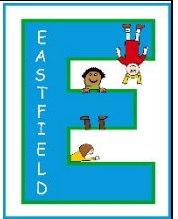


# Art and Design National Curriculum Requirements

## Eastfield Primary School Art and Design Knowledge and Skills Progression



*Pupils should be taught:*

### KS1

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas and experiences and imagination.
- To develop a wide range of art and design techniques 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.

### KS2

- To develop techniques, including control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record 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.
- About great artists, architects and designers in history.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artwork Key Strands and attitudes focus	<p><b>Painting</b> – focus of colour and holding paint brushes.</p> <p><b>Drawing</b> – observations of natural world and themselves, holding pencil correctly,</p> <p><b>Collage</b> – use of colours and texture of different materials e.g. tissue paper vs card.</p> <p><b>Sculpture</b> – use of form and space when building/ playing with materials.</p> <p><b>Printing</b> – use of colour e.g. butterfly print</p>	<p><u>Autumn</u>  <b>Painting</b> – Primary and Secondary Colours (Mondrian)</p> <p><u>Spring 1:</u>  <b>Printing</b> – Colour (Andy Warhol)</p> <p><u>Spring 2:</u>  <b>Sculpture</b> – Height (Barbra Hepworth)</p> <p><u>Summer 1:</u>  <b>Collage</b> – Textures (Seth Clark)</p> <p><u>Summer 2:</u>  <b>Drawing</b> – Lines (Miro)</p>	<p><u>Autumn 1:</u>  <b>Drawing</b> – Shapes (Picasso)</p> <p><u>Autumn 2:</u>  <b>Printing</b> – Shapes (Owen Jones)</p> <p><u>Spring:</u>  <b>Collage</b> - 3D Diorama (Joseph Cornell and David Mach)</p> <p><u>Summer 1:</u>  <b>Sculpture</b> – Ephemeral (Claes Oldenburg and Andy Goldsworth)</p> <p><u>Summer 2:</u>  <b>Painting</b> – Contrasting colours (Van Gough)</p>	<p><u>Autumn 1:</u>  <b>Alternative Medium</b> – Charcoal (Cave Paintings)</p> <p><u>Autumn 2:</u>  <b>Drawing</b> – Sketching (Rembrandt)</p> <p><u>Spring:</u>  <b>Collage</b> – Tessellate shapes (Roman Mosaics).</p> <p><u>Summer 1:</u>  <b>Painting</b> – Tints and Tones (Paul Cezanne)</p> <p><u>Summer 2:</u>  <b>Sculpture</b> – Styrofoam (Anthony Twentyman)</p>	<p><u>Autumn 1:</u>  <b>Printing</b> – Block Printing (Julia Forsyth Berkley)</p> <p><u>Autumn 2:</u>  <b>Painting</b> – Watercolour (Monet)</p> <p><u>Spring 1:</u>  <b>Sculpture</b> – Foil figure (Antony Gormley)</p> <p><u>Spring 2:</u>  <b>Drawing</b> - Caricatures (John Op De Beekle)</p> <p><u>Summer:</u>  <b>Alternative Medium</b> – Pastels (Edgar Degas)</p>	<p><u>Autumn 1:</u>            Painting – Pointillism (Georges Seurat)</p> <p><u>Autumn 2:</u>  <b>Sculpture</b> – Greek clay Figure (Andrew Sinclair, Benevento Cellini, Michelangelo)</p> <p><u>Spring 1:</u>  <b>Collage</b> – Layering (3D Decoupage)</p> <p><u>Spring 2:</u>  <b>Printing</b> – linocut (Die Brucke)</p> <p><u>Summer:</u>  <b>Drawing</b> – Black and White (Paul Bloomer)</p>	<p><u>Autumn:</u>  <b>Sculpture</b> – Wire model (Aztec statue)</p> <p><u>Spring:</u>  <b>Painting</b> – Acrylics (George Gower and Nicolas Hilliard)</p> <p><u>Summer:</u>  <b>Drawing</b> – (Pencils) – Full body portraits (Leonardo Da Vinci)</p>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design and taking inspiration from the work of others	<p>Children can participate in small groups, class, or one-to-one discussion, offering own ideas, using recently introduced vocabulary. They can express their ideas about their ideas in full sentences. They can set and work towards simple goals.</p>	<p>Children can describe the colours that they can see. They can describe the textures they can see. They can give an opinion on a piece of artwork. They can ask questions about the artwork. They can use their imagination.</p>	<p>Children can suggest how an artist has used colour, texture, line and shape. They can explore a range of artwork by an artist. They can critique using visual language. They can compare the work of two artists in the same field.</p>	<p>Children can use a viewfinder to look at the detail in artwork. They can study the artwork and unpick the technique used. They can recognise artwork from different cultures.</p>	<p>Children can compare the artwork of the same artist. They can describe the focal point of a piece of artwork. They can investigate colours and the mood they create.</p>	<p>Children can describe the advanced techniques of the artist. They can describe the impact of the medium. They can make sketches of a picture before they use a lino cut to create it.</p>	<p>Children can study the historical accuracy of the artwork in comparison to relative period. They can make sketches to design a sculpture before they create it.</p>

**Make  
Learning the art discipline**

Children can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They can be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. They can work cooperatively and take turns with others. They can use a range of tools,

**Painting:** Children can name primary and secondary colours. They can understand the use of white space. They can hold a paint brush correctly.

