

Quadring Primary School
Progression of knowledge and skills in Art and Design

	EYFS		KS1 By the end of Year 2		LKS2 By the end of Year 4		UKS2 By the end of Year 6	
Artist to be covered	Year A N/A	Year B N/A	Year A Paul Cezanne Paul Horton Claude Monet Andy Goldsworthy Vincent Van Gogh	Year B Picasso JMW Turner	Year A	Year B John Constable Frieda Kahlo	Year A William Morris	Year B David Hockney
DRAWING	EYFS		KS1 By the end of Year 2		Lower Key Stage 2 By the end of Year 4		Upper Key Stage 2 By the end of Year 6	
Skills	To make marks using pencils, pens, chalk and crayons. To draw recognisable objects from observations - animals, plants, family members and my own face. To match colours to the real objects. To recognise and use shapes in my drawing.		To experiment with marks using different media. To draw using a range of media. To draw from observation. To investigate line and shape in drawings. To use pencils to create light and dark tones. To alter the pressure used to create different effects.		To use charcoal, chalk, pencil, pastel, pens etc. to create lines and form. To draw with detail to represent form, shape and movement. To draw facial features and body within sketches. To represent form and movement within their work. To use a sketchbook to collect and develop ideas.		To develop observational work, focusing on lines, shading, hatching, blending and texture. To represent foreground and background within their work. To use a range of media to represent their ideas including pen and ink. To develop an awareness of composition, scale and proportion.	

		Explore pattern and texture within their work.	To evaluate and annotate ideas and work within their sketchbook. To represent form and movement within their work. To sketch ideas to inform a final piece. To select media for a purpose	To make sketches with increasing accuracy and imagination. To combine media to create different effects within their work, including the use of shade and tone. To select methods for their work.
Knowledge	I know how shapes make up a realistic drawing of an object. I know the body parts of an animal to include in my drawings. I know how size and colour make drawings look more real.	I understand the different effects and properties of different media (pencils, pastels and charcoal). I know how to change the tone and shade through changing the pressure I use with a pencil, crayon, charcoal. I know how to create shape and texture in my drawings.	I know that different graded pencils give different tone and effect. I know how to portray different emotions in my artwork. I understand the I need to know scale and proportion of an object before drawing it. I know how to show proportion in my work. I can select different media and materials based on their properties.	I understand the properties of different media and I know how to use this to select the media I need. I know how to change the effect of different media.

Vocabulary	Line, shape, pencil, big, small, long, short, body part vocabulary,.	Line, tone, texture, shade, shape, dark, light, colour, form, pattern, observation.	Line, tone, texture, shade, shape, dark, light, texture, pattern, observation, sketch, expression, form, proportions, movement.	Line, tone, texture, shade, shape, dark, light, texture, pattern, observation, sketch, expression, form, proportions, movement, reflection, blending, Proportion, perspective, foreground, background, hatching.
Media	Pencil, pen, chalk, crayon.	Pencil, pen, crayon, oil pastel, chalk, pastel, coloured pencil.	Pencil, pen, crayon, oil pastel, chalk, pastel, coloured pencil.	Pencil, pen, crayon, oil pastel, chalk, pastel, coloured pencil, pen and ink, graphic pens .
PAINTING	EYFS	KS1 By the end of Year 2	LKS2 By the end of Year 4	UKS2 By the end of Year 6
Skills	To use a variety of brush thicknesses. To use brushes and paint to create a realistic interpretation of myself. To experiment with colour mixing. To use paint to make symmetrical designs.	To use a range of brushes to create different effects within their work. To use wet and dry paints. To mix colours from primary colours. To use paint to create a background. To represent ideas through images and form.	To use a wash to create a background. To use a range of brushes to create different effects. To explore ways of altering the texture of the paint. To mix colours independently. To create images considering the mood of the picture.	To use paint to convey observations, feelings and emotions. To use different ways to apply paint to create layers and texture. To plan and produce observational and imaginative compositions. To select tools to create different effects.

