

# Marsh Green Primary School

---

ART AND DESIGN



## Long Term Overview



	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Young Explorers	All about me	Light and Dark	It's Cold Outside	Traditional Tales	People and Communities	All Creatures Great and Small
Nursery	Marvellous Me	Winter Wonderland	If We Go Down to the Woods	Take a Look Back	People Who Help Us	Our World
Reception	Drawing Marvelous Marks - Art		Painting And Mixed Media - Art		Sculpture and 3D - Art	
1	Paint mixed media		Structures: construct a windmill		Drawing: make your mark	
2	Craft and Design – Map it out		Painting and mixed media – life in colour		Sculpture and 3D – Clay houses	
3	Sculpture and 3D: Abstract shape and space		Drawing: Growing artists		Craft and design: Ancient Egyptian scrolls	
4	Craft & Design: Fabrics of Nature		Drawing: Power Prints		Painting & Mixed Media: Light & Dark	
5	Painting and Mixed Media: portraits		Drawing – I need Space		Sculpture and 3D: Interactive Installation	
6	Drawing – Make my voice heard				Sculpture – Making memories	

## Art and Design in The Early Years Foundation Phase

### Development Matters Expressive Arts and Design – Creating with Materials

<p><b>Young Explorers</b></p>	<p>Start to make marks intentionally.                  Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.                  Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.                  Explore different materials, using all their senses to investigate them.                  Manipulate and play with different materials.                  Use their imagination as they consider what they can do with different materials.                  Make simple models which express their ideas.</p>
<p><b>Nursery</b></p>	<p>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.                  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>
<p><b>Reception</b></p>	<p>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.                  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>
<p><b>ELG</b></p>	<p>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.                  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>

# EYFS

## The Expressive Arts and Design early learning goals

At the end of a child's reception year, they will be assessed against the early learning goals (ELGs). There are two elements relating to the Expressive Arts and Design ELGs:

### 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.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### ELG: Being Imaginative and Expressive

#### Children at the expected level of development will:

- 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.



## **Art and design programmes of study: key stages 1 and 2 National curriculum in England**

Purpose of study 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.

### **Aims 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 forms.

### **Subject content Key stage 1 Pupils should be taught:**

- ♣ 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.

Key stage 2 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.

### **Pupils should be taught:**

- ♣ 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.

# Key Vocabulary

Design Technology Overview – Marsh Green 2024/2025

<b><u>Art &amp; design vocabulary EYFS (Reception)</u></b>	
<b><u>Drawing: Marvellous marks</u></b>	Artist, Bumpy, Chalk, Circle, Colours, Curved, Felt tips, Hard, Line, Long, Marks, Observational, Observe, Oil pastel, Paint, Pattern, Pencils, Picture, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag
<b><u>Painting and mixed media: Paint my world</u></b>	Collage, Cut, Dab, Dot, Flick, Glide, Landscape, Mix, Pattern, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Stroke, Sweep, Swirl, Swish, Tear, Temporary, Texture, Transient, Wet, Wipe
<b><u>Sculpture and 3D: Creation station</u></b>	3D art, Bend, Clay, Chop, Collage, Cut, Design, Evaluate, Flatten, Join, Landscape, Model, Pinch, Plan, Reflect, Roll, Sculpture, Silky, Slice, Slimy, Slippery, Smooth, Soft, Squash, Squelchy, Sticky, Stretch, Twist, Wet
<b><u>Craft and design: Let's get crafty!</u></b>	Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag
<b><u>Art &amp; design vocabulary Year 1</u></b>	
<b><u>Drawing: Make your mark</u></b>	Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D_shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk
<b><u>Painting and mixed media: Colour splash</u></b>	Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick

<b><u>Sculpture and 3D: Paper play</u></b>	Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine
<b><u>Craft and design: Woven wonders</u></b>	Art, Artist, Craft, Knot, Plait, Thread, Threading, Weaving, Warp, Weft, Loom
<b><u>Art &amp; design vocabulary Year 2</u></b>	
<b><u>Drawing: Tell a story</u></b>	Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina
<b><u>Painting and mixed media: Life in colour</u></b>	Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface
<b><u>Sculpture and 3D: Clay houses</u></b>	Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three_dimensional, In relief, Detail, Impressing
<b><u>Craft and design: Map it out</u></b>	Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate
<b><u>Art &amp; design vocabulary Year 3</u></b>	
<b><u>Drawing: Growing artists</u></b>	Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder

