



Kneesall C of E Primary School  
Art and Design Progression of Skills and Knowledge

*Working towards*  
*Children acquire new knowledge and skills*

Learning tasks  
Name, label, describe, report, measure, list,  
illustrate, tell, recognise, repeat, arrange, define, memorise, calculate, recite, draw

*Working at expected*  
*Children use higher order thinking skills to apply their previous knowledge and make links*

Learning tasks  
Explain, classify, compare, contrast, organise, predict, interpret, summarise, demonstrate, point out

Greater Depth learning  
*Children extend their learning through independent tasks that requires critical thinking skills*

Learning tasks  
CREATE: Design, build, construct, devise, invent  
EVALUATE: judge, criticise, test, defend  
Investigate

Early Years Foundation Stage	
Development Matters 3-4	<p><u>Expressive art and design</u></p> <ul style="list-style-type: none"> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> </ul>
Development Matters Reception Year	<p><u>Expressive art and design</u></p> <ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</li> <li>Explore colour and colour-mixing</li> </ul>
Early Learning Goals	<p><u>Creating with materials</u></p> <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> <li>Share their creations, explaining the process they have used.</li> </ul> <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>

Concept		Key Stage One	Lower Key Stage Two	Upper Key Stage 2
<p><b>Develop Idea</b></p> <p>This concept involves understanding how ideas develop through an artistic process</p>		<p>Respond to ideas and starting points.</p> <ul style="list-style-type: none"> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul>	<p>Develop ideas from starting points throughout the curriculum.</p> <ul style="list-style-type: none"> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways. • Comment on artworks using visual language.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>Use the qualities of materials to enhance ideas.</li> <li>Spot the potential in unexpected results as work progresses.</li> <li>Comment on artworks with a fluent grasp of visual language.</li> </ul>
<p><b>Master techniques</b></p> <p>This concept involves developing a skill set so that ideas may be communicated</p>	<b>Painting</b>	<ul style="list-style-type: none"> <li>Use thick and thin brushes.</li> <li>Mix primary colours to make secondary.</li> <li>Add white to colours to make tints and black to colours to make tones.</li> <li>Create colour wheels.</li> </ul>	<ul style="list-style-type: none"> <li>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>Mix colours effectively.</li> <li>Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>Experiment with creating mood with colour.</li> </ul>	<ul style="list-style-type: none"> <li>Sketch (lightly) before painting to combine line and colour.</li> <li>Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece.</li> </ul>
				<ul style="list-style-type: none"> <li>Use brush techniques and the qualities of paint to create texture.</li> <li>Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>
	<b>Collage</b>	<ul style="list-style-type: none"> <li>Use a combination of materials that are cut, torn and glued.</li> <li>Sort and arrange materials.</li> <li>Mix materials to create texture.</li> </ul>	<ul style="list-style-type: none"> <li>Select and arrange materials for a striking effect.</li> <li>Ensure work is precise.</li> <li>Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	<p>Mix textures (rough and smooth, plain and patterned).</p> <ul style="list-style-type: none"> <li>Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.</li> </ul>

	<b>sculpture</b>	<ul style="list-style-type: none"> <li>Use a combination of shapes.</li> <li>Include lines and texture.</li> <li>Use rolled up paper, straws, paper, card and clay as materials.</li> <li>Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	<ul style="list-style-type: none"> <li>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>Include texture that conveys feelings, expression or movement.</li> <li>Use clay and other mouldable materials. • Add materials to provide interesting detail.</li> </ul>	<ul style="list-style-type: none"> <li>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>Use tools to carve and add shapes, texture and pattern.</li> <li>Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>
	<b>Drawing</b>	<ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> </ul>	<ul style="list-style-type: none"> <li>Use different hardness of pencils to show line, tone and texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> </ul>

		<ul style="list-style-type: none"> <li>Show different tones by using coloured pencils.</li> </ul>	<ul style="list-style-type: none"> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> </ul>	<ul style="list-style-type: none"> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>Use lines to represent movement.</li> </ul>
	<b>Print</b>	<p>Use repeating or overlapping shapes.</p> <ul style="list-style-type: none"> <li>Mimic print from the environment (e.g. wallpapers).</li> <li>Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>Press, roll, rub and stamp to make prints.</li> </ul>	<p>Shape and stitch materials.</p> <ul style="list-style-type: none"> <li>Use basic cross stitch and back stitch.</li> <li>Colour fabric.</li> <li>Create weavings.</li> <li>Quilt, pad and gather fabric.</li> </ul>	<ul style="list-style-type: none"> <li>Show precision in techniques.</li> <li>Choose from a range of stitching techniques.</li> <li>Combine previously learned techniques to create pieces.</li> </ul>
	<b>Digital Media</b>	<ul style="list-style-type: none"> <li>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Create images, video and sound recordings and explain why they were created.</li> </ul>	<ul style="list-style-type: none"> <li>Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>

<p><b>Take inspiration from the greats</b></p> <p>This concept involves learning from both the artistic processes and techniques of great artisans throughout history.</p>		<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>
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