a design process from mood-board inspiration to textile creation, planning how a pattern could be used in a real-world context.	Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.	Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.

Progression of Substantive Knowledge of the 7 Formal Elements of Art

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils Know how to:								
colour	<p>Use a range of colours and know they are different.</p> <p>Know the names of some colours.</p>	<p>Know the names of colours.</p>	<p>Know that the primary colours are red, yellow and blue.</p> <p>Know that primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> Red + yellow = orange Yellow + blue = green Blue + red = purple 	<p>Know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination.</p> <p>Know that colour can be used to show how it feels to be in a particular place, eg the seaside.</p>	<p>Know that using light and dark colours next to each other creates contrast.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>	<p>Know that adding black to a colour creates a shade.</p> <p>Know that adding white to a colour creates a tint.</p>	<p>Know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p>	<p>Know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>Know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>
Form	<p>Know that we can change the shape of materials.</p>	<p>Know that we can change the shape of materials.</p> <p>Know some of the language of how we can change the shape of materials. E.g. fold, scrunch, squash</p>	<p>Know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</p> <p>Know that three-dimensional art is called sculpture.</p>	<p>Know that 'composition' means how things are arranged on the page.</p> <p>Know that pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>Know that a clay surface can be decorated by pressing into it or by joining pieces on.</p>	<p>Know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Know that organic forms can be abstract.</p>	<p>Know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Know that simple 3D forms can be made by creating layers, by folding and rolling materials.</p>	<p>know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>Know that the size and scale of three-dimensional art work changes the effect of the piece.</p>	<p>Know that the surface textures created by different materials can help suggest form in two-dimensional art work.</p>
Shape	<p>Know informal maths language to describe 2D and 3D shapes e.g. flat, round, straight</p>	<p>Know the name of some 2D shapes and be able to draw them.</p> <p>Know shapes can have other shapes within them.</p>	<p>Know a range of 2D shapes and confidently draw these.</p> <p>Know that paper can be shaped by cutting and folding it.</p>	<p>Know that collage materials can be shaped to represent shapes in an image.</p> <p>Know that shapes can be organic (natural) and irregular. Know that shapes can geometric if they have mostly straight lines and angles.</p>	<p>Know that negative shapes show the space around and between objects.</p> <p>Know that artists can focus on shapes when making abstract art.</p>	<p>Know how to use basic shapes to form more complex shapes and patterns.</p>	<p>Know that a silhouette is a shape filled with a solid flat colour that represents an object.</p>	<p>Know how an understanding of shape and space can support creating effective composition.</p>

				Know that patterns can be made using shapes				
Line	Know there are different marks that can be made.	Know there are different sorts of line e.g. straight, zig zag	Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings.	Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.	Know that different drawing tools can create different types of lines.	Know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	Know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.	know how line is used beyond drawing and can be applied to other art forms.
Pattern	Know when they have used the same shape/colour /line more than once.	Know they can use a shape, colour or line more than once in their artwork. Know the word pattern means to us the same thing more than once.	Know that a pattern is a design in which shapes, colours or lines are repeated.	Know that surface rubbings can be used to add or make patterns. Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork.	Know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).	Know that patterns can be irregular, and change in ways you wouldn't expect. Know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns	Know that artists create pattern to add expressive detail to art works, for example Andy Goldsworthy, using small everyday objects to add detail to sculptures.	Know that 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 composition.
Texture	Know some words to describe how something feels: hard soft, rough, smooth	Know a range of words to describe how something feels. Know how to make marks on a malleable surface to create a texture e.g. in clay, in playdough	Know that texture means 'what something feels like'. Know that different marks can be used to represent the textures of objects. Know that different drawing tools make different marks.	Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be overlapped and overlaid to add texture. Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Know that painting tools can create varied textures in paint.	Know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	Know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.	Know how to create texture on different materials.	Know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
	Know the difference	Know what the words light and dark mean.	Know that 'tone' in art means 'light and dark'.	Know that shading helps make drawn objects look more three dimensional.	Know some basic rules for shading when drawing, eg shade in one direction,	Know that using lighter and darker tints and	Know that tone can help show the foreground and background in an artwork.	Know that chiaroscuro means 'light and dark' and is

Tone	between light and dark.		Know that we can add tone to a drawing by shading and filling a shape.	Know that different pencil grades make different tones	blending tones smoothly and with no gaps. Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	shades of a colour can create a 3D effect. Know that tone can be used to create contrast in an artwork.		a term used to describe high-contrast images.
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