<p><b><u>Painting and mixed media: Prehistoric painting</u></b></p>	<p>Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone</p>
<p><b><u>Sculpture and 3D: Abstract shape and space</u></b></p>	<p>Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space</p>
<p><b><u>Craft and design: Ancient Egyptian scrolls</u></b></p>	<p>Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform</p>
<p><b><u>Art &amp; design vocabulary Year 4</u></b></p>	
<p><b><u>Drawing: Power prints</u></b></p>	<p>Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print</p>
<p><b><u>Painting and mixed media: Light and dark</u></b></p>	<p>Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism</p>
<p><b><u>Sculpture and 3D: Mega materials</u></b></p>	<p>Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving</p>
<p><b><u>Craft and design: Fabric of nature</u></b></p>	<p>Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry</p>



<b><u>Art &amp; design vocabulary Year 5</u></b>	
<b><u>Drawing: I need space</u></b>	Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, purpose_Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop
<b><u>Painting and mixed media: Portraits</u></b>	Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium
<b><u>Sculpture and 3D: Interactive installation</u></b>	Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive
<b><u>Craft and design: Architecture</u></b>	Architecture, Composition, Design, Evaluate, Proportion, Perspective, Birds eye view, Monoprint, Architectural, Organic, Monument, Architect, Legacy, Elevation, Built environment, Observational drawing, Interpret, Form, Abstract, Pressure, Crop, Viewfinder, Design brief, Futuristic, External, Style, Annotate, Individuality, Design intention, Symbolism, Literal, Commemorate
<b><u>Art &amp; design vocabulary Year 6</u></b>	
<b><u>Drawing: Make my voice heard</u></b>	Maya, Mayan, Imagery, Mark making, Expressive, Character_traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience
<b><u>Painting and mixed media: Artist study</u></b>	Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking

Design Technology Overview – Marsh Green 2024/2025

<b><u>Sculpture and 3D: Making memories</u></b>	Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection
<b><u>Craft and design: Photo opportunity</u></b>	Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion

Overview: Progression of skills

Art and design

	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
Generating ideas	Talk about their ideas and explore different ways to record them using a range of media.	<b>ELG: Speaking</b> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	<ul style="list-style-type: none"> <li>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</li> </ul>
Sketch-books	Experiment in an exploratory way.	<b>ELG: Expressive Arts and design: Creating with materials</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas.  Use sketchbooks to help make decisions about what to try out next.	
Making skills (including Formal elements)	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.  Cut, thread, join and manipulate materials safely, focussing on process over outcome.  Begin to develop observational skills (for example, by using mirrors to include the main features of faces).	<b>ELG: Expressive Arts and design: Creating with materials</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <b>ELG: Physical development: Fine motor skills:</b> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.  Make choices about which materials to use to create an effect.  Explore and analyse a wider variety of ways to join and fix materials in place.  Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media.  Make choices about which materials and techniques to use to create an effect.  Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.  Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>

Overview: Progression of skills

Art and design

	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
<b>Knowledge of artists</b>	<p>Enjoy looking at and talking about art.</p> <p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p>	<p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>	<p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p>Understand how artists choose materials based on their properties in order to achieve certain effects.</p>	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>	<ul style="list-style-type: none"> <li>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>
<b>Evaluating and analysing</b>	<p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p>	<p><b>ELG: Expressive Arts and design: Creating with materials</b></p> <ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used.</li> </ul>	<p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>	

Overview: Progression of skills

Art and design

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
<b>Generating ideas</b>	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.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> </ul>
<b>Sketch-books</b>	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.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	
<b>Making skills (including Formal elements)</b>	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use more complex techniques to shape and join materials, such as carving and modelling wire.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>	<ul style="list-style-type: none"> <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>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> </ul>

Overview: Progression of skills

Art and design

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Knowledge of artists	<p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</p> <p>Consider how to display art work, understanding how artists consider their viewer and the impact on them.</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Work as a professional designer does, by collating ideas to generate a theme.</p>	<p>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.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces .</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>	<ul style="list-style-type: none"> <li>About great artists, architects and designers in history.</li> </ul>
Evaluating and analysing	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem-solving process and make changes to improve their work.</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</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>About great artists, architects and designers in history.</li> </ul>