			To use tone and shading to create mood and effects.	To mix colours to create mood and emotion within a piece. To select techniques and explain their choices. To be able to use a range of paint oil, acrylic.
Knowledge	I can choose colours according to what I am painting. I can explain what colours I have mixed and what colours I have made. I can paint shapes to create a picture. I know what symmetrical means.	I understand which are primary and secondary colours. I know how to mix secondary colours using primary colours. I know how to change the tone/shade of a colour. I know how to alter tones by adding white or black. How to mix secondary colours using primary colours. I know how to layer paint to create effects. I can draw pictures from observation.	I know and understand how the colour wheel works. I know how to mix warm and cool colours. I know how colours create mood within an image. I know how to use different brushes and brush strokes to create effects within the image. I can tell you about artists I have studied and their work.	I can identify paint techniques. I know which colours evoke different moods within a piece of art work. I know how to apply paint to create different effects. I know a range of techniques used within art. I can tell you about artists I have studied and their work.

Vocabulary	Paint, brush, sponge, colour mix, fold, symmetrical	Paint, brush, sponge, colour mix shade, brush, strokes, primary colours, secondary colours, tone	Paint, brush, sponge, colour mix shade, brush, strokes, primary, secondary, tone, texture	Paint, brush, sponge, colour mix, shade, brush, strokes primary, secondary, tone, texture, colour, vocabulary
Media	Poster Paint	Powder paint Poster Paint Water Colour	Powder paint Poster Paint Water Colour Acrylic	Powder paint Poster Paint Water Colour Acrylic Paint Oil Paint
PRINTING	EYFS	KS1 By the end of Year 1	LKS2 By the end of Year 4	UKS2 By the end of Year 6
Skills	To experiment with printing equipment. To print patterns onto paper and into mouldable materials. To print patterns. To print with and make rubbings of natural objects.	To print with a clear intent. To use Monoprint to make marks. To control lines and tone through pressure. To apply media to a surface to make marks. To make rubbings from different textures.	To explore monoprinting onto a variety of different papers. To make a simple stencil to produce a print. To explore print through Collograph print To use corrugated card, string and press prints To design and make a complex pattern tile.	To explore pattern within their local environment To make connections with their work and that of others To create images through relief printing. To produce prints using two colours To use roller and stencils - Poly-blocks To design prints for a purpose.

			To compare own designs with that of known artists.	
Knowledge	I can recognise a pattern. I can continue, recreate and design my own pattern. I can explain how or what made a print. I can make prints with the parts of my hand.	I understand and know how to use different materials to make impressions on different surfaces. I know how to apply different levels of pressure to print images.	I understand how and can you show how different paints and inks print onto different papers.	I know how to use tools effectively and safely to create a relief print block.
Vocabulary	Print, paint, ink, press, rubbings	Print, paint, ink, press, rubbings, pattern, texture	Print, paint, ink, press, rubbings, pattern, texture, lines, tones, stencil, collograph	Print, paint, ink, press, rubbings, pattern, texture, lines, tones, collograph , stencil, polyblocks, design, cutting, carving, line , printing blocks
Media	Paint, clay, ink	Paint, clay, ink, pencil	Paint, ink, clay, pencil	Paint, ink, clay, pencil
COLLAGE	EYFS	KS1 By the end of Year 2	LKS2 By the end of Year 4	UKS2 By the end of Year 6
Skills	To tear and place materials inside a given outline. To choose materials for a given character collage.	To explore ways of folding, tearing, crumpling and overlapping materials to create images.	To use different collage techniques to create images. To develop overlapping techniques.	To design and use ceramic collage to produce art.

	To use a variety of materials for different aspects of the collage. To use scissors successfully.	To sort materials by their properties. To explain their choices when selecting materials for their work. To work with repeated patterns To secure materials within their composition using glue	To use ceramic tiles to create a mosaic using mosaic techniques. To cut accurately. To use materials to represent images. To interpret stories, poems music etc. by combining materials.	To combine materials and visual elements to represent ideas, mood and emotions. To use cutting tools and adhesive with care To embellish collage work with finishing details. To produce images with a clear purpose. To embellish and add layers to create complexity in their work.
Knowledge	I know how to fill an outline with a given material. I know how to fix materials together. I know how to match materials to a give colour/texture.	I understand how materials behave and the textures and effects which can be achieved. I know which adhesive to use.	I can materials to create mood and textures within an image. I can explain why I have used certain materials and talk about my work.	I know which adhesive and materials to use. I can tell you why I chose certain materials and give reasons for my choices. I can materials for a purpose.

