

The Canterbury Primary School



Knowledge and Skills Progression Document

Art and Design

Strands of the subject	Year R See Separate plan below	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using materials – Use a range of materials creatively to design and make products.		Know how to roll and coil materials Know how to use IT to create a picture	Know how to create a printed piece of art by pressing, rubbing and stamping. Know how to make a clay pot and know how to join it Know how to use different effects within an IT paint package	Use a range of self-selected resources and materials to design and make products	Use a range of self-selected resources and materials to design and make products Design products Make products using their design	Use a range of self-selected resources and materials to design and make products Design products Make products using their design Review their products	Use a range of self-selected resources and materials to design and make products Design products Make products using their design Review their products Link to Artists techniques
Drawing – Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.		Know how to show how people feel in paintings and drawings Know how to use pencils to create lines of different	Choose and use 3 different grades of pencil when drawing Know how to use charcoal and pastels to create pieces of Art	Use drawing, painting, and sculpture to develop and share ideas, experiences, and imagination.	Use drawing, painting, and sculpture to develop and share ideas, experiences, and imagination.	Use drawing, painting, and sculpture to develop and share ideas, experiences, and imagination.	Use drawing, painting, and sculpture to develop and share ideas, experiences, and imagination.

		thickness in drawings	Know how to use a find viewer to focus on a particular section of Art before drawing it		Use the appropriate pencils to define tone and shade	Use the appropriate pencils to define tone and shade Develop drawing by adapting techniques based on Artists they know.	Use the appropriate pencils to define tone and shade Develop drawing by adapting techniques based on Artists they know Link and reflect
Use colour, pattern, texture, form, line, space and shape – develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		Know how to create moods in artwork Know the names of the primary and secondary colours Know how to create a repeating pattern in print	Know how to mix paint and name all the secondary colours Know how to create brown with paint Know how to create tints using white and tones by adding black	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space Mix and experiment with colour and form	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space Mix and experiment with colour and form Use colour, shade, and tone to change expressions	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space Mix and experiment with colour and form Use colour, shade, and tone to change expressions Comment and Question
Range of Artists – Study a range of Artists, crafts makers and designers.		Describe what can be seen and give an opinion about the work of an artist. Ask questions about a piece of art	Suggest how Artists have used colour, pattern and shape Know how to create a simple piece of Art in the response to the work of another kind of Artist.	Study a range of Artists, crafts makers, and designers.	Study a range of Artists, crafts makers, and designers. Name significant Artists and designers	Study a range of Artists, crafts makers, and designers. Name significant Artists and designers Say why they are using specific techniques	Study a range of Artists, crafts makers, and designers. Name significant Artists and designers Say why they are using specific techniques Reflect on their learning

<p>Using Sketchbooks – create sketches in sketch books to record their observations and use them to revisit and review their own work</p>		<p>Have a sketch book for all Art work – plan do and review stage in. To begin to use Sketch books to plan their pieces of art and choose their own forms of media.</p>	<p>Have a sketch book for all Art work – plan do and review stage in. To embed the use of sketch books to plan, their pieces of art and choose their own forms and media</p>	<p>Know how to use sketches to produce a final piece of Art Know how to use digital images and combine with other media, know how to use ICT to create Art which includes their own and others.</p>	<p>Know how to integrate digital images to artwork Use sketchbooks to help create facial expressions Use sketchbooks to experiment with different textures Use photographs to help create reflections</p>	<p>Experiment by using marks and lines to produce texture Experiment with shading to create mood and feeling. Experiment with media to create emotion in Art. Know how to use images created, scanned, and found; altering them where necessary to create Art.</p>	<p>Explain why different tools have been used to create Art. Explain why chosen specific techniques have been used, know how to use feedback to make amendments and improvements to Art. Know how to use a range of e resources to create Art</p>
<p>Drawing, painting, and sculpture – Improve their artistry of Art and Design, including drawing, painting, and sculpture using a range of materials (EG pencil, charcoal clay)</p>		<p>Develop their drawing, painting and sculpture through practice and a trial-and-error approaches and hands on experiences</p>	<p>Refine their drawing, painting and sculpture through practice and a trial-and-error approaches and hands on experiences</p>	<p>Know how to show facial expression in Art. Know how to use different grades of pencils to shade and show different tones and textures Know how to create a background using a wash. Know how to use a range of brushes to create different painting effects.</p>	<p>Know how to show facial expression and body language in sketches and paintings Know how to use marks and lines to show texture in Art Know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections Know how to print onto different materials using at least four colours.</p>	<p>Know how to use shading to create mood and feeling. Know how to organise tone, line, shape, and colour to represent figures and forms in movement. Know how to create an accurate print design following a given criteria.</p>	<p>Know how to overprint to create different patterns. Know which media to use to create maximum impact. Use a full range of pencils, charcoals, or pastels when creating pieces of observational Art.</p>