*Progression of knowledge and skills*

**Making skills (including formal elements)**

		Drawing		
		EYFS: Reception	Year 1	Year 2
<b>Methods, techniques, media and materials</b>	<b>Pupils know</b>			
	How to:	<ul style="list-style-type: none"> <li>Explore mark making using a range of drawing materials.</li> <li>Investigate marks and patterns when drawing.</li> <li>Identify similarities and difference between drawing tools.</li> <li>Investigate how to make large and small movements with control when drawing.</li> <li>Practise looking carefully when drawing.</li> <li>Combine materials when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>That a continuous line drawing is a drawing with one unbroken line.</li> <li>Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.</li> </ul> <p>How to:</p> <ul style="list-style-type: none"> <li>Hold and use drawing tools in different ways to create different lines and marks.</li> <li>Create marks by responding to different stimulus such as music.</li> <li>Overlap shapes to create new ones.</li> <li>Use mark making to replicate texture.</li> <li>Look carefully to make an observational drawing.</li> <li>Complete a continuous line drawing.</li> </ul>	<ul style="list-style-type: none"> <li>How different marks can be used to represent words and sounds.</li> <li>That a combination of materials can achieve the desired effect.</li> <li>That charcoal is made from burning wood.</li> </ul> <p>How to:</p> <ul style="list-style-type: none"> <li>Use different materials and marks to replicate texture.</li> <li>Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers.</li> <li>Use marks and lines to show expression on faces.</li> <li>Make a concertina book.</li> <li>Use drawing to tell a story.</li> <li>Use charcoal to avoid snapping and to achieve different types of lines.</li> <li>Use drawing pens.</li> </ul>
	<b>So that they can:</b>	*See skills progression <a href="#">here</a>		
	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.	Further demonstrate increased control with a greater range of media.	
	Begin to develop observational skills (for example, by using mirrors to include the main features of faces)	Make choices about which materials to use to create an effect.	Make choices about which materials and techniques to use to create an effect.	
		Develop observational skills to look closely and reflect surface texture.	Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	

*Progression of knowledge*

**Making skills (including formal elements)**

		<b>Drawing</b>			
		<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Methods, techniques, media and materials</b>	<b>Pupils know</b>	<p>How to:</p> <ul style="list-style-type: none"> <li>Use shapes identified within in objects as a method to draw.</li> <li>Create tone by shading.</li> <li>Achieve even tones when shading.</li> <li>Make texture rubbings.</li> <li>Create art from textured paper.</li> <li>Hold and use a pencil to shade.</li> <li>Tear and shape paper.</li> <li>Use paper shapes to create a drawing.</li> <li>Use drawing tools to take a rubbing.</li> <li>Make careful observations to accurately draw an object.</li> <li>Create abstract compositions to draw more expressively.</li> </ul>	<p>How to:</p> <ul style="list-style-type: none"> <li>Use pencils of different grades to shade and add tone.</li> <li>Hold a pencil with varying pressure to create different marks.</li> <li>Use observation and sketch objects quickly.</li> <li>Draw objects in proportion to each other.</li> <li>Use charcoal and a rubber to draw tone.</li> <li>Use scissors and paper as a method to 'draw'.</li> <li>Make choices about arranging cut elements to create a composition.</li> <li>Create a wax resist background.</li> <li>Use different tools to scratch into a painted surface to add contrast and pattern.</li> <li>Choose a section of a drawing to recreate as a print.</li> <li>Create a monoprint.</li> </ul>	<ul style="list-style-type: none"> <li>What print effects different materials make.</li> </ul> <p>How to:</p> <ul style="list-style-type: none"> <li>Analyse an image that considers impact, audience and purpose.</li> <li>Draw the same image in different ways with different materials and techniques.</li> <li>Make a collagraph plate.</li> <li>Make a collagraph print.</li> <li>Develop drawn ideas for a print.</li> <li>Combine techniques to create a final composition.</li> <li>Decide what materials and tools to use based on experience and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Gestural and expressive ways to make marks.</li> <li>Effects different materials make.</li> <li>The effects created when drawing into different surfaces</li> </ul> <p>How to:</p> <ul style="list-style-type: none"> <li>Use symbolism as a way to create imagery.</li> <li>Combine imagery into unique compositions.</li> <li>Achieve the tonal technique called chiaroscuro.</li> <li>Make handmade tools to draw with.</li> <li>Use charcoal to create chiaroscuro effects.</li> </ul>
	<b>So that they can:</b>	<b>See skills progression <a href="#">here</a></b>			
	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece.</p>	



*Progression of knowledge and skills*

**Making skills (including formal elements)**

Painting and mixed media			
EYFS: Reception		Year 1	Year 2
Methods, techniques, media and materials	<p><b>Pupils know how to:</b></p> <ul style="list-style-type: none"> <li>• Explore paint, using hands as a tool.</li> <li>• Describe colours and textures as they paint.</li> <li>• Explore what happens when paint colours mix.</li> <li>• Make natural painting tools.</li> <li>• Investigate natural materials eg paint, water for painting.</li> <li>• Explore paint textures, for example mixing in other materials or adding water.</li> <li>• Respond to a range of stimuli when painting.</li> <li>• Use paint to express ideas and feelings.</li> <li>• Explore colours, patterns and compositions when combining materials in collage.</li> </ul>		
	<p><b>So that they can:</b></p> <p style="text-align: right;">See skills progression <a href="#">here</a></p>		
	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>