	I know how to use scissors safely.						
Vocabulary	Cut, fold, tear, stick, join, texture.	Cut, fold, bend, tear crease bend join attach, crumple, texture.		Cut, tear, fold, bend, attach, crumple, texture, mosaic, join, attach, overlapping, layering, montage, textile, environments		Cut, tear, fold, bend, attach, crumple, texture, mosaic, join, attach, overlapping, layering, montage, textile, environments establishments	
Media	Paper Card plastic hessian felt wool thread ribbon	Paper card plastic hessian felt wool thread ribbon	Paper card plastic hessian felt wool thread ribbon	Paper Card plastic hessian felt wool thread ribbon	Paper card plastic hessian felt wool thread ribbon	Paper card plastic hessian felt wool thread ribbon	Paper card plastic hessian felt wool thread ribbon
TEXTILES	EYFS	KS1 By the end of Year 2		LKS2 By the end of Year 4		UKS2 By the end of Year 6	
Skills	To use a needle and thread for simple straight stitch/simple cross stitch sewing with support. To use fabrics to create collages and add detail to models.	To weave using a variety of media including threads and fabrics, on a large and small scale. To use fabrics, selecting from colour and texture to create images and pictures. To use scissors to cut and shape fabric.		To apply layers and texture to their work. To thread a needle independently. To use more than one type of stitch within their sewing. To join materials and use padding to create a quilting.		To use a range of techniques to produce a finished artefact. To combine different materials. To use clay and tools to create finished and detailed sculptures.	

	To create a simple tartan material using strips of paper.	To create images using a variety of materials. To apply materials using glue or simple stitches to attach materials. To apply colour to materials by printing.	To experiment with joining and combining materials to create a 3D form To use a variety of techniques including printing, dyeing and weaving to create texture within their work. To use textiles to create a clear image. To use clay to produce a 3D form. To print onto fabric using mono print block. To select materials to respond to a given task.	To work with different media on a range of scales. To design projects from their own imagination and observations. To include texture and visual elements
Knowledge	I know how to use a needle safely. I know how to use a needle and thread with support.	I know what threads and fabrics are. I know how to secure materials using glue or stitches.	I know how to produce different stitches within their work - straight stitch/running stitch/cross-stitch.	I understand and know which colours contrast with each other. I understand and know which materials contrast within each other.

	I can select appropriate materials for a collage. I can use a simple over, under method for weaving paper into a tartan design.	I can select materials by their properties and explain why I have selected them. I know and talk about the properties of clay. I understand and explain ways of joining different materials.	I know how to create texture by overlapping and layering materials. I understand the properties of material and can use this to help me select materials I need.	I can use my knowledge of the properties of materials to select resources to complete projects and to explain my reasons to others. I understand what techniques I need to use to achieve the final project piece. I know what appropriate joining skills to choose for the materials used.
Vocabulary	Thread, needle, fabric, weaving, sewing, wool, paper	Thread, fabric, weaving, wool, cotton, raffia, paper, join, attached, mould, clip	Dyeing, weaving, threading, joining, sewing, stitches, running stitch, cross stitch, straight stitch, overlap, layers, sculpting, moulding, shaping, printing, negative, positive, images, overlap	Dyeing, weaving, threading, joining, sewing, stitches, running stitch, cross stitch, straight stitch , sculpting, moulding, shaping, form, scale, Printing, negative, positive, images, overlap, layers, embellish
Media	Cotton, wool, fabric	Cotton, wool, fabric, raffia, clay	Cotton, wool, fabric, fabric dye, clay, ink	Cotton, wool, fabric, fabric dye, clay, ink
3D MEDIA	EYFS	KS1 By the end of Year 2	LKS By the end of Year 4	UKS2 By the end of Year 6