					Know how to sculpt clay and other malleable materials		
Study of Great Artists – great architects, artists, and designers in history		Explore designated Artists and their art techniques	Explore and talk about designated Artists and their art techniques	Know how to identify the techniques used by different Artists. Know how to compare the work of different Artists. Recognise when Art is from different cultures. Recognise when Art is from different historical periods.	Experiment with the styles used by different Artists Explain some of the features of art from historical periods. Know how Artists develop their specific techniques.	Research the work of an Artist and use their work to replicate a style.	Explain the style of Art used and how it has been influenced by a famous Artist. Understand what specific Artist is trying to achieve in any given situation. Understand why Art can be very abstract and what message the Artist is trying to convey

End Points

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	Taken directly from the National Curriculum – subject content Art and Design 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,		Taken directly from the National Curriculum – subject content Art and Design 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. 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]			

<ul style="list-style-type: none"> - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>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>	<p>Know about great artists, architects and designers in history.</p>
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Skills Progression Nursery to Reception

Provision		Emerging - Nursery	Developing – Nursery/Year R	Extending - Year R	Bridge to KS1 – Year R	KS1 skills progression
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Painting	Mixing	<ul style="list-style-type: none"> - Experiments with colour mixing but with no intention to mix a certain colour. 	<ul style="list-style-type: none"> - Uses primary colours to mix secondary colours. - Explores the properties of colours as they mix. - Mixes colour for a desired purpose. 	<ul style="list-style-type: none"> - Experiments with different tones and shades. - Makes choices about what colours they will mix. - 	<ul style="list-style-type: none"> - Mixes an intended colour for an intended purpose. 	Art & Design <ul style="list-style-type: none"> - Use thick and thin brushes - Mix primary colours to make secondary - Add white to colours to make tints and black to colours to make tones. - Create colour wheels.
	Printing	<ul style="list-style-type: none"> - Explores printing with different objects. - Prints randomly on paper. - Puts printing tool into paint then prints on paper. 	<ul style="list-style-type: none"> - Paints onto chosen printing tool before printing. - Takes time when printing. 	<ul style="list-style-type: none"> - Prints to create patterns and pictures. - Prints with a range of colours. - Carefully plans where they will print and what they will print. 	<ul style="list-style-type: none"> - Creates patterns or meaningful pictures when printing 	
	Mark Making/ Painting	<ul style="list-style-type: none"> - Covers the paper in paint. - Paints in random directions. 	<ul style="list-style-type: none"> - Uses horizontal and vertical brush strokes to paint. - Paints a desired picture. - Gives meaning to the marks that they make. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. 	<ul style="list-style-type: none"> - Express their thoughts and ideas with paint. - Observes objects on display when painting and responding with paint. - Uses a range of movements and brush strokes to paint. 	<ul style="list-style-type: none"> - Holds tools like pencils, paint brushes, scissors with increasing precision - Experiments with using different every day and art materials to explore colour, texture and form - To explore their ideas and imagination by creating drawings, paintings and sculptures. - To explore creating designs and art work on a range of scales. 	

Drawing	Mark making/ Drawing	<ul style="list-style-type: none"> - Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. 	<ul style="list-style-type: none"> - Gives meaning to the marks that they make. - Use drawing to represent ideas like movement or loud noises. - Draw with increasing complexity and detail, such as representing a face with a circle and including details - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Show different emotions in their drawings – happiness, sadness, fear, etc. 	<ul style="list-style-type: none"> - Express their thoughts and ideas with drawings. - Draws with detail (bodies with sausage limbs and additional features) 	<ul style="list-style-type: none"> - Holds a pencil using a tripod grip - Draws bodies of an appropriate size for what they're drawing - To explore their ideas and imagination by creating drawings, paintings and sculptures. - To explore creating designs and art work on a range of scales. 	Art & Design <ul style="list-style-type: none"> - Draw lines of different sizes and thickness. - Colour (own work) neatly following the lines. - Show pattern and texture by adding dots and lines. - Show different tones by using coloured pencils.
Collage		<ul style="list-style-type: none"> - Use glue spatulas with support. - Use glue sticks with support. 	<ul style="list-style-type: none"> - Joins items which have been cut, torn or glued. 	<ul style="list-style-type: none"> - Expresses their thoughts and ideas with collage. 	<ul style="list-style-type: none"> - Explores creating designs and art work on a range of scales. - Makes collages and mosaics using different materials 	Art & Design <ul style="list-style-type: none"> - Use a combination of materials that are cut, torn and glued. - Sort and arrange materials. - Mix materials to create texture.