*Progression of knowledge and skills*

**Making skills (including formal elements)**

Painting and mixed media					
		Year 3	Year 4	Year 5	Year 6
Methods, techniques, media and materials	<b>Pupils know how to:</b>	<ul style="list-style-type: none"> <li>Use simple shapes to scale up a drawing to make it bigger.</li> <li>Make a cave wall surface.</li> <li>Paint on a rough surface.</li> <li>Make a negative and positive image.</li> <li>Create a textured background using charcoal and chalk.</li> <li>Use natural objects to make tools to paint with.</li> <li>Make natural paints using natural materials.</li> <li>Create different textures using different parts of a brush.</li> <li>Use colour mixing to make natural colours.</li> </ul>	<ul style="list-style-type: none"> <li>Mix a tint and a shade by adding black or white.</li> <li>Use tints and shades of a colour to create a 3D effect when painting.</li> <li>Apply paint using different techniques eg. stippling, dabbing, washing.</li> <li>Choose suitable painting tools.</li> <li>Arrange objects to create a still life composition.</li> <li>Plan a painting by drawing first.</li> <li>Organise painting equipment independently, making choices about tools and materials.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a drawing into a painting.</li> <li>Create a drawing using text as lines and tone.</li> <li>Experiment with materials and create different backgrounds to draw onto.</li> <li>Use a photograph as a starting point for a mixed-media artwork.</li> <li>Take an interesting portrait photograph, exploring different angles.</li> <li>Adapt an image to create a new one.</li> <li>Combine materials to create an effect.</li> <li>Choose colours to represent an idea or atmosphere.</li> <li>Develop a final composition from sketchbook ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks to research and present information.</li> <li>Develop ideas into a plan for a final piece.</li> <li>Make a personal response to the artwork of another artist.</li> <li>Use different methods to analyse artwork such as drama, discussion and questioning.</li> </ul>
	<b>So that they can:</b>	See skills progression <a href="#">here</a>			
		<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>

*Progression of knowledge and skills*

**Making skills (including formal elements)**

		<b>Sculpture and 3D</b>		
		<b>EYFS: Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Methods, techniques, media and materials</b>	<b>Pupils know how to:</b>	<ul style="list-style-type: none"> <li>• Explore the properties of clay.</li> <li>• Use modelling tools to cut and shape soft materials eg. playdough, clay.</li> <li>• Select and arrange natural materials to make 3D artworks.</li> <li>• Talk about colour, shape and texture and explain their choices.</li> <li>• Plan ideas for what they would like to make.</li> <li>• Problem-solve and try out solutions when using modelling materials.</li> <li>• Develop 3D models by adding colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Roll and fold paper.</li> <li>• Cut shapes from paper and card.</li> <li>• Cut and glue paper to make 3D structures.</li> <li>• Decide the best way to glue something.</li> <li>• Create a variety of shapes in paper, eg spiral, zig-zag.</li> <li>• Make larger structures using newspaper rolls.</li> </ul>	<ul style="list-style-type: none"> <li>• Smooth and flatten clay.</li> <li>• Roll clay into a cylinder or ball.</li> <li>• Make different surface marks in clay.</li> <li>• Make a clay pinch pot.</li> <li>• Mix clay slip using clay and water.</li> <li>• Join two clay pieces using slip.</li> <li>• Make a relief clay sculpture.</li> <li>• Use hands in different ways as a tool to manipulate clay.</li> <li>• Use clay tools to score clay.</li> </ul>
	<b>So that they can:</b>	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>

See skills progression [here](#)

