

Art & Design – Progression of Knowledge and Skills Map

Purpose of study						
<p>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.</p>						
Aims						
<p>The ELGs below all go towards giving FS pupils the basic skills, knowledge and vocabulary that they will need to engage fully with the Art & Design Curriculum as they transition to Key Stage One</p>		<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ● 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. <p>know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>				
EYFS	Key Stage 1	Key Stage 2				
<p>.Expressive Arts & Design Communication and Language Personal, Social and Emotional Development Physical Development</p> <p>Continuous Provision The following activities are regularly available as part of the Continuous Provision that the pupils can access at any point when they are not directly involved in an adult Guided Session. Use of the Creative area – mark making with a variety of materials, cutting and sticking/ joining activities, playdough, junk modelling etc.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively to design and make products ● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ● about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● 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 				
Media and Materials						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>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. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Begin to show accuracy and care when drawing. Experiment with a range of paintbrushes. Use scissors and glue to manipulate a range of collage materials - including textiles Use stampers, printing blocks, natural resources and found items to make repeated or overlapping shapes and patterns. Use playdough, clay, sand and recycled materials to create sculptures. Use digital cameras to take photos and manipulate images on the computer.</p>	<p>In pencil, draw lines of different length and thickness. In painting, use thick and thin brushes to produce lines and shapes /mix colours to make secondary colours. In collage, sort and use a range of materials that are cut, torn and glued. In textiles, join materials using glue. In print, use repeat or overlapping shapes (using objects to create print).</p>	<p>Use range of pencils to draw lines of different lengths/ thickness and show pattern using dots and lines. In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns /add white to make tints and black to make shades. In collage, mix materials to create texture eg coiling, overlapping and montage. In sculpture, use clay to make recognisable shapes. In digital media use photos taken to develop collage work.</p>	<p>Create sketchbooks to record and revisit observations. In painting, use white to make tints and black to make shades /use white/ light colours to show reflections. In collage, consider the effect of chosen materials and technique. In sculpture, include texture that conveys feelings, expression or movement and refine use of tools. In digital media, use photography to develop printing images.</p>	<p>Create sketchbooks to record and revisit observations In drawing, use a range of pencils & techniques to show effect, movement, perspective and reflection. In painting, use watercolours to produce washes for backgrounds. In sculpture, combine visual and tactile qualities. In textiles, use cross stitch and back stitch. In digital media, use photography to develop landscape work</p>	<p>Capture artistic process in sketch book. In drawing, use a range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration. In painting, use contrasting colours to suggest mood. In print, use layers of two or more colours / press, roll, rub and stamp and create print. In digital media, use computer Paint programme to generate motifs.</p>	<p>In drawing, use a wide range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration. In painting, combine colours, tones and tints to enhance mood. In collage, combine visual and tactile qualities. In textiles, use stitching to join materials.</p>

Art and design Skills						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Experiment with colour, patterns, texture, line, shape, form and space with range of materials.	Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials.	Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials.	Use and apply art and design techniques and improve their control and use of materials.	Apply art and design techniques with creativity, experimentation and increasing awareness.	Improve mastery of art/design techniques with wide range of materials.	Master art/design techniques with wide range of materials.
Vocabulary						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Know and use the terms artist, painting, sculpture and collage.	Begin to develop artistic vocabulary eg primary / secondary colour, line, light, dark.	Use correct artistic vocabulary eg tone, tint, pattern, texture.	Use range of artistic vocabulary to discuss and evaluate work eg observe, perspective, technique, palette.	Use range of artistic vocabulary to discuss and evaluate work eg reflection, contemporary, convey.	Use range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks eg tactile, influence, captivate, emulate.	Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks eg atmosphere, symbolise, mastery, evocative.
Significant Artists						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Participate in discussions about artists and art works, offering their own ideas, using recently introduced vocabulary. Artists & piece studied: Michelle Reader – Jaguar Arthur Rackham - The Fairies have their tiffs... Henri Matisse - The Snail	Talk about the work of an artist, craft maker or designer. Discuss their own and others' work. Artists & piece studied: Faith Ringgold - Tar Beach Jan Miro - Birds and Insects William Morris - The Strawberry Thief	Know about the work of a range of artists, craft makers and designers. Describe differences and similarities and make links to own work. Artists & piece studied: George Seurat – A Sunday Afternoon on La Grande Jatte Giuseppe Arcimboldo - Vertumnus Mackenzie Thorpe - Bee Boy	Evaluate work of some artists and analyse creative works. Know about great artists, architects and designers and how their art / design reflected and shaped our history. Artists & piece studied: Julien Opie – Blur Pieter Claesz - A still life with an overturned jug ... Andy Goldsworthy - Leaves	Draw on work of other artists for inspiration and begin to emulate their style. Know about great artists, architects and designers and how their art / design reflected and shaped our history and contributed to the culture of our nation. Artists & piece studied: Catherine Rayner - Augustus & his smile Will Harris - Woodpecker Vivienne Westwood - Pirate	Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation. Communicate ideas and comment on artworks using artistic language. Artists & piece studied: Hokusai - Cuckoo and Azaleas Charles Rennie Mackintosh – Rose Frida Kahlo - Self-portrait with thorn necklace and humming bird	Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation. Communicate ideas and comment on artworks using artistic language. Artists & piece studied: Friedensreich Hundertwasser “Irieland over the Balkans” Jann Haworth - Calendula’s Cloak Gustav Klimt - Portrait of Adele Bloch-Bauer