Sculpture/ making		<ul style="list-style-type: none"> - Uses a variety of natural, recycled and manufactured materials to create models. - Makes marks in clay - Squashes dough with hands and fingers to shape it. - Builds towers by stacking objects. 	<ul style="list-style-type: none"> - Joins items together. - Explores the way tools create different textures. - Builds simple models using walls, roofs and towers. 	<ul style="list-style-type: none"> - Joins items in a variety of ways – E.g. sellotape, masking tape, string, ribbon. - Uses a variety of techniques and shapes to sculpt. - Makes something that they give meaning to. 	<ul style="list-style-type: none"> - Makes something with clear intentions. - Plans how they will fasten things together. - Able to use tools to manipulate dough/clay to add detail. 	<p>Art & Design</p> <ul style="list-style-type: none"> - Show life-like qualities and real life proportions or, if more abstract, provoke different interpretations. - Use tools to carve and add shapes, texture and pattern. - Combine visual and tactile qualities. - Use frameworks (such as wire or moulds) to provide stability and form. <p>Design & Technology</p> <ul style="list-style-type: none"> - Cut materials safely using tools provided. - Measure and mark out to the nearest centimetre. - Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling.) - Demonstrate a range of joining techniques (such as gluing, using hinges or combining materials to strengthen.)
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Music	Responding to music and performance	<ul style="list-style-type: none"> - Moves to music - Beginning to watch performances for short periods of time 	<ul style="list-style-type: none"> - Moves in response to music - Watches dances and performances - Shares likes and dislikes about dances/performances 	<ul style="list-style-type: none"> - Listens attentively, move to and talk about music, expressing their feelings and responses. - Watches and talk about dance and performance art, expressing their feelings and responses. 	<ul style="list-style-type: none"> - Listens to live and recorded music, hearing lyrics, rhymes and instruments. - Listens to live and recorded music, hearing changes and differences e.g. fast/slow, loud/quiet, high/low. - Responds to live and recorded music, expressing how it makes them feel, and what it makes them imagine. 	Music <ul style="list-style-type: none"> - Take part in singing, accurately following the melody. - Follow instructions on how and when to sing or play an instrument. - Make and control long and short sounds, using voice and instruments. - Imitate changes in pitch. - Create a sequence of long and short sounds. - Clap rhythms. - Create a mixture of different sounds (long and short, loud and quiet, high and low). - Choose sounds to create an effect. - Sequence sounds to create an overall effect. - Create short, musical patterns. - Create short, rhythmic phrases. - Identify the beat of a tune. - Recognise changes in timbre, dynamics and pitch.
	Instruments	<ul style="list-style-type: none"> - Explore a range of sound makers and instruments and play them in different ways. 	<ul style="list-style-type: none"> - Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...) - Plays a given instrument to a simple beat. - Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> - Selects own instruments and plays them in time to music. - Knows how to use a wide variety of instruments. - Is able to name a wide variety of instruments. 	<ul style="list-style-type: none"> - Explores the range of sounds made by different instruments. - Uses a range of percussive instruments to enhance songs and rhymes. - Knows the names of instruments that they have explored and used (rhythm sticks, drum, triangle and tambourine). 	
	Singing	<ul style="list-style-type: none"> - Joins in using words and/or actions to familiar nursery rhymes/songs. 	<ul style="list-style-type: none"> - Joins in with singing familiar songs and rhymes. - Remembers and sings entire songs. 	<ul style="list-style-type: none"> - Sings in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> - Makes up songs and rhymes of their own. - Matches the pitch of their voice to the pitch 	

			<ul style="list-style-type: none"> - Sings the pitch of a tone sung by another person ('pitch match'). - Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 	<ul style="list-style-type: none"> - Explores and engages in music making, performing solo or in groups. 	of the song they are singing.	<ul style="list-style-type: none"> - Use symbols to represent a composition and use them to help with a performance.
Dance		<ul style="list-style-type: none"> - Moves to music. - Copies basic actions. 	<ul style="list-style-type: none"> - Moves in response to music. 	<ul style="list-style-type: none"> - Explore and engage in dance, performing solo or in groups. - Responds to music, including individual instruments with movement and dance. 	<ul style="list-style-type: none"> - Matches movements to the rhythm and pulse of a piece of music. 	<p>PE</p> <ul style="list-style-type: none"> - Copy and remember moves and positions. - Move with careful control and coordination. - Link two or more actions to perform sequence. - Choose movements to communicate a mood, feeling or idea.
Roleplay/ drama		<ul style="list-style-type: none"> - Plays with familiar resources. - Plays with simple small world (farm, cars, trains, dolls). - Plays in role as themselves in situations that are within their experience (e.g. home). - Acts out common scenarios. 	<ul style="list-style-type: none"> - Uses own experiences to develop storylines. - Participates in imaginative play related to rhymes and stories. 	<ul style="list-style-type: none"> - Uses some story language in their play familiar lines from stories, familiar story themes. - Describes what they are doing in their role play. - Dresses in different outfits to become different characters. - Uses props to develop their chosen character role. 	<ul style="list-style-type: none"> - Uses story language and story features to create a narrative of their own. - Creates shared narratives. 	<p>National Curriculum – English: Spoken Language Years 1-6</p> <p>All pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse refine, share and respond thoughtfully to</p>

				- Acts out both familiar and imaginative scenarios.		drama and theatre performances.
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