*Progression of knowledge and skills*

**Making skills (including formal elements)**

<b>Sculpture and 3D</b>					
		Year 3	Year 4	Year 5	Year 6
<b>Methods, techniques, media and materials</b>	<b>Pupils know</b>	<p>How to:</p> <ul style="list-style-type: none"> <li>Join 2D shapes to make a 3D form.</li> <li>Join larger pieces of materials, exploring what gives 3D shapes stability.</li> <li>Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.</li> <li>Identify and draw negative spaces.</li> <li>Plan a sculpture by drawing.</li> <li>Choose materials to scale up an idea.</li> <li>Create different joins in card eg. slot, tabs, wrapping.</li> <li>Add surface detail to a sculpture using colour or texture.</li> <li>Display sculpture.</li> </ul>		<ul style="list-style-type: none"> <li>How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire.</li> </ul> <p>How to:</p> <ul style="list-style-type: none"> <li>Use their arm to draw 3D objects on a large scale.</li> <li>Sculpt soap from a drawn design.</li> <li>Smooth the surface of soap using water when carving.</li> <li>Join wire to make shapes by twisting and looping pieces together.</li> <li>Create a neat line in wire by cutting and twisting the end onto the main piece.</li> <li>Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.</li> <li>Try out different ways to display a 3D piece and choose the most effective.</li> </ul>	
		<p>How to:</p> <ul style="list-style-type: none"> <li>Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</li> <li>Try out ideas on a small scale to assess their effect.</li> <li>Use everyday objects to form a sculpture.</li> <li>Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</li> <li>Try out ideas for making a sculpture interactive.</li> <li>Plan an installation proposal, making choices about light, sound and display.</li> </ul>		<p>How to:</p> <ul style="list-style-type: none"> <li>Translate a 2D image into a 3D form.</li> <li>Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</li> <li>Manipulate cardboard to create different textures.</li> <li>Make a cardboard relief sculpture.</li> <li>Make visual notes to generate ideas for a final piece.</li> <li>Translate ideas into sculptural forms.</li> </ul>	
	<b>So that they can:</b>	<b>See skills progression <a href="#">here</a></b>			
	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use more complex techniques to shape and join materials, such as carving and modelling wire.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>	

*Progression of knowledge and skills*

**Making skills (including formal elements)**

Craft and design			
EYFS: Reception		Year 1	Year 2
<b>Methods, techniques, media and materials</b>	<b>Pupils know</b>		
	<p>How to:</p> <ul style="list-style-type: none"> <li>• Explore differences when cutting a variety of materials.</li> <li>• Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags.</li> <li>• Follow lines when cutting.</li> <li>• Experiment with threading objects, holding equipment steady to do so.</li> <li>• Explore techniques for joining paper and card eg stick, clip, tie, tape.</li> <li>• Apply craft skills eg. cutting, threading, folding to make their own artworks.</li> <li>• Design something on paper ready to make in three dimensions.</li> </ul>	<ul style="list-style-type: none"> <li>• What materials can be cut, knotted, threaded or plaited.</li> </ul> <p>How to:</p> <ul style="list-style-type: none"> <li>• Wrap objects/shapes with wool.</li> <li>• Measure a length.</li> <li>• Tie a knot, thread and plait.</li> <li>• Make a box loom.</li> <li>• Join using knots.</li> <li>• Weave with paper on a paper loom.</li> <li>• Weave using a combination of materials.</li> </ul>	<p>How to:</p> <ul style="list-style-type: none"> <li>• Draw a map to illustrate a journey.</li> <li>• Separate wool fibres ready to make felt.</li> <li>• Lay wool fibres in opposite directions to make felt.</li> <li>• Roll and squeeze the felt to make the fibres stick together.</li> <li>• Add details to felt by twisting small amounts of wool.</li> <li>• Choose which parts of their drawn map to represent in their 'stained glass'.</li> <li>• Overlap cellophane/tissue to create new colours.</li> <li>• Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</li> <li>• Apply paint or ink using a printing roller.</li> <li>• Smooth a printing tile evenly to transfer an image.</li> <li>• Try out a variety of ideas for adapting prints into 2D or 3D artworks.</li> </ul>
	<b>So that they can:</b>		
<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p>	<p>See skills progression <a href="#">here</a></p>

Progression of knowledge and skills

Making skills (including formal elements)

Craft and design

Year 3

Year 4

Year 5

Year 6

Pupils know

- That layering materials in opposite directions make the handmade paper stronger.
- How to:
- Use a sketchbook to research a subject using different techniques and materials to present ideas.
  - Construct a new paper material using paper, water and glue
  - Use symbols to reflect both literal and figurative ideas.
  - Produce and select an effective final design.
  - Make a scroll.
  - Make a zine.
  - Use a zine to present information.

- That a mood board is a visual collection which aims to convey a general feeling or idea.
  - That batik is a traditional fabric decoration technique that uses hot wax.
- How to:
- Select imagery and use as inspiration for a design project.
  - To know how to make a mood board.
  - Recognise a theme and develop colour palettes using selected imagery and drawings.
  - Draw small sections of one image to docs on colours and texture.
  - Develop observational drawings into shapes and pattern for design.
  - Transfer a design using a tracing method.
  - Make a repeating pattern tile using cut and torn paper shapes.
  - Use glue as an alternative batik technique to create patterns on fabric.
  - Use materials, like glue, in different ways depending on the desired effect.
  - Paint on fabric.
  - Wash fabric to remove glue to finish a decorative fabric piece.