**Sculpture:** Children can shape clay into a variety of forms. They can layer 3D shapes to make a stable tower. They can add detail to make their tower unique.

**Printing:** Children can use a template to create a print. They can block contrasting colours in a print. They can use a vegetable

**Painting:** Children can identify contrasting colours. They can use contrasting colours for effect.

**Sculpture:** Children can explore a range of ephemeral materials. They can use these qualities to create a sculpture. They can use the outdoor environment to their advantage.

**Printing:** Children can create a repeating pattern in a print using colour. They can tessellate shapes to fit a pattern.

**Painting:** Children can lighten paint to create lighter shades. They can darken paints to create darker shades. They can use the tines and tones to create different effects. Make colour wheels.

**Sculpture:** Children can use styrofoam to create a sculpture. They can shape using a variety of tools.

**Collage:** Children can create a pattern using tiles. They can tessellate the tiles to create a shape.

**Drawing:** Children can explore a range of

**Painting:** Children can use watercolour paints correctly. They can blend colours to create an effect and think about the mood they create. They can create a colour wash and use the foreground and background effectively.

**Sculpture:** Children can create a free-standing figure. They can use pipe cleaners and foil to make a proportional figure. They can create movement within their figure.

**Printing:** Children can create a print block using wood and string. They can create a defined shape using

**Sculpture:** Children can shape clay using a range of tools. They can create the form of a body. They can keep features in realistic proportion. They can tell a story in a snapshot.

**Printing:** Children can create a simple design for a print and carve it using a polystyrene tile and then linocut.

**Collage:** Children can create layers using a 2D picture. They can choose which aspect to become 3D. They can make use of the background to pick out key features.

**Drawing:**

**Painting:** Children can use acrylic paints effectively. They can recreate a historic effect using paint.

**Sculpture:** Children can shape wire. They can clip and fix wire together safely. They can use Modroc to create a hardened shell. They can paint their sculpture to look historically worn.

**Drawing:** Children can recreate a proportional body portrait. They can create features that look realistic. They can create features that are to scale. Children can create the

	<p>including scissors and paint brushes. They can begin to show accuracy and care when drawing. They can show an ability to follow instructions involving several ideas or actions.</p>	<p>and then a sponge to create the shape of a print.</p> <p><b>Collage:</b> Children can use a variety of textures. They can proportion the shapes to create a realistic house.</p> <p><b>Drawing:</b> Children can explore different lines. They can explore different thickness of lines. They can use different media to create a range of lines.</p>	<p><b>Collage:</b> Children can create a 3D picture. They can use the background and foreground effectively. They can use everyday objects to enhance the effect.</p> <p><b>Drawing:</b> Children can explore shapes. They can use smaller shapes to make a picture. They can tessellate shapes for effect.</p>	<p>sketching pencils. They can use a lighter line to draft the shape. They can use a range of pencils to create a range of effects. E.g. shadow and hatching. They can proportion facial features.</p> <p><b>Alternative Medium - Charcoal</b> Children can use charcoal effectively. They can use similar techniques to the Stone Age. They can create a backwash as a base layer.</p>	<p>string. They can create a background to support their print.</p> <p><b>Drawing:</b> Children can oversize features for comical effect. They can proportion the remaining features of the face to remain recognisable.</p> <p><b>Alternative Medium - Impressionism</b> Children can use pastels effectively. They can blend colours using pastels. They can use the inspiration of a range of artists to create their own piece.</p>	<p>Children can create a range of effects only using black and white. They can create a gradient of shades using pencils and use smudging and blending.</p> <p><b>Painting:</b> Children can use dots to create a piece of artwork. They can create shadow and light using colours. They can space the dots to create depth and other effects.</p>	<p>illusion of forced perspective. They can use the foreground and background effectively. They can maintain relative scale in the piece. They can create depth into a point.</p>
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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluate	Children can share their creations, explaining the process they have used.	Children can say what they like and dislike about their artwork.	Children can make suggestions about how to improve their own work. They can compare their own work to the artist's original.	Children can evaluate critically their own work. They can make helpful suggestions to a peer's work. They can compare their own to a peer's work.	Children can evaluate their work and make improvements whilst in the making process.	Children can critically evaluate and make suggestions for future artwork.	Children can evaluate their work by comparing to the historical original.