Skills	To build using recycled containers. To mould materials by pinching, patting, rolling, poking, cutting, squeezing, scraping and digging. I can use fixings materials such as glue and tape. To create pictures using natural objects.	To cut, roll, pinch and mould clay carefully to form simple models and pots. To use clay to make a coil pot. To add texture using simple tool. To join clay using a slip. To add detail to their work. To use techniques to create a relief tile. To form malleable materials to create simple representations e.g. bodies	To assemble materials to make a new form To use mod roc/ papier Mache to create a simple forms To scale a design up to create a large-scale piece of work. To work collaboratively to produce a human scale figure or structure.	To produce 2D and 3D work focusing on one stulmuli.eg - landscape/ figure/ form To produce 3D work with a focus on form, texture, colour and form. To produce work focusing on different genres and cultures to inspire children's response in 3D. To use the skills they have to work imaginatively to represent their own ideas. To use skills to produce work to express different concept e.g. scale, weight or a concept.
Knowledge	I know how to fix materials and containers together. I can mould play dough/clay into a pinch pot or desired shape. I can create sculptures out of sand.	I know how to shape clay. I know how to blend and join two pieces of clay. I know how to use tools to add texture and detail to my work.	I know how to create and apply papier Mache. I know how to shape and create a form. I know how materials can be joined together and shaped.	I understand how different materials can be used to create form and shape. I know which materials create different textures and surfaces.

	I can talk about what I have made and how I made it.	I understand how artists work and to respond to their work.	I know how to alter the scale of an idea. I know how different media can be applied and used.	I know how to use tools effectively to create their work. I understand how to represent ideas through different media. I know how to develop and plan my ideas.
Vocabulary	Attach, stick, design, cut, mould, join, pinch, roll	Attach, stick, design, cut, mould join, pinch, roll, shape, malleable	Attach, stick, design, cut, mould Join, pinch, roll, shape, malleable, Mod Roc, Papier Mache	Attach, stick, design, cut, mould, join, pinch, roll, shape Malleable, Mod Roc, Papier Mache , scale, figures, structure, stimuli
Media	Paper, clay, range of materials	Clay, paper	Clay, papier mache, mod roc, cardboard	Clay, papier mache, mod roc , cardboard
IT	EYFS	KS1 By the end of Year 2	LKS2 By the end of Year 4	UKS2 By the end of Year 6
Skills	To use age appropriate programs to draw and colour pictures. To choose colours from a given choice to colour an outline on the screen.	To use a simple paint program to represent their ideas. To change simple tools to create different effects include the line colour and brush. To change and adapt work	To combine digital images and other media within their artwork. To use the internet to research artists work To use a simple program to animate simple drawings.	To create artwork which combines their own digital images. To use digital programs to complete simple animations To use software to produce their own artwork.

	To design patterns using pens on screen to decorate a given character or outline. To use i-pads to take photographs as part of a mashcam.	Can copy and paste areas of an image Can control the size colour shape and tools to create informed pictures. Can use digital cameras to capture ideas, moods Can work with increasing independence.	To tell a simple story through a sequence of images	To incorporate their own work within a project.
Knowledge	I know how to select the colour I want to use. I know how to colour and mark make on the screen. I know how to rub out my mistakes on screen using the eraser tool. I know how to take a photograph using the I-pad.	I know which tools can be used and how to change them. I know how to use a mouse or iPad to create my work. I know how to save work and open my work to change it.	I understand how images can be changed and altered using IT. I know which tools to use to achieve my project. I can explain to others my intentions and decisions.	I know which tools to use to achieve my project. I can explain to others my intentions and decisions. I know which software to use and how to use the tools within it to achieve their final piece.
Vocabulary	Draw, paint, tools, curser, colour, decorate, erase.	Draw, paint, tools, curser, width, colour, palette, edit, print, save	Draw, paint, tools, curser, width, colour, palette, edit, print, save, combine, alter	Draw, paint, tools, curser, width, colour, palette, edit, print, save, combine, alter
Media	Purple Mash, Paint	Purple Mash, Paint	Purple Mash, Paint	Purple Mash, Paint