- The steps to make a monoprint.
  - When a roller is sufficiently inked.
- How to:
- Make an observational drawing of a house.
  - Use shapes and measuring as methods to draw accurate proportions.
  - Select a small section of a drawing to use as a print design.
  - Develop drawings further to use as a design for print.
  - Design a building that fits a specific brief.
  - Draw an idea in the style of an architect that is annotated to explain key features.
  - Draw from different views, such as a front or side elevation.
  - Use sketchbooks to research and present information about an artist.
  - Interpret an idea in into a design for a structure.

- How different materials can be used to produce photorealistic artwork.
  - That macro photography is showing a subject as larger than it is in real life.
- How to:
- Create a photomontage.
  - Create artwork for a design brief.
  - Use a camera or tablet for photography.
  - Identify the parts of a camera.
  - Take a macro photo, choosing an interesting composition.
  - Manipulate a photograph using photo editing tools.
  - Use drama and props to recreate imagery.
  - Take a portrait photograph.
  - Use a grid method to copy a photograph into a drawing.

So that they can:

See skills progression [here](#)

Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.

Use hands and tools confidently to cut, shape and join materials for a purpose.

Use growing knowledge of different materials, combining media for effect.

Use more complex techniques to shape and join materials, such as carving and modelling wire.

Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.

Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.

Combine materials and techniques appropriately to fit with ideas.

Methods, techniques, media and materials.

*Progression of knowledge*

**KS1 - Making skills (including formal elements)**

	EYFS: Reception	Year 1	Year 2
<b>Pupils know:</b>			
<b>Colour</b>	<p>The names of a wide range of colours.</p> <p>Colours can be mixed to make new colours.</p>	<p>That the primary colours are red, yellow and blue.</p> <p>Primary colours can be mixed to make secondary colours.</p>	<p>Different amounts of paint and water can be used to mix hues of secondary colours (<i>statement also included under 'Tone'</i>).</p> <p>Colours can be mixed to 'match' real life objects or to create things from your imagination.</p>
<b>Form</b>	<p>Modelling materials can be shaped using hands or tools.</p>	<p>Paper can change from 2D to 3D by folding, rolling and scrunching it.</p> <p>That three dimensional art is called sculpture.</p>	<p>That 'composition' means how things are arranged on the page.</p> <p>Pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>A clay surface can be decorated by pressing into it or by joining pieces on.</p>
<b>Shape</b>	<p>The names of simple shapes in art.</p>	<p>A range of 2D shapes and confidently draw these.</p> <p>Paper can be shaped by cutting and folding it.</p>	<p>Collage materials can be shaped to represent shapes in an image.</p> <p>Shapes can be organic (natural) and irregular.</p> <p>Patterns can be made using shapes.</p>
<b>Line</b>	<p>Lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round'.</p>	<p>Drawing tools can be used in a variety of ways to create different lines.</p> <p>Lines can represent movement in drawings.</p>	<p>Lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>

*Progression of knowledge*

**KS1 - Making skills (including formal elements)**

	EYFS: Reception	Year 1	Year 2
<b>Pupils know:</b>			
<b>Pattern</b>	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	That a pattern is a design in which shapes, colours or lines are repeated.	Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.  Patterns can be used to add detail to an artwork.
<b>Texture</b>	Simple terms to describe what something feels like (eg. bumpy).	That texture means 'what something feels like'.  Different marks can be used to represent the textures of objects.  Different drawing tools make different marks.	Collage materials can be chosen to represent real-life textures.  Collage materials can be overlapped and overlaid to add texture.  Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.  Painting tools can create varied textures in paint.
<b>Tone</b>	There are different shades of the same colour and identify colours as 'light' or 'dark'.	That there are many different shades (or 'hues') of the same colour.  Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	Different amounts of paint and water can be used to mix hues of secondary colours ( <i>statement also included under 'Colour'</i> ).



*Progression of knowledge*

**KS2 - Making skills (including formal elements)**

	Year 3	Year 4	Year 5	Year 6
<b>Pupils know:</b>				
<b>Colour</b>	<p>Using light and dark colours next to each other creates contrast.</p> <p>Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>	<p>Adding black to a colour creates a shade.</p> <p>Adding white to a colour creates a tint.</p>	<p>Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p>	<p>A 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>
<b>Form</b>	<p>Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Organic forms can be abstract.</p>	<p>Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Simple 3D forms can be made by creating layers, by folding and rolling materials.</p>	<p>An art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>The size and scale of three-dimensional artwork changes the effect of the piece.</p>	<p>The surface textures created by different materials can help suggest form in two-dimensional art work.</p>
<b>Shape</b>	<p>Negative shapes show the space around and between objects.</p> <p>Artists can focus on shapes when making abstract art.</p>	<p>How to use basic shapes to form more complex shapes and patterns.</p>	<p>Shapes can be used to place the key elements in a composition.</p>	<p>How an understanding of shape and space can support creating effective composition.</p>
<b>Line</b>	<p>Using different tools or using the same tool in different ways can create different types of lines.</p>	<p>Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>	<p>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.</p>	<p>How line is used beyond drawing and can be applied to other art forms.</p>

*Progression of knowledge*

**KS2 - Making skills (including formal elements)**

	Year 3	Year 4	Year 5	Year 6
<b>Pupils know:</b>				
<b>Pattern</b>	<p>Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>Surface rubbings can be used to add or make patterns.</p>	<p>Patterns can be irregular, and change in ways you wouldn't expect.</p> <p>The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p>	<p>Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p>	<p>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.</p>
<b>Texture</b>	<p>Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p>	<p>How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>How to create texture on different materials.</p>	<p>Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p>
<b>Tone</b>	<p>That 'tone' in art means 'light and dark'.</p> <p>Shading helps make drawn objects look realistic.</p> <p>Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>That using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Tone can be used to create contrast in an artwork.</p>	<p>Tone can help show the foreground and background in an artwork.</p>	<p>That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>

*Progression of knowledge and skills*

**Knowledge of artists**

	EYFS: Reception	Year 1	Year 2
	<b>Pupils know:</b>		
<b>Meanings</b>	<i>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</i>	<ul style="list-style-type: none"> <li>Some artists are influenced by things happening around them.</li> </ul>	<ul style="list-style-type: none"> <li>Some artists create art to make people aware of good and bad things happening in the world around them.</li> </ul>
<b>Interpretations</b>	<i>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</i>	<ul style="list-style-type: none"> <li>Sometimes artists concentrate on how they are making something rather than what they make.</li> <li>Artists living in different places at different times can be inspired by similar ideas or stories.</li> </ul>	<ul style="list-style-type: none"> <li>Art can be figurative or abstract.</li> </ul>
<b>Materials and processes</b>	<ul style="list-style-type: none"> <li>Artists use modelling materials like clay to recreate things from real life.</li> <li>Artists choose colours to draw or paint with.</li> <li>Artists draw many different things and use different tools to draw with.</li> <li>Sometimes artists are inspired by the seasons.</li> <li>Some art doesn't last long- it is temporary.</li> <li>Sometimes artists cut and stick photos to make new images.</li> </ul>	<ul style="list-style-type: none"> <li>Artists can use everyday materials that have been thrown away to make art.</li> <li>Artists choose materials that suit what they want to make.</li> </ul>	<ul style="list-style-type: none"> <li>Illustrators use drawn lines to show how characters feel.</li> <li>Artists try out different combinations of collage materials to create the effect they want.</li> <li>Artists can use the same material (felt) to make 2D or 3D artworks.</li> <li>Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.</li> </ul>
	<b>So that they can:</b> See skills progression <a href="#">here</a>		
	<p>Enjoy looking at and talking about art.</p> <p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p>	<p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p>Understand how artists choose materials based on their properties in order to achieve certain effects.</p>	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>

*Progression of knowledge and skills*

Knowledge of artists

	Year 3	Year 4	Year 5	Year 6
	<b>Pupils know:</b>			
<b>Meanings</b>	<ul style="list-style-type: none"> <li>Art from the past can give us clues about what it was like to live at that time.</li> </ul>	<ul style="list-style-type: none"> <li>Art can communicate powerful statements about right and wrong.</li> </ul>	<ul style="list-style-type: none"> <li>Artists are influenced by what is going on around them; for example culture, politics and technology.</li> <li>Artists 'borrow' ideas and imagery from other times and cultures to create new artworks.</li> <li>How an artwork is interpreted will depend on the life experiences of the person looking at it.</li> </ul>	<ul style="list-style-type: none"> <li>Artists can use symbols in their artwork to convey meaning.</li> <li>Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.</li> </ul>
<b>Interpretations</b>	<ul style="list-style-type: none"> <li>The meanings we take from art made in the past are influenced by our own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Designers can make beautiful things to try and improve people's everyday lives.</li> <li>How and where art is displayed has an effect on how people interpret it.</li> </ul>	<ul style="list-style-type: none"> <li>Artists use self-portraits to represent important things about themselves.</li> <li>Artists create works that make us question our beliefs.</li> <li>Visual designs can represent big ideas like harmony with nature or peace.</li> </ul>	<ul style="list-style-type: none"> <li>Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new.</li> <li>Art can be a form of protest.</li> <li>Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</li> <li>Art sometimes creates difficult feelings when we look at it.</li> </ul>

<i>Progression of knowledge and skills</i>		Knowledge of artists			
Materials and processes		Year 3	Year 4	Year 5	Year 6
		Pupils know:			
So that they can:					<p style="text-align: right;">See skills progression <a href="#">here</a></p> <p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</p> <p>Consider how to display art work, understanding how artists consider their viewer and the impact on them.</p> <p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Work as a professional designer does, by collating ideas to generate a theme.</p> <p>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.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p> <p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces .</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>

*Progression of knowledge and skills*

**Evaluating and analysing**

	EYFS: Reception	Year 1	Year 2
<b>What is art?</b>	<b>Pupils know:</b>		
	<p>Art is:</p> <p>Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</p>	<ul style="list-style-type: none"> <li>• Art is made in different ways.</li> <li>• Art is made by all different kinds of people.</li> <li>• An artist is someone who creates.</li> <li>• Craft is making something creative and useful.</li> </ul>	
<b>Why do people make art?</b>			<ul style="list-style-type: none"> <li>• People use art to tell stories.</li> <li>• People make art about things that are important to them.</li> <li>• People make art to share their feelings.</li> <li>• People make art to explore an idea in different ways.</li> <li>• People make art for fun.</li> <li>• People make art to decorate a space.</li> <li>• People make art to help others understand something.</li> </ul>
<b>How do people talk about art?</b>	<b>So that they can:</b>		
	<p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p>	<p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>

See skills progression [here](#)

*Progression of knowledge and skills*

Evaluating and analysing

	Year 3	Year 4	Year 5	Year 6
<b>What is art?</b>	<b>Pupils know:</b>			
	<ul style="list-style-type: none"> <li>Artists make art in more than one way.</li> <li>There are no rules about what art must be.</li> <li>Art can be purely decorative or it can have a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Artists make choices about what, how and where they create art.</li> <li>Art can be all different sizes.</li> <li>Art can be displayed inside or outside.</li> <li>Art is interpreted differently depending on how it is displayed.</li> <li>Artworks can fit more than one genre.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes people disagree about whether something can be called 'art'.</li> <li>Art doesn't always last for a long time; it can be temporary.</li> <li>Art, craft and design can be functional and affect human environments and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Art doesn't have to a literal representation of something, it can sometimes be imagined and abstract.</li> <li>Art can represent abstract concepts, like memories and experiences.</li> <li>Art can be a digital art form, like photography.</li> </ul>
<b>Why do people make art?</b>	<ul style="list-style-type: none"> <li>People use art to tell stories and communicate.</li> <li>People can make art to express their views or beliefs.</li> <li>People make art for fun, and to make the world a nicer place to be.</li> <li>People use art to help explain or teach things.</li> <li>People make art to explore big ideas, like death or nature.</li> </ul>	<ul style="list-style-type: none"> <li>Art can be created to make money; being an artist is a job for some people.</li> <li>Art, craft and design affects the lives of people who see or use something that has been created.</li> <li>Artists make work to explore right and wrong and to communicate their own beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>People make art to express emotion.</li> <li>People make art to encourage others to question their ideas or beliefs.</li> <li>People make art to portray ideas about identity.</li> <li>People make art to fit in with popular ideas or fashions.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes people make art to express their views and opinions, which can be political or topical.</li> <li>Sometime people make art to create reactions.</li> <li>People use art as a means to reflect on their unique characteristics.</li> </ul>

*Progression of knowledge and skills*

**Evaluating and analysing**

	Year 3	Year 4	Year 5	Year 6
<b>How do people talk about art?</b>	<b>Pupils know:</b>			
	<ul style="list-style-type: none"> <li>• People can have their own opinions about art, and sometimes disagree.</li> <li>• One artwork can have several meanings.</li> </ul>	<ul style="list-style-type: none"> <li>• Art is influenced by the time and place it was made, and this affects how people interpret it.</li> <li>• Artists may hide messages or meaning in their work.</li> <li>• Artists evaluate what they make and talking about art is one way to do this.</li> </ul>	<ul style="list-style-type: none"> <li>• People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online.</li> <li>• Some artists become well-known or famous and people tend to talk more about their work because it is familiar.</li> <li>• Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</li> <li>• Comparing artworks can help people understand them better.</li> </ul>	<ul style="list-style-type: none"> <li>• Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way.</li> <li>• People can have varying ideas about the value of art.</li> <li>• Art can be analysed and interpreted in lots of ways and can be different for everyone.</li> <li>• Everyone has a unique way of experiencing art.</li> </ul>
	<b>So that they can:</b>			
	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem-solving process and make changes to improve their work.</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

See skills progression [here](#)



Design Technology Overview – Marsh Green 2024/2025